ST. MARTIN PARISH

FEDERAL PROGRAMS DEPARTMENT

TITLE I SUPERVISOR

MELANIE TAYLOR

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

Important Dates
2023-2024

Math Fair:

   TBD-   St. Martinville High School

Facilitator Meeting:

   September 8, 2023- Federal Programs PD Lab @ 1:00 -3:30

   June 2024 ESSA Meetings- TBD

Title I Personnel Schedules Due:

   September 15, 2023

Title I Compliance Reviews:

   Week of October 16th- 20th

   Week of May 6th- 10th

Title I Tutoring Logs Due:

   October 13, 2023

   January 8, 2024

   March 18, 2024

   May 13, 2024

Fall Homeless, ELL, and Poverty Documentation Due:
   September 8, 2023

Spring Poverty Documentation Due:
   January 19, 2024

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	**RAFT Writing**
Reciprocal Teaching	**DR-TA – Directed Reading-Thinking Activity**
SPAWN Writing	**GISTing**
Split-Page Notetaking	**Graphic Organizers**
SQPL – Student Questions for Purposeful Learning	**Learning Logs**
Story Chains	**Opinionnaire/Anticipation Guide**
Vocabulary Cards	**Professor Know-It-All**
Vocabulary Self-Awareness	**Process Guide**
Word Grid	**Questioning the Author (QtA)**

Louisiana Migrant Education Program
Migrant Family Search Form

School District: <u>St. Martin</u>   School Name:_____

School Year: <u>2023-2024</u>   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._____

Louisiana Migrant Education Program
Migrant Family Search Form

Distrito Escolar: <u>St. Martin</u> Nombre de la Escuela:_____

Año escolar: <u>2023-2024</u> 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
☐

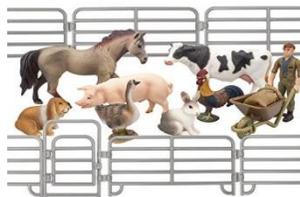**Trabajando en un vivero, huerto, cultivo o cosecha de árboles.**
☐

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):_____ Cúal es la mejor hora para contactarle: _____

Número de teléfono._____

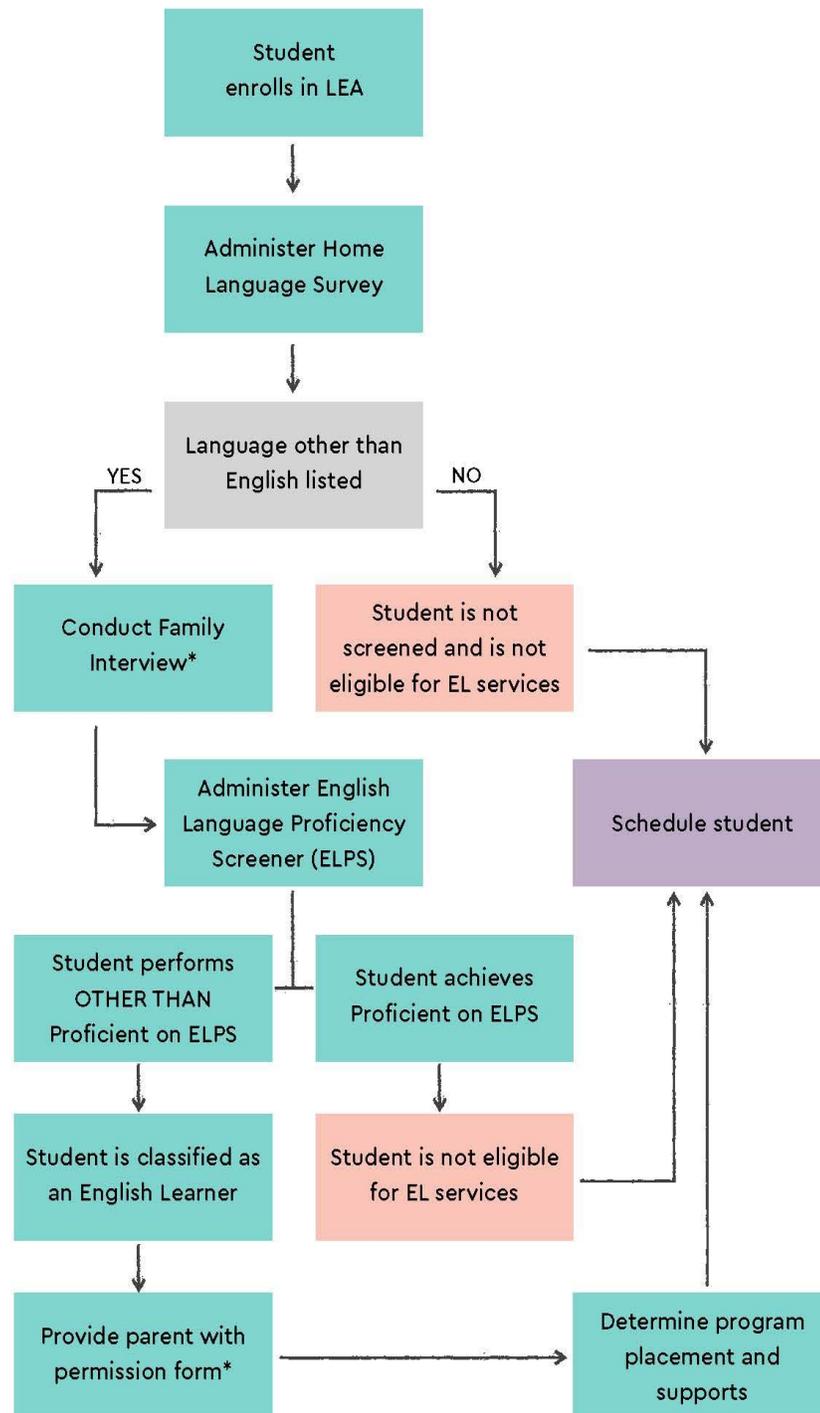
St. Martin Parish
2023-2024
Title III
English Learner Program

