

2024-
2025

The ESL Teacher's Handbook



Introduction:

The purpose of this handbook is to take some of the mystery out of the job of the ESL teacher here in Duplin County. This handbook seeks to provide practical, accurate, and current information pertaining to the many facets of the ESL teacher's job. You will find everything from information on testing to information on lesson planning right here in this handbook. Please take time to peruse this manual, and refer to it often as questions arise during the year. Make good use of the directory (as this is your support network) and of the calendar (to keep up with important dates).

Have a great year!

Adriana Marston

ESL Program Coordinator
2024-2025
Duplin County Schools

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Calendar

August 12: Teacher Workdays begins

August 21: ESL Meeting -Beginning of The Year

August 22: Start reviewing your student list on Ellevation, check which students need to be monitored.

August 26: First day of school for students

August 29: WIDA SCREENER TRAINING full day

October 2: All EL Plans should be completed and testing accommodations entered in Ellevation. See Green Folders Checklist at the end of this manual.

October 7: All testing of students enrolled on the first day of school should be done.

October 18: End of first grading period

November 8: **First monitoring report of Monitored Former ELs Year 1, Year 2, Year 3 and Year 4 should be completed on Ellevation.**

December 20: End of second grading period/ 1st semester **(Keep in mind, for some grade levels, you will have to use a different WIDA Screener test form as of this date)**

January 3,6 and 7: Teacher Workdays.

January/February: ACCESS training Date TBD

February -March: Testing Window for ACCESS for ELLs 2.0 Dates TBD

March 12: End of grading period

March 24: **Second monitoring report of Monitored Former ELs Year 1, Year 2, Year 3 and Year 4 should be completed on Ellevation.**

April 7: All accommodations for second semester HS ESL students need to be entered into Ellevation. K-8 ESL students who arrived after the end of September will need to have accommodations in place as well.

May 23: End of grading period and last day of school for students. **May 27-June 6:** Teacher Workdays— Work on updating **green folders (ACCESS scores will most likely not be ready for school districts at this point)**

Staff Directory

Name	School	Role	Email
Gabrielle Rucker	BFG	ESL Teacher	grucker
Anita Holsonback	BFG	ESL Teacher	aholsonback
Sally Whitfield	BFG	ESL Teacher	sawhitfield
Amalia Iglesias	BFG	ESL Teacher Assistant	aiglesias
Laura Zuniga	BFG	ESL Teacher Assistant	lzuniga
Aleayah Miller	CES/KES	ESL Teacher Assistant	amiller
Regina Sherrod	WARE	ESL Teacher	rsherrod
Maria Pineda	WARE	ESL Teacher Assistant	mpineda
Sashary Zarate	WARE	ESL Teacher Assistant	szarate
Carla Anderson	NDE	ESL Teacher	canderson
Tracy Rose	NDE	ESL Teacher	trose
Julie Brogden	NDE	ESL Teacher Assistant	jbrogden
JoAnnah Escobar	WALE	ESL Teacher Assistant	jescobar
Adela Chavez	WALE	ESL Teacher Assistant	adchavez
Amy Whitney	WALE	ESL Teacher	awhitney
Kathy Hendrickson	WALE	ESL Teacher	khendrickson
Ashley Lovette	WALE	ESL Teacher	alovette
Carol Murphy	RHM	ESL Teacher	cmurphy
Timothy Cagwin	RHM	ESL Teacher	tcagwin
Latasha Simpson	RHM	ESL Teacher	lsimpson
Beatriz Gonzalez	RHM	ESL Teacher Assistant	bgonzalez
Odaly Banegas	RHM	ESL Teacher Assistant	obanegas
Wandy Outlaw	BES	ESL Teacher	wrodriguez
Maria Cornejo	BES	ESL Teacher Assistant	mcornejo
Jessica Wheeler	JKHS	ESL Teacher	jewheeler
Michael Maddox	JKHS	ESL Teacher Assistant	mmaddox
Vacant	EDHS	ESL Teacher	
Paula Tovar	EDHS	ESL Teacher Assistant	ptovar
Carlos Sosa	NDJS	ESL Teacher	csosa
Edith Sosa	WRH	ESL Teacher	esosa
Olga Polanco	WRH	ESL Teacher Assistant	opolanco
Ashley Bass	WRH	ESL Teacher Assistant	asbass
Margaret Coman	KES	ESL Teacher	mcoman

Vacant	DECHS	ESL/Spanish Teacher	
Oneyda Mejia	DCS	Translator	omejia
Edgardo Flecha	DCS	Translator	eflecha
Francisco Diaz	DCS	Cultural Engagement & Recruitment Administrator	fdiaz
Adriana Marston	DCS	ESL Program Coordinator	amarston
Celia Uranga	DCS	Federal Programs Office Manager	curanga
Janice Goldsby	DCS	Director of Federal Programs	jgoldsby

I'm Hired! Now what?

1. **Hiring Procedures**- Most likely you have already been through the following: an interview with the principal and/or personnel director, received welcome packet at central office, instructed to get your physical and drug test (do the urine test—not the blood test version), and toured your new school. If you are new to teaching ESL in the US, take the time to read up on the professional literature and current research. All teachers need to read carefully the revised EL plan since you are responsible for a large part of it, and others will consider you the expert and come to you with questions. Knowledge builds your confidence and the confidence of others in you!

2. **The Area**: Duplin County has many historical sites that you will want to visit such as Liberty Hall Plantation. There are also wineries and wonderful restaurants, not to mention great opportunities for relaxation and recreation. Visit the county tourism website (www.uncorkduplin.com) to learn more!

Those with more urban interests can visit Wilmington, NC (1 hour driving time) or the Triangle area of Raleigh, Durham, and Chapel Hill, NC (1.5-2hr drive). The nearest beaches are Topsail Island (aprox. 1 hr by Highway 50), Carolina and Wrightsville Beaches near Wilmington (1.5 hrs aprox by I-40 and then following the signs), and Emerald Isle in Carteret County. Myrtle Beach in South Carolina is about a 3hr. drive.

The closest amusement parks are Carowinds in Charlotte, NC, Busch Gardens in Williamsburg, Virginia, and Kings Dominion in northern Virginia.

Our nation's capital is only a 5hr drive, Disney World is about a 10 hr. drive as is New York City, and you can reach the mountains in about 5 hours. Have fun!!!

3. **Your New School**:

Your first day at your new school can be a scary experience, especially if you are coming from another country or even just another state. Obviously, you need to get to know your principal. Probably he/she is the only person you know there anyway since that is who interviewed you. Ask him/her to show you around. If there is another new teacher, bond with him or her, and go around together and introduce yourselves. Usually, at least one person, if not several, will want to take you under their wing and show you around the new school. My best advice to you is to be friendly, be open and honest when you don't have the answers, ask for help often, and make friends with the custodians, the secretary, and the cafeteria staff!

If you are coming in from another area or country, you might want to double or triple your efforts to get to know people. Let people see that you really care about them, the school, the kids, and the community. If people see that you are sincere in your kindness and efforts on their behalf, you will be welcomed with open arms.

Make an effort to locate and get to know the following people, as you will need to consult with them often:

1. Your principal
2. Your assistant principal- usually for discipline, textbooks, or bus-related issues
3. Your secretaries—find out who is in charge of student records (Power Schools) and who manages the money (treasurer). Who collects leave forms and hands out paychecks?
4. Your guidance counselor- The guidance counselor typically works very closely with the ESL teachers(s) to assure that the correct students have been identified.
5. The testing coordinator who will assist you in giving the appropriate modifications to EL students during testing.
6. All other ESL teachers in your school
7. Any bilingual people on staff
8. Grade-level chairperson of each grade at your school- he/she can keep you up to date on what's going on in the regular classroom

Got all that? Now, you need to do the following:

1. Create an accurate and up to date list of all EL students at your school using Ellevation software. See training documents attached.
2. Using the Ellevation software, create a plan for each of them using information from test data, green folders, and cumulative folders. Also, determine along with your testing coordinator, what testing accommodations they should receive.
3. Start making your schedule. (See the scheduling section) Ask for help if needed!
4. Test any new students as soon as they arrive (this is all kindergarteners with language other than English on home language survey and any other new students as needed). We have thirty days to test them within their date of enrollment; however, we want to identify students as quickly as possible.
5. Plan for instruction based on data you have and from input from classroom teachers.
6. Teach!

4. Help me!

Don't let yourself get overwhelmed. Make to-do lists every day and check things off as you do them so you can focus on just one thing at a time. When you are uncertain, ask for help from the members of our ESL family!

