

ST. MARTIN PARISH

FEDERAL PROGRAMS DEPARTMENT

TITLE I SUPERVISOR

MELANIE TAYLOR



SUPPLEMENTAL SERVICES GRADES K-4, ENGLISH LEARNER PROGRAM,
MIGRANT EDUCATION PROGRAM

Important Dates 2021-2022

Math Fair:

TBD- St. Martinville High School

Facilitator Meeting:

September 2, 2021- Federal Programs PD Lab @ 8:30 -11:30/ or Zoom

November 18, 2021- Federal Programs PD Lab @ 8:30 -11:30/ or Zoom

February 11, 2022- Federal Programs PD Lab @ 8:30 -11:30/ or Zoom

April 2022- ESSA Meetings- TBD via Zoom

Title I Personnel Schedules Due:

September 15, 2021

Title I Binder Reviews:

Week of October 11th- 15th (Google Drive)

Week of May 4th- 8th (Google Drive)

Title I Tutoring Logs Due:

October 22, 2021

January 14, 2022

March 18, 2022

May 27, 2022

Fall Homeless and Poverty Documentation Due:

September 30, 2021

Spring Poverty Documentation Due:

February 23, 2022

Eureka Math

Teachers are strongly encouraged to follow the scope and sequence from the Louisiana Department of Education for grade specific mathematics. The Eureka curriculum has been written and designed to incorporate the Louisiana Student Standards, Math Shifts, and the eight Mathematical Practices.

SHIFTS FOR MATHEMATICS

1. **Focus:** Ensuring that instruction focuses strongly where the Standards focus
2. **Coherence:** **Think** across grades, and **link** to major topics within grades
3. **Rigor:** In major topics, pursue **conceptual understanding**, procedural skill and **fluency**, and **application** with equal intensity

8 MATHEMATICAL PRACTICES

1. **Make sense of problems and persevere in solving them.**
2. **Reason abstractly and quantitatively.**
3. **Construct viable arguments and critique the reasoning of others.**
4. **Model with mathematics.**
5. **Use appropriate tools strategically.**
6. **Attend to precision.**
7. **Look for and make use of structure.**
8. **Look for and express regularity in repeated reasoning.**

Math Facts should be reviewed daily for fluency.

ELA CONTENT LITERACY STRATEGIES

Content Literacy Strategies are instructional practices that combine speaking, writing, reading, listening, and thinking with content material from the disciplines and teach students independent strategic reading and writing processes for content area learning. These strategies are derived from sound, evidence-based principles of literacy and learning and require teacher modeling, interaction, and monitoring. One or more of these strategies should be used daily in all content areas.

Brainstorming

Reciprocal Teaching

SPAWN Writing

Split-Page Notetaking

SQPL – Student Questions for Purposeful Learning

Story Chains

Vocabulary Cards

Vocabulary Self-Awareness

Word Grid

RAFT Writing

DR-TA – Directed Reading-Thinking Activity

GISTing

Graphic Organizers

Learning Log

Opinionnaire/Anticipation Guide

Professor Know-It-All

Process Guide

Questioning the Author (QtA)



Louisiana Migrant Education Program

Migrant Family Search Form



School District: St. Martin

School Name: _____

School Year: 2021-2022

Student Name: _____

Dear Parents,

In order to better serve your children's academic needs, our program wants to identify students who may qualify to receive additional educational services. **The information you provide will be kept confidential.** Please answer the following questions and return this form to your child's school.

Have you moved/traveled in the past three years in order to do agricultural/fishing work?

☐ **NO**

☐ **YES** (Please check all that apply below & complete contact information)



Picking vegetables, fruit, pecans, hay, soybeans, sugarcane, sweet potatoes, etc.