- 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 entering 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 or Supervisor. Once the student is registered, the school must 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, Amira, Mango Language, English 3D, 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.

Student enrolls in LEA

↓

Administer Home Language Survey

↓

Language other than English listed

YES →

Conduct Family Interview*

NO →

Student is not screened and is not eligible for EL services →

↓

Administer English Language Proficiency Screener (ELPS)

Student performs OTHER THAN Proficient on ELPS

Student achieves Proficient on ELPS

↓

Student is classified as an English Learner

Student is not eligible for EL services →

Schedule student

↓

Provide parent with permission form* →

Determine program placement and supports

↑

* Examples of these documents can be found in the English Learner Library or through your district's EL program director

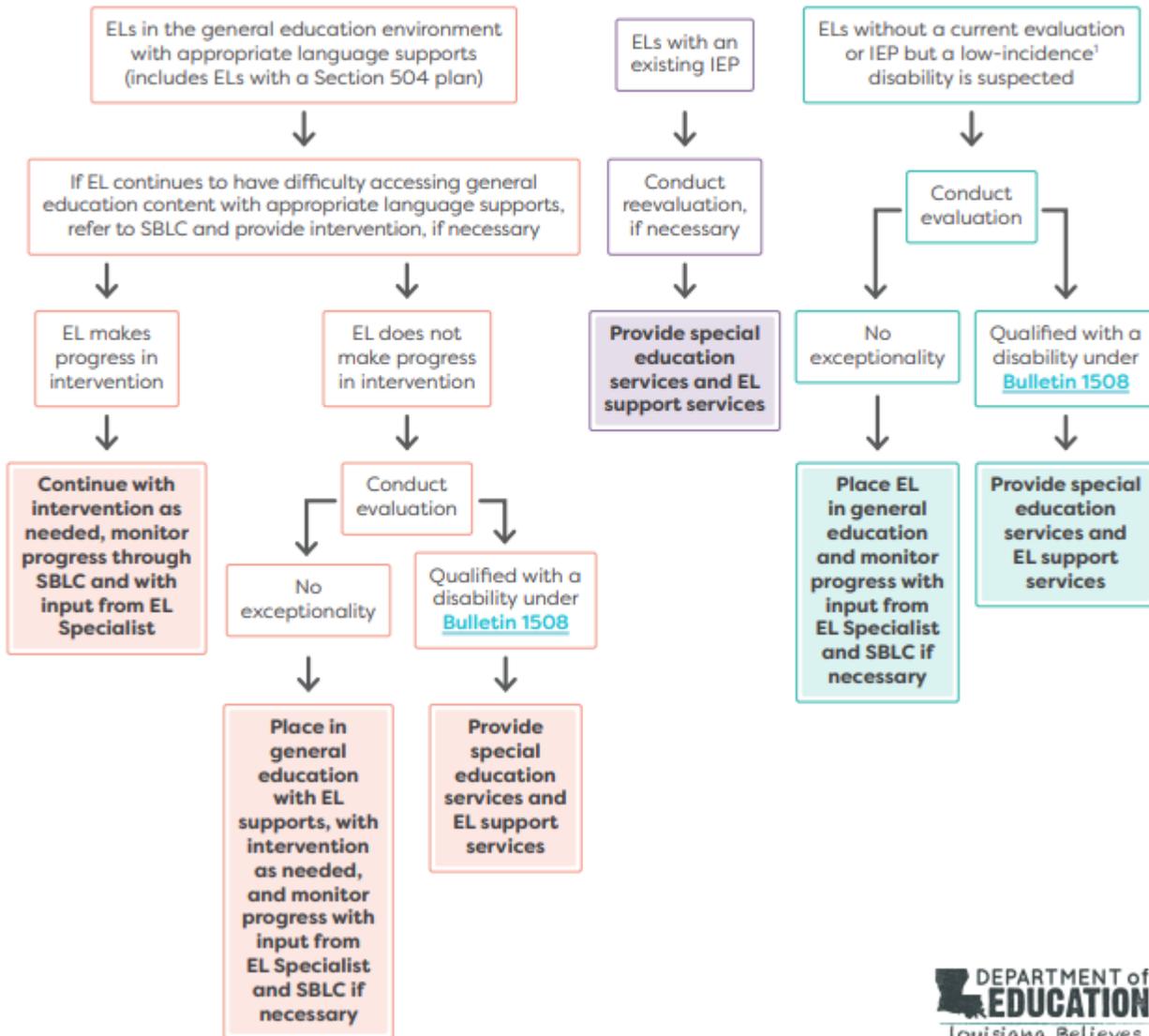DEPARTMENT of EDUCATION
Louisiana Believes