5. Local customs:

Every area has its own atmosphere and traditions. Duplin County is a very large rural county that has historically been very isolated. Obviously, that has all changed, but you can still see the results of its history today. For example, the small towns in the county (though seemingly similar) have entirely different histories and populations. Some local customs that you may/may not be aware of: Did you know that you are expected to pull completely off the road when you meet a funeral procession? It seems strange since you're not actually blocking traffic, but it is a

gesture of respect. You can recognize a funeral procession by noting a long line of cars led by a hearse and all the cars will have their lights on or their hazard lights flashing. Obviously, this is not done on large highways such as I-40. You are also expected to pull over when an emergency vehicle is coming up behind you or even toward you if it will aid in their safe passage.

Another custom that some find strange is that when there is a death in the family, friends and neighbors bring over food and come to pay their respects. Local church groups will actually come over and “serve” the family members a meal.

This is a rural, agricultural community. Historically, most immigrants came from protestant backgrounds so you will find very few Catholic churches to choose from. Generally speaking, this community values hard work, the land, traditions, God, independence, the military, EMS workers, firefighters, police, and forthrightness. Sports are big, and the biggest ones are basketball, football, and hunting.

Laws and Policies

Legal Decisions Impacting English Language Learners

- **Title VI of the Civil Rights Act of 1964**

“No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Implications for English Language Learners (ELLs):

Students cannot be discriminated against due to language. ELLs cannot be denied services in school because the teacher does not speak the same language as the student.

Students cannot be refused enrollment due to limited English proficiency. ELLs are entitled to education in a public school until age 21.

Students cannot be retained due to limited English proficiency. Additionally, this law means that, as a practice, F's, D's or U's should not be given if English language ability prevents the students from performing the same as a native speaker of English.

Students cannot be expelled or suspended due to limited English proficiency.

- **The Health, Education, and Welfare Memorandum of May 25, 1970**

“Where the inability to speak and understand the English language excludes national origin minority group children from effectively participating in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”

Implications for English Language Learners:

Schools must provide services aimed at teaching English to limited English proficient students.

Classroom teachers must modify instruction for English language learners.

- **Lau v. Nichols (1974)**

This case involved a suit by Chinese parents in San Francisco which led to a ruling that **identical education does not constitute equal education** under Title VI of the Civil Rights Act of 1964. School districts must take the affirmative steps to overcome barriers faced by non-English speakers.

Implications for English Language Learners:

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- **The Equal Opportunity Act of 1974**

This act requires a local school agency to take the appropriate action to overcome language barriers that impede students' equal participation in its instructional program. A policy must be in place.

- **Rios vs. Read (1978)**

States must identify EL students through valid testing.

Programs must be monitored.

Students cannot exit prematurely without valid testing.

- **Castenada vs. Pickard (1981)**

The program that is used to serve students must be based on sound theory and show reasonable success.

- **Plyler vs. Doe (1982)**

Students cannot be refused enrollment due to a lack of legal documentation. Enrollment cannot be denied to students here on a Visitor's Visa, as long as they are here with a parent or legal guardian. If they are not here with a parent or legal guardian, the system does not have to enroll the student, but DPI recommends erring on the side of enrollment. Students need "satisfactory proof of age." A birth certificate is not required; requirement can be satisfied by a baptismal certificate, medical records, or an affidavit signed by parents. Students do not need a social security number. Schools are not to inquire into the legal status of students; the assumption is that children do not come here on their own.

- **Civil Rights Restoration Act of 1988**

All federal programs are "at risk" (may risk a loss of funds) if there is a failure to comply with statutes regarding the education of English language learners.

- **Office of Civil Rights Enforcement Policy (1991)**

Program evaluation is required to gauge success.

Qualified ESL personnel must be employed to implement the program.

Specific program exit criteria must be in place.

Systems cannot screen out EL students for Gifted and Talented programs.

- **P.L. 103-302 Improving America's Schools Act (IASA) of 1994**

This act authorizes full participation of eligible students with limited English proficiency in Title I programs for economically disadvantaged children. It states, "...limited English proficient children are eligible for services on the same basis as other children selected to receive services." It also states, "...limited English proficient students shall be assessed to the extent practicable, in the language and form most likely to yield accurate and reliable information on whatever students know and can do to determine such students' mastery of skills in subjects other than English."

- **Every Student Succeeds Act (ESSA) 2015**

ESSA is the 2015 reauthorization of the 1965 Elementary and Secondary Education Act, aimed at ensuring equal access to high-quality education for all students in the United States. ESSA outlines federal policy in assessment and accountability, educational standards, teacher quality, program innovation, and other areas. ESSA includes a number of new requirements for the education of English Learners (ELs), including standardized criteria for identifying EL students and inclusion of English proficiency as a measurement of school quality. Unlike its predecessor, the No Child Left Behind Act, ESSA pushes back to the states critical decisions such as how quickly schools must improve and how

states can intervene with struggling districts. Shifting such decision-making to state governments—along with provisions within ESSA requiring stakeholder engagement—opens the door to wide variation in how states judge whether ELs are making satisfactory progress, at the same time that it creates new opportunities for community input into how important decisions related to ELs are made.

Promotion/Retention Guidelines for ELLs

Federal law states...

“In accord with federal law, it is a violation of the Regulation Implementing Title VI of the Civil Rights Act of 1964 if limited English proficient students are retained in a grade for failure to demonstrate basic skills in English.”

State Board Policy (HSP-N-008) states...

“English language proficiency cannot be the factor that a student has not met performance standards at each gateway.” If a ML student cannot perform or master skills at grade level standards due to lack of English language proficiency he cannot be retained.

According to state law, the final decision concerning promotion/retention ultimately rests with the principal; however, the Duplin County Schools ESL Department, as well as system guidelines for promotion/retention, recommend basing that decision on findings from a School Level Promotion Committee, including the classroom teacher and ESL teacher.

When considering an ML student for retention, please make certain that teachers have the appropriate documentation to demonstrate that lack of English is in no way related to lack of academic success in the grade/course. Teachers should have a Personal Education Plan for all ELL students that document both instructional and assessment modifications being used regularly in the classroom. Teachers should also have samples of student work that reflect how the student performed on the modified classroom activities and assessments.

The above policy is very ambiguous as it is practically impossible to determine if lack of English proficiency is THE reason for below-grade level performance or just one of many. If it is one of many, what percentage of the problem is it? As there is no way to measure this, promotion/retention is a very slippery slope. Cases are very rare in which you could say that language definitely is or definitely is not the determining factor. One thing to keep in mind, statistically speaking, retention can do more harm than good.

Grade Placement Recommendations for MLs

The ESL Department recommends age-appropriate grade placement for ML students. Placing a student in a grade that is not consistent with his or her age might be considered a violation of his or her Civil Rights because that decision is based on a variable such as limited English proficiency, missing school records, national origin, or some other factor. It is important that when placing a student that all of the needs of the student be considered, and not just his or her level of English language proficiency. Those needs include emotional, social, and developmental needs. All must be integrated to produce positive results.

Inappropriate grade placement may also present a serious safety issue. Discrepancy between age(s) and peer group interaction may create problems brought about because of social, emotional, and developmental issues. In addition, inappropriate placement does not allow that child equitable access to grade-level instruction, which is mandated by No Child Left Behind. Please contact the ESL Department if you need to discuss any grade placement issues at your school.

Language Instructional Program Types in North Carolina Public Schools

Name of Approach	Instructional Language(s)	Key Features	Notes
Programs that utilize two languages for instruction			
Dual Language Developmental Bilingual Program (Additive Bilingualism)	English and student’s heritage language	Designed to help non-English speakers learn English as well as maintain and improve their native or heritage language skills.	Students become bilingual, biliterate and bicultural in a way that honors their need to simultaneously identify and communicate with their heritage or home culture and with the mainstream culture they live and will work in.
Dual Language Two-Way Immersion Program (Additive Bilingualism)	English and another language	Comprised of approximately 50 % native English speakers and 50% native speakers of the target language. Both groups of students become bilingual, biliterate and bicultural.	Content instruction is provided both in English and in the target language.
Transitional Bilingual Education Program (Subtractive Bilingualism)	focus on student’s primary (non-English) language	Presented in the ELs’ native language for at least 2 or 3 years after which time ELs receive all-English instruction.	Primary purpose is to facilitate students’ transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.
Heritage Language Program	focus on student’s primary (non-English) language	Typically targets non-native English speakers with weak literacy skills in first language	The goal is building literacy in two languages.
English Language Instructional Programs for English [as a Second] Language Learners [ELLs] Extra content support in English and the native language may also occur.			
English as a Second Language [ESL]	English	A program of techniques, methodology and special curriculum designed to teach English reading, writing, listening, and speaking skills to ELs.	ESL instruction is in English with little use of students’ native languages. This may occur as a pull-out session or a scheduled class time.
Content-based ESL	English	Uses instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills.	Instruction is in English with little use of students’ native languages. This may occur as a pull-out session or a scheduled class time.