☐

Working in a poultry farm

☐

Working in a dairy farm

☐

Working with bees/honey

☐

Working in a plant nursery, orchard, tree growing or harvesting

☐

Working with livestock such as cattle, hogs, alligator, crickets or turtle farming

☐

Working in commercial fishing, shrimping, crabbing or crawfish ponds

☐

Other similar work? Please explain:



Parent (Guardian) Name: _____ Best time to contact you: _____

Telephone No. _____

For District Use Only: Please return completed surveys to: melanie_taylor@saintmartinschools.org or maria_dupuis@saintmartinschools.org

_____ eligible for MEP

_____ not eligible for MEP



Louisiana Migrant Education Program

Migrant Family Search Form



Distrito Escolar: St. Martin

Nombre de la Escuela: _____

Año escolar: 2021-2022

Nombre del Estudiante: _____

Queridos padres,

Con el fin de atender mejor las necesidades académicas de sus hijos, nuestro programa quiere identificar a los estudiantes que pueden calificar para recibir servicios educativos adicionales. **La información que proporcione se mantendrá confidencial.** Responda las siguientes preguntas y devuelva este formulario a la escuela de su hijo.

¿Se mudó / viajó en los últimos tres años para realizar trabajos agrícolas / pesqueros?

☐ **NO**

☐ **SI**

(Por favor marque todo lo que corresponda a continuación y complete la información de contacto)



Recogiendo vegetales, fruta, nueces, heno, soya, caña de azúcar, camotes, etc.

☐

Trabajando en una granja avícola

☐

Trabajando en una granja lechera

☐

Trabajando con abejas/miel

☐

Trabajando en un vivero, huerto, cultivo o cosecha de

árboles.

☐

Trabajando con animales como ganado, cerdos, lagartos, grillos o tortugas

☐

Trabajando en estanques de pesca comercial, camarones, cangrejos o fincas de crawfish

☐

Otro trabajo similar? Por favor explique:



Nombre del Padre (tutor): _____

Cual es la mejor hora para contactarle: _____

Número de teléfono: _____

For District Use Only: Please return completed surveys to: melanie_taylor@saintmartinschools.org or maria_dupuis@saintmartinschools.org