IDENTIFYING AND SUPPORTING ELs WITH DISABILITIES FLOWCHART

The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) address the rights of students with disabilities. If an EL is suspected of having one or more disabilities, the school system must evaluate the EL promptly to determine the presence of a disability and what services the student may require. Special education evaluations may not be delayed because of a student's EL status or because of the services they receive, and the student's EL status cannot be the basis of determining the presence of a disability. Special education and IEP teams, SBLC, and EL supervisors/specialists should work collaboratively to ensure all students are receiving the supports and services they need to meet rigorous academic goals.

Student has been identified as an EL through the **EL Identification Process.**

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┌──────────────────────────────┐   ┌──────────────┐   ┌──────────────────────────────┐
│ ELs in the general education │   │ ELs with an  │   │ ELs without a current        │
│ environment with appropriate │   │ existing IEP │   │ evaluation or IEP but a      │
│ language supports (includes  │   │              │   │ low-incidence[1] disability   │
│ ELs with a Section 504 plan) │   │              │   │ is suspected                 │
└──────────────────────────────┘   └──────────────┘   └──────────────────────────────┘
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ELs in the general education environment with appropriate language supports (includes ELs with a Section 504 plan)
↓
If EL continues to have difficulty accessing general education content with appropriate language supports, refer to SBLC and provide intervention, if necessary
↓ ↓

EL makes progress in intervention
↓
Continue with intervention as needed, monitor progress through SBLC and with input from EL Specialist

EL does not make progress in intervention
↓
Conduct evaluation
↓ ↓

No exceptionality
↓
Place in general education with EL supports, with intervention as needed, and monitor progress with input from EL Specialist and SBLC if necessary

Qualified with a disability under Bulletin 1508
↓
Provide special education services and EL support services

ELs with an existing IEP
↓
Conduct reevaluation, if necessary
↓
Provide special education services and EL support services

ELs without a current evaluation or IEP but a low-incidence[1] disability is suspected
↓
Conduct evaluation
↓ ↓

No exceptionality
↓
Place EL in general education and monitor progress with input from EL Specialist and SBLC if necessary

Qualified with a disability under Bulletin 1508
↓
Provide special education services and EL support services

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1 Louisiana's Bulletin 1508 states, "An immediate referral may be made to pupil appraisal services for an individual evaluation of those students suspected of having low incidence impairments such as hearing impairment, visual impairment, deaf-blindness, traumatic brain injury, intellectual disability (moderate or severe), multiple disabilities, and some students with severe autism, orthopedic impairments and/or significant health issues; or based on substantial documentation by school building level personnel of any student suspected of being likely to injure him/herself or others. Screening activities should be completed during the evaluation for these students," (p. 7).

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. District EL coordinator 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 strategies and scaffolds 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. EL Accommodations Checklist Plan accommodations (hard copy and JCampus) must align with what is in DRC for testing.

Grades

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")

1. <u>**Students are expected to**</u>:
   - Attend school regularly
   - Pay attention in class
   - Follow directions
   - Have required materials
   - Participate in class activities to the extent possible
   - Complete homework assignments to the extent possible
   - Show progress

2. Grading at the secondary level should be simplified according to an EL's English Proficiency level, and should provide concreteness by extensively using graphic materials.

3. Evaluations of student progress should be made in terms of successful mastery of the skills outlined in the state's LA Student Standards.

4. 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.

5. 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.

6. 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