Sheltered Instruction/ Sheltered Instruction Observation Protocol	English	Adapts academic instruction in English to make it understandable to EL students.	Can be implemented by content and ESL teachers in English language arts, mathematics, science, social studies, and other subjects.
Newcomer Services	English	One-on-one or small group instruction as needed; educational interventions to meet the academic and transitional needs of newly-arrived immigrants.	Students usually attend these programs for a very limited time before they enter an ESL program. Services may be provided at a special site or may be provided at the school site.
ESL Co-Teaching	English	Shared, collaborative teacher planning time so that teachers that can implement strategies that integrate language acquisition, literacy, and academic content at the same time.	Caution: Co-Teaching is NOT supplying an ESL teacher who enters the class and assists individual students. Requires professional development for both teachers so that grade level and developmentally appropriate teaching from both the ESL and content teacher occurs.
Service Delivery Types¹			
Direct	Appropriate, consistent, face-to-face service		
Indirect	Service delivery varies as deemed necessary based on formalized contacts with teachers of ELLs and other staff, including (but not restricted to) instructional modifications, state testing accommodations, periodic face-to-face instruction or counseling.		

¹ All ELLs must have an EL Plan, including proficiency level descriptions, instructional modifications, and state test accommodations.

Duplin County Schools has several different program models for serving ELLs.

- Scheduled ESL “**pull-out**” classes: the most popular approach in the LEA and used at all grade levels. Students are provided instruction in the English Language using the WIDA Standards for English Language Proficiency as a guideline. ESL teacher collaborates with classroom teacher to make instruction relevant for the student and to prime him/her for success. Care must be taken when scheduling these “pull-outs” so that students are receiving more benefits from being pulled out than pitfalls from missing so much of their regular class.
- Content-based Scheduled **ESL Classes in High Schools**: These are intensive language courses with their own set pacing guides to guide new students toward enough proficiency in English to be able to function in a regular Eng. I class and in other subjects as quickly as possible. Accelerate so they can graduate!
- Strategic Language Support through a combination of the following:
 - Sheltered Instruction with a classroom teacher certified in ESL
 - Sheltered Instruction with a classroom teacher trained in SIOP
 - Sheltered Instruction delivered through co-teaching of classroom teacher and ESL Teacher

- **Focus groups** of flexible groupings of students- ESL Teacher conducts workshops on specific language skills that student has demonstrated as a skill in need of improvement. This service is specially offered for transitional ESL students that is students who are close to exiting the program.
- **Co-teaching:** These are classes that are co-taught by mainstream and ESL teachers. Their purpose is to make content comprehensible for ELLS while they remain in regular classrooms interacting with native speaking peers. This service is highly beneficial because it allows ESL students to improve their language proficiency and not miss out on content instruction which they need to achieve academic success. Co-teaching requires collaborative work between classroom and ESL teachers.

Procedures

Procedures at the beginning of the school year:

1. Obtain last year's test data.
2. Use the Ellevation software to analyze the data for each student and decide what services he /she needs to receive.
3. Note any overall trends in areas of weakness/strengths on the assessments. Are certain grade levels weaker in certain standards (S.S. or Science, etc.)? Are there any patterns?
4. **Verify that all exited students** according to your ACCESS Roster have been marked as exited on Ellevation. Check that **they have an exit date** and they're **checked as monitored** if it's been less than two school years since they exited. Remember that **the exit date corresponds to the first day of school of the following school year** after they take the ACCESS test. For example, if a student takes the ACCESS test on 3/15/2013 and exits, their official exit date will be 08/26/2013 and therefore that student needs to be monitored during the 2013-2014 and 2014-2015 school years.
5. Document the current EL students' services for the present school year, verify that their demographic information is correct. If they have graduated, mark the correct box on Ellevation and make them inactive. The same goes for students who have dropped out or have been withdrawn. If you know a student has moved to another school within DCS, notify the ESL teacher. Begin working on the individual Learning Plan for all your current EL students.
6. Begin designing student groups based on common language needs and current tier level.
7. Create a tentative schedule and work on getting it finalized by confirming with teachers.
8. Make a long-term plan for each group. How do you foresee addressing each group's specific language needs? For a more detailed plan, you might need to delay this step until you can find out the long- term plans of the teachers with whom you will be working. For example, if you know they will be studying plants in the spring, you can plan accordingly. A great deal of detail is not essential. This step merely assures that you have a path to follow to reach your goals. Certainly, you can deviate from it as long as you come back and make it to your destination!

9. Begin first lesson plans by following your long-term plan, student plans, and info you've received from teachers.
10. Give teachers test scores and Learning Plans. Establish a rapport (if you haven't already) with the teachers with whom you'll be working. Especially, let co-teaching teachers know what to expect.
11. School starts. Administer all necessary WIDA Screeners and turn in as soon as possible. Remember that they need to be hand-delivered.
12. In case you have students who come from another WIDA state and has been tested already, obtain a copy of their scores and fax to the Federal Programs Office. Notify the lead teacher first.
13. Send home score reports as directed and notification of exit. These can printed off ELlevation as well.
14. Meet with a committee to decide what accommodations and classroom modifications students should receive. This committee can consist of the testing coordinator, classroom teachers, ESL teachers and guidance counselors. Bring a copy of the Review of Accommodations used during testing to see what accommodations the student had last year and if they used those accommodations. Also bring a Testing accommodations Chart to record the new decisions about the accommodations. Fill out a Testing Accommodation Chart for each eligible student. Keep in mind last year's ACCESS test scores and the accommodations each student used during last year's testing session. File a copy in the green folder. Document the students' accommodations in Ellevation and print the EL Plan. Print 2 copies of the EL plan : one for you (keep in the green folder) and on for the Classroom Teacher so you both consider it for instruction throughout the year.. After testing, the Review of Accommodations Used During Testing needs to be filed in the green folder.
15. Teach!

Near the start of school:

1. Turn in your schedule to school administrators and share with Adriana Marston as well.
2. Revise student groupings as needed. Adjust your schedule as necessary.
3. Ask questions as they arise.
4. Collect work samples for portfolios, date, and file.
5. Obtain any progress reports of transitional students (focus groups).
6. Discuss students' progress with teacher when necessary and document their comments on the each student's History Tab on Ellevation.
7. Host at least 1 ESL Parent Night per semester.

Continuously:

1. Collect and file evidence of student progress and/or learning as needed (at least 3 samples per year—more for lower levels of proficiency). Date and file on a separate folder, not the green folder.
2. Follow up at least once per semester on monitored Exited EL. Use the monitoring feature on ELlevation for this purpose. Offer services as necessary for those that are struggling and provide additional monitoring after you've worked with them. Collaboration with teachers is important when monitoring exited students.
3. Plan in collaboration with classroom teachers whether you're doing out pull-out or co-teaching.
4. Attend all required meetings.
5. Test new students as needed and deliver their tests to the office in a timely manner.

At the end of each grading period:

1. Monitor grades of exited students and all EL students. It is not necessary to obtain/file a copy if you have evidence of monitoring the performance of these students (Monitoring feature in ELlevation). A copy of grades would be one type of evidence. If students are experiencing difficulty, the teacher, ESL teacher, student and parent need to meet and discuss the source of the difficulty and intervene where appropriate.
2. Make any necessary adjustments to your plans/groups according to student needs.
3. Calculate and assign grades when appropriate for those students going to ESL classes. If no grade is given, provide some sort of progress report for teacher, student, and parents to see/sign. A portfolio based on the one provided to you would be nice to have for students being served directly as this could be evidence of when they are ready for more mainstreaming.

Near the end:

1. Be aware of EL students that are up for possible retention and make sure involved parties are aware of promotion/retention guidelines for ELs.

End of Year

1. Make sure all records are up to date in ELlevation.
2. Green folders should be complete and neat.
3. Purge any unneeded materials from green folders.
4. Start planning for next year! Reflect on student learning outcomes and your plan/schedule/teaching. What worked? What could be better?
5. Send ACCESS Parent Reports home.