_____ eligible for MEP

_____ not eligible for MEP

St. Martin Parish
2021-2022
Title III
English Learner Program

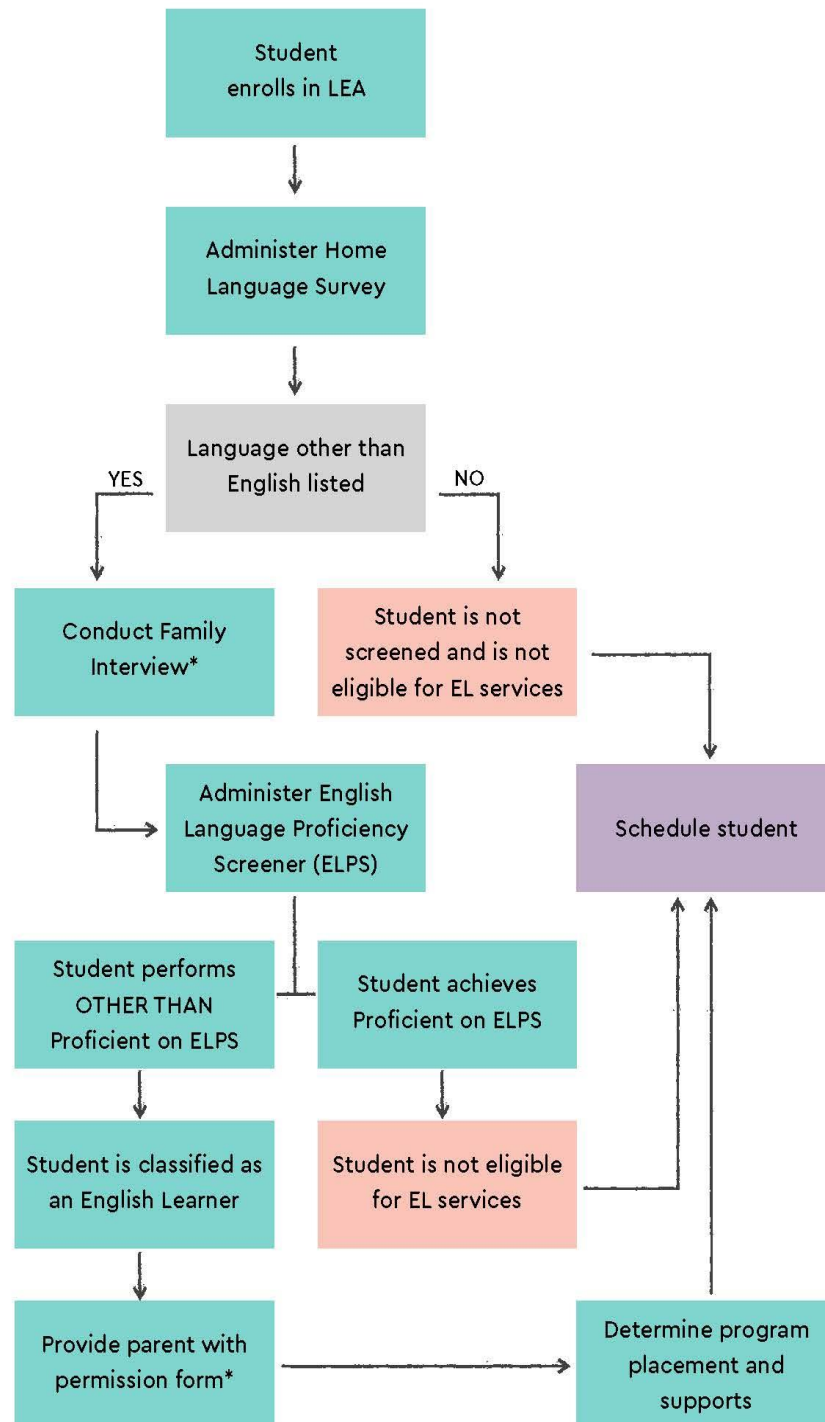


TITLE III
ENGLISH LEARNER (EL)
2021-2022

- EL students must be provided with meaningful access to all curricular and extra-curricular programs.
- EL students **must** be provided with classroom facilities comparable to those provided to non-EL students
- EL students must have access to qualified teachers and sufficient resources to ensure meaningful participation in the curriculum.
- Schools **must** provide information regarding policies, school activities, programs and services to parents in a language that they can understand. Translation requests can be made by contacting assigned EL tutor or district EL Supervisor, Melanie Taylor.
- Students are **not** to be used as translators or messengers for such information.
- The Home Survey on the student registration sheet **must** be filled out by every student in the district. It **must** be completed in the areas of:
 1. Birth Place
 2. Country of Origin
 3. Date of Entry to the US
 4. The language first learned by the student
 5. Language other than English spoken at home
 6. Language used most often by the student
- Any student/parent who marks that another language is spoken at home should be screened for English Language Proficiency. The LDOE approved screening tool, **English Language Proficiency Screener (ELPS)** will be used and will be administered by district EL Tutors. Once the student is registered, the school should complete the process within two weeks.
- All EL students **must** be in an approved intervention program that supports both language acquisition and academic proficiency. Interventions may include READ 180, System 44, Imagine Language and Literacy, iReady, or other computer assisted program with adult supports.
- District EL Tutors will work closely with school staff and content teachers to integrate the Connectors for English Learners for close alignment with the LA Student Standards for English. The focus will be on providing support for ELs to meaningfully engage in content area curriculum and instruction within the content area classroom. District Tutors will work with school staff to build capacity of content area teachers to engage ELs in the core content area curriculum.

ENGLISH LEARNER (EL) IDENTIFICATION FLOWCHART

This process must be completed within 30 school days of student enrolling.



Registration

1. Complete EL information on school registration form. School personnel must provide assistance and contact district EL Tutor if translation is needed.
 - a. Principal designee will assist parent/guardian in completing the registration form.
 - b. Principal designee will review the registration to examine if the parent/guardian indicates if the student is an EL student.
2. Principal designee will upload into JCampus Doc Archives the completed **registration form and Birth Certificate (no later than 48 hours from enrollment date)**.
3. District EL Supervisor will contact assigned district EL Tutor with student information to schedule student screening. EL Tutor will communicate screening results to school coordinator/counselor.