Schedules

Making your schedule might be the hardest thing you have to do all year and one of the first tasks that needs to be tackled.

Some things to consider:

Before you even start to schedule, make the individual plans for your students and group them according to language need. Yes, this will make scheduling even more difficult, but if students are not having their specific needs addressed in your class, they are better off staying in their classroom. Take the time to really think this part through.

1. Start with the school's master schedule that comes from the main office so you can see what times are off-limits to begin with (lunch, breakfast, PE, specific literacy programs). You will also need to ask for copies of teachers' rosters so you know whom to approach about which student. You can begin to schedule without this if necessary since some schools don't have class lists ready right away.
2. If you are working with just a few teachers, you can go to them individually and ask what their preferred time for pull-outs is and what would be totally unacceptable. You'll do your best to work within those parameters.
3. If you are working with many teachers (or the whole school), you might want to just do a schedule draft based on avoiding the off-limit times according to the master schedule. Tell teachers what time their students will be pulled.
4. In some case, not all teachers will be satisfied with your pulling-out schedule. This is because they feel accountable for every single student and they do not consider any of their instructional time expendable. Do your best to honor their requests if possible. Give them the option of looking at your schedule and approaching someone who has their desired time and doing a trade on their own
5. Make sure you've allowed yourself 30 minutes to eat (no more), and absolutely no more planning time than the classroom teachers get.
6. **Do not put "translation" on your schedule. The EL plan of our county, approved by the office of civil rights, specifically states that you will not be translating during the school day. You may translate before or after school or during your planning time if you wish to do so. You should not give yourself an additional planning time because of this.**
7. Turn in your schedules to your principals as requested. If you have been used for translating in the past, provide the front office and your students' parents a copy of your schedule with the times you are available to translate highlighted.

Planning

Planning for instruction can be one of the most challenging tasks for an ESL teacher because you have so many students at so many different levels of language proficiency, academic competency, and life experiences. Most likely, you are in an ESL pull-out program, so you have the added burden of ensuring that what each child learns/does with you must be of equal or more importance and impact than what he/she is missing while being “pulled out” of their regular classroom! What should you do? Where do you start?

On the following pages, you will see some step by step instructions and sample lesson plan formats that can help get you started. Ultimately, however, it is up to you to put lots of thought into every lesson since you are the one who will know your students’ needs best.

Keep in mind that this is a language class, not a tutoring session. Language classes need to be exciting, action-packed, meaningful, relevant, motivating, and encouraging. Every inch of space in your room and every second of time in the period should be utilized for maximum learning impact. Since our students are competing (like it or not) with students with whom they are not on a level playing field, strategic planning is essential to give them every possible advantage.

You are not to engage in repetition (doing the exact same activities that students already did in the classroom) or remediation (trying to help them catch up). Your job is to prepare instead of repair. Prepare, engage, enrich, and accelerate!

Cooperation with the regular classroom teachers is a must, but not so they can tell you what to do. You are not their assistant. Of course, you are interested in knowing how your student is doing. Most certainly, you need to know what he/she is expected to do in the coming weeks. That is your job: to prepare your student for success in the upcoming lessons. What do I mean? You need to work on closing the gap in linguistic preparedness and requisite background knowledge. How? Choose a language skill that needs work and match it with a topic/project from the classroom OR take a topic/project from content areas and see what skills (that the student needs) can be taught with it and what background knowledge he/she may need.

Keep in mind the needs of the student as determined by: test data, age, maturity, prior education, parents’ educational level, socio-economic background, emotional needs, etc. Specifically, you can use ACCESS test data to determine which domains to focus on (listening, speaking, reading, and writing) and which of the 5 WIDA Standards to emphasize throughout the school year. All this should be a part of the student’s plan that you will create at the beginning of the year and use throughout the year to guide you in the planning process.

Use your WIDA manual wisely and often, particularly at the beginning until you get a good feel for how to plan. There are many examples of how to implement the WIDA standards:

- The Language for Social and Instructional Purposes
- The Language for Science
- The Language for Social Studies
- The Language for Language Arts
- The Language for Math

Remember that ESL is not the same as EFL or other second language classes taught in the U.S. We are not preparing our students for a trip to New York and merely hoping they can order off the menu. We are preparing our students for a successful life and education in the target language... an education that is not waiting for them to learn the language. They are entering a movie already in progress. We have to help them get what they've missed while giving them the language skills they need to be able to understand what's coming up. Ours is a very difficult task!

Those of you who have been trained as language teachers have many advantages. One disadvantage, though, may be that you weren't expecting to have to teach literacy skills since that isn't typically a focus in foreign language programs. Many of our students are learning to read for the first time ever in a foreign language. Therefore, helping them learn to read is not only the K-2 teacher's responsibility but ours, as well, since reading and writing are 2 of the 4 domains of language learning.

Please ask for help regarding the teaching of literacy if you are unsure how to go about it or how it fits in.

On the next few pages, you will see 2 lesson plan samples. One has you start with a language objective and choose relevant content topics to teach it, and the other starts with a topic from the SCOS and adds a needed language objective. Either approach is ok. It depends on how you think and the dynamics of your specific situation. Choose either or neither. The important thing is to include all of these components in your thought process to ensure that you are implementing the WIDA standards properly and best meeting the needs of your students.

We will start off the year by making a skeleton year-long plan based on the test data we've received and information we already have about the students. Make a list of the most important things you need to focus on and map out when you might be able to teach them. Then start taking on daily/weekly lesson plans.

Teacher _____ Date _____ Period _____

Student level(s):

WIDA Standard(s): The Language of _____

SCOS Topic:

MPI:

Language Objective(s):

Domain(s):

Focus and Review:

Teacher Input:

Guided Practice:

“Independent” Practice:

Closure/demonstration of MPI:

Teacher Susie Schumaker Date 10/09/11 Period 11:00- 11:45

Student level(s): 3-4 Grade: 5th

WIDA Standard(s): The Language of Social Studies

SCOS Topic: Voyages to the New World

MPI: Students will tell about various explorations to the new world by creating a video “interview” of several of the explorers -working in groups.

Language Objective(s): 1.Students will use past tense of regular and irregular verbs correctly. 2. Students will use academic/formal structures for discussing cause and effect (those heard in clip of actual interview and “due to”, “consequently”, and “As a result”).

Domain(s): Speaking, reading, listening, writing (in that order of emphasis)

Focus and Review: - remind them about what they’ve been studying in Soc. St., ask them if they’ve ever seen an interview on TV news? On a talk show? Tell them what they will be doing today: Recording an “interview” such as one found on a TV news show in which one student will be the host (ess) and the others will be various explorers. Before they can begin they need to review some of the explorers. Have students generate a list of 4-5 explorers. List what they remember about each. Say something like, “Ok. We’ll go on, but you will need to review the one you will be playing later.”

Teacher Input: Assign each student a role. Each explorer will need to read about him/herself from textbook and simple summary already printed off. Have them highlight the important things and imagine that is their own story. Host will need to look over each person’s info and look for common things he/she might want to ask. Students will then view 2 short clips of an informal interview done on a talk show and a formal interview and talk about the differences. They need to identify language, posture, and other features of the formal interview to emulate. Have host share with participants some questions they were thinking of and get feedback on content and form from the class and teacher. Model forms will be taught modeled and displayed. Explorers will then have time to think about and write out some possible answers. After the host gets his/her questions written out, he/she will give each explorer a list of irregular verbs in past tense and help them monitor for tense and register.

Guided Practice: Students will then rehearse the interview a couple of times, giving each other feedback on content and language, with teacher guidance.

“Independent” Practice: Students will record the interview.

Closure/demonstration of MPI: Students will watch the video and fill out an evaluation rubric for themselves based on their demonstration of content knowledge and linguistic competence as taught in the lesson.

Teacher _____ Date _____ Period _____

Student level(s):

Grade:

Language Objective(s):

Domain(s):

WIDA Standard(s): The Language of _____

SCOS Topic:

MPI:

Focus and Review:

Teacher Input:

Guided Practice:

“Independent” Practice:

Closure/demonstration of MPI:

Teacher Mary Mississippi Date 1/10/12 Period 4th

Student level(s): 1-2 Grade: 9

Language Objective(s): Subject pronouns, verb "to be"

Domain(s): Listening, Reading, Speaking (in that order of emphasis)

WIDA Standard(s): The Language of Social and Instructional Communication

SCOS Topic: pre-requisite skill for all subjects, U.S. Culture and Government

MPI: Identify subject pronouns and their referents in a text by highlighting and drawing arrows, working with a partner. Describe (orally) pictures and classmates using sentence models.

Focus and Review: Greet, review greetings, and discuss the weather/current event as applicable. Teacher will show pictures to students and say She/he is _____ (professional identity). He/she is _____ (describing words). Tell students that today they will learn to describe people by using subject pronouns and the verb "to be."

Teacher Input: Continue showing 7-10 more pictures of famous Americans from pop culture or government. Then go back and ask questions, "Who is she/he?" Students answer: He/she is _____. Write answers on board. Distribute pictures to students. Teacher will describe one of the people in the picture and students have to guess who it is and see who has it. Teacher then shows (with pictures) how to do a sentence with I, you, we, they. Sentences posted.

Teacher then displays a paragraph about some famous American presidents. She models for students how to find the subject pronouns and then look for their referents.

Guided Practice: Students receive a passage about important people in government today in the U.S. With a partner, they work to underline the subject pronouns and draw arrows to their referents. Check as a class and discuss basic comprehension of most important figures.

"Independent" Practice: Students draw a name from a cup of a famous person seen or discussed today. They then take a few minutes to think of 2-3 sentences to describe that person, using first person. They take turns reading their sentences: "I am _____. Etc" Classmates then try to guess. "You are _____. He is _____, etc.).

Closure/demonstration of MPI: Students do a similar exercise working with a partner. One partner describes (in 3rd person) another person in the class. The other partner guesses who it is based on the description. Repeat, check for understanding.

Testing

You will be asked to help with several different tests this year. You are expected to administer the WIDA Screener, the ACCESS for ELLs 2.0, End-of-Grade or End of Course tests, and other required state tests as needed. The testing coordinator at each school coordinates the school testing, so go to him/her first with your testing questions.

The WIDA Screener is a placement test given to all new students in our school system with a language other than English on the Home language Survey (unless they are transferring from another system in NC or another state that is part of the WIDA consortium). Find out where the student is coming from before you test the student with the WIDA Screener. If the student has already been tested, we can contact their school of origin for the data without testing again. This test needs to be administered within the first 30 days of enrollment. **Test results cannot be delivered via courier so please email the ESL department as soon as you have the scores ready so they can be picked up.** This test is merely a screener, designating students as EL or not (see FAQ section for more details on scoring). If a student missed the ACCESS testing window the previous school year, a new screener will have to be administered to have a designation for the current year.

The **ACCESS for ELLs 2.0** is the assessment used to measure EL language proficiency growth. The district is held accountable for students exiting and whether or not they meet the expected growth. Students are tested in listening, reading, and writing (in a large group setting) and speaking (may be an individual test or administered in a small group setting). The test determines which children get testing accommodations on EOGs and EOCs, and it also determines which students exit the program and which remain identified as EL. This test is usually administered in the spring during the state's designated testing window, which normally starts in late January and ends in early March. A team of retired counselors and teachers may come around and assist you with the testing. A training session for this test will be held prior to the testing window. This test is confidential. No tests or test documents can be transferred via courier. The school test coordinator will handle all material distribution.

The state of N.C. requires students to take **End-of-Grade** tests in Reading and Mathematics in grades 3-8 and **End-of-Course** tests in certain subjects in the high schools. These tests are very high stakes and are kept under lock and key. You may be asked to administer these tests or proctor. Take this very seriously as any deviation from the manual and standard protocol can result in a "misadministration". Your school may ask you to do test-prep as pressure mounts in the weeks leading up to these tests. Just try to make it about language since that is your job and area of expertise.

Documentation and the Green Folder



ESL Folder (“Green Folder”)

The ESL teacher, is responsible for keeping an ESL Folder (Green Folder) in a secure place, usually in the ESL teacher’s room or the guidance office. The ESL folder contains documents and information relevant to the ESL student, such as:

-Student Learning Plan (see description below)

- WIDA SCREENER/ACCESS Test Scores
- Testing Accommodation Chart and Review of Testing Accommodations Used during testing
- Grade reports
- Retention forms or waivers

Note: Please refer to the Green Folder Checklist on Page 43 of this Handbook.

The ESL Learning Plan

This form should be completed no later than by the end of the first 60 days of school or within 30 days of enrollment. **Ideally, it should be completed before instruction even begins.** On this form, you will place the most accurate and current background information available for the student and plan their instruction and modifications accordingly. Ideally, you would meet with each student’s teacher and have them help complete the part on instructional planning and accommodations. At a minimum, both the ESL teacher and the classroom teacher need to sign the form. *One copy of this document should be placed in the green folder and one given to the classroom teacher who could then transfer information to any other required PEP form at a given school. This document should be used as a year-long planning tool for you and the content teacher. It can be updated/revised as needed.* This form is available in Ellevation.

ESL Portfolio

All ESL teachers must keep a portfolio of work samples for each ESL student receiving ESL instruction. **They must also collect work samples from all EL students, regardless of how they are served.** The portfolio must include samples of student work at different points throughout the year and any relevant evidence collected by the ESL teacher concerning the student’s progress. When students transfer to other schools in the county, the portfolios can be transferred to the new ESL teacher. Work samples over one year old may be purged, but in special cases may need to be filed elsewhere to serve as extra documentation. As a general rule, it is best to include work/documents that either serve as examples of what the student is capable of at a given point or serve to show progress from one point in the school year to another. All samples should be clearly dated. Multiple samples of the same type taken from different points during the school year (i.e., August, January, and May) are the best documentation of

student growth. A minimum of 3 dated student samples is required. More should be provided for students at the lower levels of proficiency.

Examples of what **could** be included in the portfolio:

- ESL software reports (such as Rosetta Stone)
- Samples of student writing
- Photos of student projects
- Copies of student-created slideshows
- Self-assessments
- Teacher-made assessments

Other documentation:

For students that are served through the regular classroom, you need to:

- Obtain a copy of the child's grades at least every grading period if this is the best evidence of classroom performance. Keep these copies in the green folder throughout the year. At the end of the school year, you may purge all but the last report card unless there is useful information for that student on another one, in which case you'll want to hold on to that one, too.
- You will also need to speak with the students' teachers on a regular basis (quarterly or weekly depending upon student needs). Keep a log (Monitor Student Progress Sheet) of what you discussed and have the teacher sign off on it. You may certainly just keep these forms on a clipboard and file them at year-end if you prefer, but don't forget to put them in the green folder of any student that moves so the documentation will be there.
- You can also note on that form what focus groups students attended and the outcomes.
- Alternately, when students are clustered with one teacher and involved in the co-teaching model, the ESL teacher and classroom teacher may choose to document the situation as a whole with weekly lesson plans that include language objectives, plans for focus group sessions, and analysis of classroom data (which would include the cluster of EL students)