Initial Screener

- District EL Tutor/Supervisor will screen the student using the ELPS (within 2 weeks after the enrollment date)
 - a. If student qualifies the student will begin services. An SBLC meeting will be held to determine appropriate services for individual student according to EL Plan.
 - b. SBLC must review student progress annually and ensure proper documentation on each individual (RTI process). Documentation will be maintained in JCampus and in student EL folder.
- A **Future Kindergarten** student will be considered proficient if he/she score(s) **Level 3** or better in all four domains. The student would then not be identified as an EL and would not require EL support services.

EL Student Program Requirements:

1. School Building Level Committee (SBLC) will develop an educational program to meet each child's individual need through both academic and language services.
 - SBLC will provide instructional programs which foster the child's success in core content subjects addressing current standards. In addition to core curriculum, SBLC will place EL student in an intervention program to support academic and language progress. Programs may include Read 180, System 44, Reading elective course, iReady Intervention, Imagine Learning, etc.
 - SBLC will provide teaching staff with appropriate curriculum guides along with supplementary materials and instructional methods designed to support ELs.
 - District EL Tutors will provide additional tutoring supports and resources.
 - Students who are Opted-Out of EL services by parents must continue to be monitored. Students will still receive accommodations as per the EL Accommodations Plan. Students are still required to take the ELPT as well as other state assessments A copy must be kept in the student's folder and a copy sent to Melanie Taylor. A new opt-out form must be signed on a yearly basis.
 - High school instructional programs: newly arrived non-proficient English Learners will not be placed in highly language dependent courses (such as American History or advanced courses). **EL students are not to be placed in any CCRC program until after 2 consecutive semesters in high school.** The EL student must develop a degree of competency in the English language in order to succeed in advanced courses. Schedules must reflect the unique needs of the EL student.

2. English Proficiency Assessment:
 - a. EL (SPED) students will continue to take the ELPT assessment as long as they qualify for EL services. **Students Opted Out by parent MUST take state mandated English Language Proficiency Test/ELPT.**
 - b. SBLC along with district staff will monitor ELPT assessments yearly to determine exit criteria for English proficiency.
 - c. EL students with disabilities who are unable to meet exit criteria within a **four year or more period**, may be removed from EL student services through SBLC.

High Stakes Testing

1. All EL students will take all state mandated tests such as LEAP, EOC, ACT, WorkKeys, etc., in addition to the state mandated English Language Proficiency Test (ELPT).
2. During high stakes testing, the accommodations cannot be different from accommodations used in the classrooms during instruction and assessments, as documented on EL Plan, or IAP/IEP.
3. In reference to grading policies, EL students who are unable to comprehend the language of instruction, should not be assigned failing grades in the content area subjects. The student should be assigned grades based on cooperation, effort, and participation in class work to the degree that his/her English Language Proficiency allows. A description may be added behind such grades (for example, "D, EL")
4. **Students should be expected to:**
 - Pay attention in class
 - Follow directions
 - Have required materials
 - Participate in class activities
 - Complete homework assignments
 - Show progress
5. Grading at the secondary level should be simplified according to an EL's English Proficiency level, and teachers should provide concreteness by extensively using graphic materials.
6. Evaluations of student progress should be made in terms of successful mastery of the skills outlined in the state's LA Student Standards.
7. Evaluations should be developed according to the child's level of English Proficiency determined by the English Language Proficiency Test (ELPT). EL Connectors are aligned to LA Student Standards and should be used in the design of instruction and assessment.
8. Accommodations must be provided to students who require supports. In assigning grades for content courses, teachers should scaffold and differentiate instruction, weighing end-of-semester or end-of year evaluations more heavily than those at the beginning of the school year.
9. Performance assessments and assessment portfolios can be used as documentation for assigning a grade.

Proficiency Determination (as it relates to Bulletin 111/Sec 4001)

- A **Future Kindergarten** student will be considered proficient if he/she scores **Level 3** or better in all four domains. The student would then not be identified as an EL and would not require EL support services.
- **All 4's = exit**
- **All 5's = exit**
- **Combination of 4's and 5's in all of the 4 domains = exit**

English Learner/SPED Students	
Students with disabilities who are unable to meet the above exit criteria after four years or more in EL status because of their disability, as decided only by consensus of the members of the school building level committee (SBLC), may be exited from EL status (but will still be required to take statewide assessments).	

*****Students who are exited must be monitored for two years and provided supports as needed*****