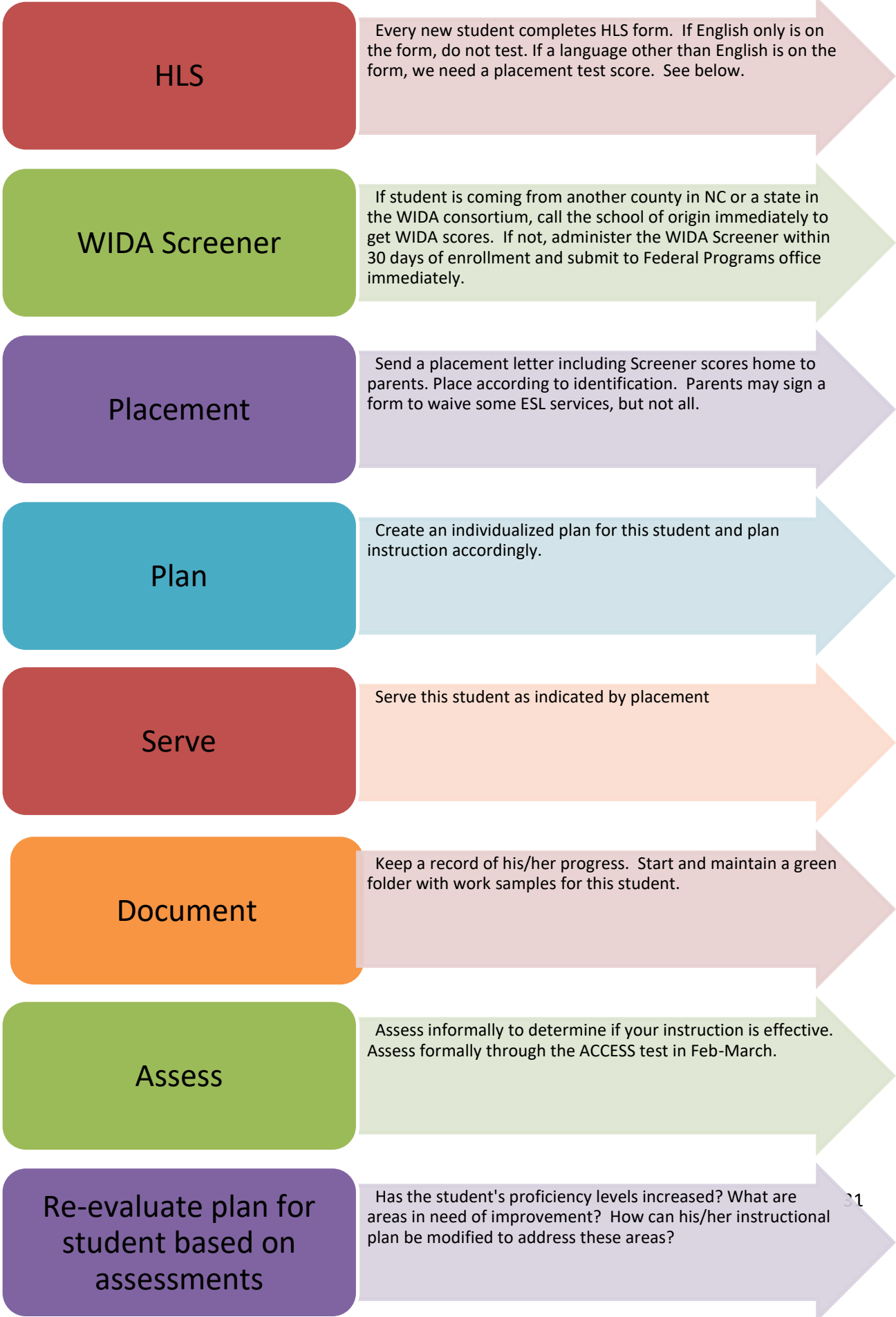
I have a new student! Now what?

This is the scariest moment for all new ESL teachers, especially those that are the only ESL person in their school. Even for veteran teachers, this can be a stressful time. Why?

First of all, there are so many unknowns. Who is the student? What grade? Do they know any English? Where are they coming from? Can they read? Have they ever been to school? Will they be in my class? Are the parents going to be supportive? Do I have to test this student? Where will I find a spot in my schedule to work with this child if he/she does need ESL services?

Take a deep breath. Our EL plan states that the counselor at the school is required to conduct this parent interview, but it might help if you can be there. First of all, try to find out as much as you can about this student's background while the parents are there enrolling. If the family is coming straight from another country, this is particularly important. Ask them if they have any record from their home country or if they can have someone send something. If not, ask for details!

Next, get all the official data as quickly and efficiently as possible. Start by having parents complete the Home Language Survey, which is already in the enrollment packet parents are given to complete at every school. Take a look at it as soon as possible to see if you'll need a placement test score. If there's a language other than English, find out immediately what school/county/state the child is transferring from and find out if it's part of the WIDA consortium. If not, start the testing process as described in the following chart and in the testing section of this manual.



Parent Involvement

We all know that one characteristic of effective schools is a high degree of parent and community involvement. What can you do?

- You are required to have at least 2 parent meetings per year. Plan in advance, advertise, and do a little marketing. Spend your money wisely. Food is nice, but our wonderful parents have shown up in greater numbers when it was made widely known that they would get free materials for their children if they came to the meeting.
Contact your bookkeeper to find out your balance for parent involvement money, plan how to spend it, and ask him or her in advance about getting a P.O. # in order to purchase anything.
- Communicate with parents frequently and document everything you can when you can. Certainly, keep a copy of any specific note that you send home to an individual student and always ask for it to be signed.
- Most parents really want their children to be successful and believe that learning English is the key. They are already in your corner. Invite them to observe your class or even volunteer to help. Send home frequent notes or newsletters so they'll know what's going on. Keep them abreast of their child's progress in English.
- Encourage parents to read with to their children at home even if it's in another language. Model for them how to do this (picture walk, predictions, periodic comprehension checks etc.).
- Explain to parents the importance of vocabulary development and some things they can do at home to help.
- If you are in need of a translator to do all of the above, please contact those translators provided by the county.

Staff Development Events

Conferences:

WIDA Conference : October 2024

National TESOL: March 2025

Mandatory ESL Meetings for 2024-2025

We will continue to have bimonthly meetings. These meetings will take place at the new Head Start Community Center building during the first morning hours. The dates for each meeting will be emailed to ESL staff directly.

Resources

Consult the directory for an up-to date list of local contacts. Below is a list of websites that you might find helpful:

NC ELD Standards Resource Hub : <https://ncdpi.instructure.com/courses/6424>

NC ELD SCOS <https://ncdpi.instructure.com/courses/6424/pages/nc-eld-scoss>

Mapping Documents <https://ncdpi.instructure.com/courses/6424/pages/mapping-documents>

DPI homepage: <http://www.ncpublicschools.org/>

WIDA homepage: <http://www.wida.us/>

TESOL homepage: www.tesol.org

Carolina TESOL: <http://carolinatelesol.org/>

Center for Applied Linguistics: www.cal.org

ECU's Project LEAP homepage: <http://www.ecu.edu/cs-educ/ci/LEAP.cfm>

UNCW's add-on licensure program: <http://uncw.edu/ed/itfse/esl/index.html>

Colorin Colorado homepage (a bilingual site for families and teachers): <http://www.colorincolorado.org/>

Listening Exercises: <http://www.ohiou.edu/esl/english/listening.html>, <http://www.esl-lab.com/>,
<http://www.eslhome.com/esl/listen>, <http://www.englishlistening.com/>

Speaking: <http://www.esl-galaxy.com/pronunciation.html>

Reading: http://www.vrml.k12.la.us/cc/vp_gle/3rd/other/read/3rd_readlinks.htm,
www.bookadventure.org, www.sightwordswithsamson.com/sw/sight_words.asp,
www.carlscorner.us.com/

Phonics Inventory: <http://teams.lacoe.edu/documentation/classrooms/patti/k-1/teacher/assessment/inven.html>

Writing: http://www.english-the-easy-way.com/Writing_English_ESL/Writing_English_ESL.htm,
<http://www.busyteacherscafe.com/units/paragraph.htm#lessons>,
<http://tustin.k12.ca.us/cyberseminar/paragraph.htm>,
<http://www.buowl.boun.edu.tr/students/Paragraph%20Writing%20Exercises.htm>

Math: <http://www.dositey.com/> , <http://www.galesburg205.org/churchill/sqrqcmath.htm> , <http://ic-schools.net/PPTs-math.html> ,

Irregular verbs: <http://esl.about.com/od/beginningenglish/ig/Basic-English/Irregular-Berbs.htm> ,
http://www.speakspeak.com/html/d2f_resources_irregulares_verbos_ingles_es.htm ,

<http://www.geocities.com/profesorcesar2003/ingles.html> ,
<http://www.englishpage.com/irregularverbs/interactiveirregularverbs1c.htm> ,
<http://www.mansioningles.com/gram53.htm> ,

General Grammar: http://grammar.ccc.comment.edu/grammar/quiz_list.htm,
<http://www.monografias.com/trabajos19/basic-grammar-english/basic-grammar-english.shtml> ,
<http://grammar.cc.commnet.edu/grammar> , <http://pwl.english.purdue.edu/handouts/esl#exercises> ,

Other specific Grammar: <http://www.geespanol.20fr.com/custom.html> ,
<http://www.ego4u.com/en/cram-up/grammar/participles>,
<http://www.chompchomp.com/terms/participle.htm>

Spelling: www.spellingcity.com

Teach Basic Prepositions Video <https://www.facebook.com/home4chic/videos/super-fun-english-prepositions-lesson-1021777922734315/?mibextid=WC7FNe&rdid=E9YVb4PuBcQ9IxIG>

Videos for WIDA Standards 4 and 5 and more <https://www.makemegenius.com/>

Voice Recording Website (shared by KES) <https://vocaroo.com/>

Phonics: (shared by NDE) <https://ufl.education.ufl.edu/foundations/toolbox/>

FAQ

1. I have a new student. Do I have to test him/her?

See the new student section of this handbook.

2. Do I have to serve a student that is also served by EC?

Yes and no. You cannot refuse a student services solely on the grounds of EC identification. However, as with ALL EL students, eligibility for services does not mean that they have to be pulled and instructed directly. As with all EL students, it depends on which option will best meet the needs of that particular child. Remember that the student's IEP Plan supersedes the EL Plan.

3. Can EL students qualify for speech services?

Yes.

4. Which students are exempt from state testing?

All students who are identified as EL must participate in state testing. However, their scores do not count against proficiency in the accountability model.

5. How do I know who in my school is EL?

You can simply check your Ellevation records. New students will be added per the WIDA Screener scores.

Apart from that, check the ACCESS scores. All students there who have not met the exit criteria are EL in addition to any new students that have enrolled and placed according to the WIDA Screener scores. ACCESS scores from students transferring in from other parts of North Carolina can be found in PowerSchool. If the child comes from another WIDA state, you will need to contact their previous school and request they fax their scores.

6. Is there a minimum or maximum number of students that I can serve at once or in all?

(Except for specific individuals) The answer is no. Working with students one-on one can be very efficient, but if that is all you do all day, then you will most likely be out of a job since there aren't enough students in need of your services. Serving too many students at once can also be counter-productive. Keep this in mind, but there is no legal minimum or maximum other than those set by state for regular classrooms which you definitely should not exceed. As a general guideline, there should be one ESL teacher per 25 EL students at a school.

7. What do I do if a teacher is not sending his/her students to my class on time or at all?

First of all, confront the teacher in a very friendly but concerned manner in order to find out the problem. Is it absent-mindedness, different sense of time, or some other reason? If the teacher does not want to send his/her students for whatever reason, you should mention this to the principal (again in a very nice way) and let the teacher and principal know that the parents will need to be contacted since this involves a change in the service they believe their child is receiving. If forgetfulness is the problem, offer to call or get the students yourself.

8. Can I work with a student that has officially exited the program?

Yes, if it is for a limited time and is not taking away from students in greater need. If an exited student needs more than a small amount of assistance, then there is a problem that needs to be addressed. A meeting needs to occur between the teachers, the ESL teacher, the parent, and the student to determine what is the root of the problem. Re-designation is a possibility but is extremely rare and not encouraged. If the school team feels that the reason a student is not achieving is due to language, not other issues, that student can be reclassified by giving the student the W-APT between the beginning of the school year and December 31st. Students can only be reclassified during this time period. Students can receive ESL instruction/support even if they are not identified as ESL.

9. How long do I have to monitor exited students and what does that mean?

4 years. Complete a monitoring activity in Ellevation. This means asking their teachers how they are doing and checking the grades at report card time to catch any problems before they get out of hand. This monitoring needs to be documented on the students' History Tab.

10. How long do I keep those green folders of students who have moved or exited?

Our EL plan says to keep them 5 years since that is standard filing practice.

11. What modifications are available to students who have to take the EOG or EOC and who can get them?

Students identified as EL and scoring below Level 5.0 on the reading subtest of the WIDA Screener /ACCESS for ELLs, are eligible to receive state-approved EL testing accommodations on all state tests.

Students identified as EL and scoring Level 5.0 or above on the reading subtest of the WIDA Screener /ACCESS for ELLs or exit EL identification, must participate in all state tests without accommodations.

Accommodations for those students scoring below 5.0 on the ACCESS for ELLs reading subtest refer ONLY to students who remain identified as EL, not students who have exited EL identification.

12. How do I go about ordering some materials for my classroom?

You may purchase materials either with school funds or EL funds. Items that are part of regular school supplies (construction paper, chart tablets, sentence strip, markers, tape, ink cartridges, etc.) should come from the school only. Other instructional materials, hardware, and software can be funded through either source. Contact your principal for EL money availability and PO #s and your school treasurer about school moneys. Always get a P.O. first. You will not be reimbursed if you go out and buy something on your own.

13. How much money do I have for parent involvement and what can I do with it?

The amount depends on the current year's budget and the number of EL students at your school. Contact your principal for a current figure. You may use this money for any type of event that will get parents into the school and involved such as food, games, book/cd sets, guest speakers, etc.

14. Can the principal tell me what to buy with EL money?

Yes. The money is for the students at that school. As the principal is the one that is ultimately responsible for their education, he/she may decide to make that decision. As long as the money is spent to benefit the EL students, it is ok.

15. How do WIDA Screener scores determine placement?

Any student who is identified through the Home Language Survey process as having a primary home language other than English must be assessed with the WIDA Screener placement test. Students remain identified as EL until meeting the EL identification exit criteria, also known as the Comprehensive Objective Composite (COC).

WIDA Screener Identification Criteria for Students with a Home Language other than English

Effective July 1, 2022

North Carolina Identification Criteria for WIDA Screeners

WIDA Screener for Kindergarten			
GRADE	DOMAINS	QUALIFIES FOR SERVICE	DOES NOT QUALIFY FOR SERVICE
Kindergarten 1 st Semester	Listening and Speaking	Any domain score below 5	All domain scores are 5 or above
Kindergarten 2 nd Semester Grade 1 1 st Semester	Listening, Speaking, Reading, and Writing	Any domain score below 5	All domain scores are 5 or above
WIDA Screener			
Grade 1 2 nd Semester Grades 2–12	Listening, Speaking, Reading, and Writing	Any domain score below 5	All domain scores are 5 or above

16. What are the exit criteria?

The Comprehensive Objective Composite (COC) for Exiting EL Identification

The COC defines the attainment of English language proficiency by the student reaching an overall composite score of 4.8 (regardless of their score on each individual subtest) on English language proficiency test (ACCESS 2.0) for kindergarten and Tiers B and C in grades 1-12.

17. What is the difference between ESL and EL?

"EL" describes a student whose skills in English are limited. "ESL" describes a language instruction program designed for those students.

FORMS

Important Note:

All of these forms are available in ELlevation. They are included here as well in case teachers can't access the Ellevation software at some point for whatever reason.

Green Folders Checklist

- 1) Score Report for ACCESS 2.0 (latest testing year)
- 2) Copy of notification of ESL Program Exit (available in Ellevation) for students who exited in the previous school year.
- 3) Monitoring Forms for students who are in their first, second, and third year of monitoring, one collected by the middle of first semester (mid-October approximately) and the other one collected by the middle of second semester (Approximately mid-March).
- 4) EL Student Plan (Print from Ellevation. Note: If students have no current scores, you will be unable to print the EL plan. Make sure you notify one of the Lead Teachers if this is case).
- 5) Filled Testing Accommodation Chart. This form is to be completed at the beginning in a committee that includes ESL and classroom teachers, test coordinator, counselors and/or administrators.

Please make sure you keep separate portfolios with samples that reflect student's work in the ESL class.

**DUPLIN COUNTY SCHOOLS
EL INDIVIDUAL LEARNING PLAN**

20____-20____ school year
(Complete one per EL student annually)

I. Student Information

Student Name: _____ School: _____

DOB: _____ Native Language: _____ Ethnicity: _____

Sex: male or female Grade: _____ First time in US schools: Yes ____ No ____

Date of initial enrollment in US schools _____ Grades repeated _____ (if applicable)

If attended school in another country, what grades were completed? _____

II. State Testing Eligibility

New students only: Date of W-APT/ Screener _____ Where? _____ Score: _____

ACCESS Scores:

Composite Proficiency Level _____ **Scale Score/Level** _____ Reading _____/_____
Writing _____/_____
Speaking _____/_____
Listening _____/_____

Eligible for **accommodations** (Reading level below 5): Yes ____ No ____

Areas of language weakness noted: Language Arts _____ Social Studies _____ Math _____ Science _____ Social and Instructional Language _____

If test data is available from previous years, what areas have shown growth (or not)? _____

III. ESL Program Services

Type of Services: (check any that apply)

- _____ Pull-out ESL/scheduled ESL class
- _____ Instruction in Native Language
- _____ Regular classroom/teacher trained in Sheltered Instruction
- _____ Co-teaching of ESL teacher and regular classroom teacher
- _____ Other – Please explain: _____
- _____ None (Parent refusal of services on file)

IV. This Year's Plan (Based on data from section II of this form, data from previous years, and classroom performance)

Target Domain:

Target Standard:

Specific Goals for this student for this year:

Ideas for accomplishing above goals:

TO BE COMPLETED BY 3RD -12TH GRADE TEACHER

V. State Testing Accommodations: EL Student may receive the approved state testing accommodations listed below. The testing accommodations must be part of the student's regular testing routine in order for these accommodations to be used during statewide testing.

CHECK ONE:

- WITH Accommodations (Check all accommodations used)
- Test in a Separate Room
 - Small Group
 - One-on-One
 - Read Aloud in English (Not for EOG Reading)
 - Read Everything
 - Read by Student Request
 - Other _____
 - Multiple Testing Sessions
 - More Frequent Breaks (Every ___ Min.)
 - Over Multiple Days (Numbers of Days)
 - Other _____
 - Scheduled Extended Time
 - Approximately _____ minutes
 - Other _____
 - Student reads aloud to self
 - Bilingual Dictionary or Electronic Translator (Word to Word Only)

TO BE COMPLETED BY ALL TEACHERS

VI. Classroom Modification: "Can do" descriptors for each level of proficiency at each grade level can be found here: http://www.wida.us/standards/CAN_DOs/index.aspx This may help in deciding what modifications should be used on a regular basis in the classroom

(Check all modifications used)

- Simplify homework projects
 - Eliminate open-ended questions
 - Give test: orally/take-home/shortened
 - Allow extra time for homework assignments
 - Use pre-highlighted texts
 - Use bilingual dictionary (may be used for state test)
 - Modify grading
 - Break tasks/assignments into shorter segments
 - Other (please specify) _____
 - Build background knowledge
 - Teach concrete concepts before abstract
 - Teach key vocabulary prior to lesson
 - Use graphic organizer
 - Reduce number of concepts taught
 - Work with partner
 - Simplify texts/stories
 - Other native language support
-
-

VI. Teacher/ESL Teacher Comments and Observations:

Teacher: _____ Date: _____ Revised Date: _____ Initial: _____
ESL Teacher: _____ Date: _____ Revised Date: _____ Initial: _____
Principal/designee: _____ Date: _____ Revised Date: _____ Initial: _____

DUPLIN COUNTY SCHOOLS
English as a Second Language Program (ESL)
Exit Documentation Form

Date: _____ Student: _____ School: _____
 Grade: _____

Dear Parent or Guardian:

Our Language Proficiency Assessment Committee has just completed our Annual Year Review to determine the progress of your child, in our English as a Second Language (ESL) program. This review is based upon tests that measure the extent to which your child has developed proficiency in English. We are pleased to inform you that your child has met exit criteria and has been reclassified as *English Proficient*, which means that your child will be able to exit the English as a Second Language program and participate equally in a regular, all English, instructional program.

The guidance counselor and teachers will continue to monitor the academic progress of your child for the next two (2) years to ensure that he/she is academically successful and will recommend placing him/her back in the program, if necessary.

Parent Signature

Student

Date



ESCUELAS DEL CONDADO DUPLIN
Inglés como Segunda Lengua (ESL)
Formato de salida

Fecha: _____ Estudiante: _____ Escuela: _____
 Grado: _____

Estimado Padre o guardián:

Nuestro Comité de Evaluación de Suficiencia en el Lenguaje ha completado nuestra revisión anual para determinar el progreso de su hijo en nuestro programa de Inglés como Segunda Lengua (ESL). Esta revisión se basa en las evaluaciones que miden el nivel de suficiencia de su hijo en inglés. Estamos complacidos de informarles que su hijo(a) ha cumplido con los criterios de salida y ha sido reclasificado(a) como Proficiente en Inglés, lo cual quiere decir que su hijo(a) podrá salir del programa de Inglés como Segunda Lengua y participar en igualdad de condiciones en un programa académico regular en inglés.

El consejero académico y los maestros continuarán observando el progreso académico de su hijo(a) durante los próximos dos (2) años para asegurarse que él o ella tengan éxito académico. Si es necesario, los maestros y la consejera podrán recomendar el regreso de su hijo(a) a este programa.

Firma del Padre de familia

Estudiante

Fech

Escuelas del Condado Duplin Forma de Encuesta de Idioma en el Hogar

Direcciones:

1. Padres/guardianes de todos los nuevos estudiantes (incluyendo pre-escolar y Kindergarten) completen esta forma a la hora de matricula y llenen toda la información requerida. Proveen servicios de traducción o interpretación cuando sea necesario.

2. Asegúrese que todas las preguntas en la forma son completadas. Determine cual empleado del Programa ESI. (por sus siglas en Inglés) revisara las respuestas, entrevistara a los padres cuando sea necesario, y/o observe el estudiante para determinar el idioma usado en el hogar. Si los padres listan más de un lenguaje y es diferente al Inglés, el examinador debe determinar cual es el idioma del niño/niña en el hogar con el propósito de colección de datos y documentarlo en esta forma.

3. Si se determina que el idioma del estudiante en el hogar es otro que el Inglés, administre el Examen de Proficiencia del Idioma Inglés. Siga el protocolo para coleccionar y documentar la calificación del estudiante.

4. Ponga la forma original en el archivo acumulativo del estudiante.

Información del Estudiante		
Primer Nombre:	Apellidos:	
País de Nacimiento:	Primer Fecha matriculado en Cualquiera escuela en los EEUU (Privada o Pública, pero no Pre-escolar) <i>Indique si el estudiante dejo los EEUU algún año(s) escolar (es):</i>	Fecha de Nacimiento:
Escuela Actual:	Fecha de Matricula Actual:	Grado Actual:

Preguntas para los Padres/Guardianes*	Respuesta de los Padres
¿Cuál fue el primer idioma que aprendió a hablar este estudiante?	
¿Qué idioma habla este estudiante más frecuentemente en casa?	
¿Qué idioma se habla más frecuentemente en casa?	

*****For Office Use Only*****

Person Reviewing this Survey: _____

Determination	Language:
The student's home language If the language is other than English, the English language proficiency test should be administered	Administer the English Language Proficiency Test Circle: Yes or No

NCDPI ESI/Title III August 2008

Les Écoles du Comté de Duplin
Enquête sur les langues parlées à la maison
Sondaj pou Lang nan Lakay

Renseignements sur l'élève		Enfòmasyon Elev
Prénom	Second prénom/ Nom Mitan	Nom de famille/ Nom Fanmi
Pays de naissance/ Peyi de Nesans	Date de naissance/ Dat de Nesans (mm/jj/aaaa)	Date (mm/jj/aaaa) de la première inscription dans une école américaine Dat Enrole nan NENPÖT lekòl ETAS UNI
Date de commencement dans la nouvelle école/ Dat li komanse nan Lekòl Nouvo (mm/jj/aaaa)	Nom de l'école / Nom pou Lekol	Année actuelle/ Klas Kouran
Questions pour les parents/tuteurs Kesyon yo pou Paron/Gadyen		Réponses Repons
Quelle langue votre enfant a-t-il apprise et parlée en premier? Ki lang ti moun konpran e pale premye?		
Quelle langue votre enfant utilise-t-il le plus souvent chez lui? Ki lang yo ti moun ou itilize plis lakay li?		
Quelle langue est parlée le plus souvent chez vous? Ki lang ou pale plis lakay ou ?		

*****For Office Use Only*****

Person Reviewing this Survey _____

Determination	Language:
The student's home language	Administer the English Language Proficiency Test?
If the language is other than English, the English language proficiency test should be administered.	Circle: Yes or No

Monitor Student Progress Sheet – 20__-20__ Find this form in ELlevation

Student _____ Grade _____

At _____ (school)

Date	Comments on Progress	Initials

ESL Teacher _____ date _____

Classroom Teacher(s) _____

ESL Teacher Candidate Oral Fluency Assessment
Title III Requirement
(NCLB - Title III, Sec. 3116 (c) Teacher English Fluency)

District Evaluator: Please make a copy of this form and send to the requesting administrator.

School Administrator: If you recommend this candidate to be hired as an ESL teacher, attach this assessment to the Recommendation for Hire document and submit to the Human Resources dept.

Name of Candidate: _____

Name of Assessor: _____

Date of Interview: _____

Fluency/Rate of Speech

1	2	3	4	5
Slow and broken		Long pauses while speaker searches for correct answer		Native speaker of English.

Richness and complexity of language

1	2	3	4	5
Simple and basic		simple and expanded sentences		Native speaker of English.

Accuracy of Grammar and Syntax

1	2	3	4	5
Frequent errors		some phonological, syntactic and semantic errors		Native speaker of English

Pronunciation and Accent

1	2	3	4	5
Requires repetition for listener to understand.		Pronunciation problems requires listener to focus on speaker which may lead to misunderstanding.		Native speaker of English

ESL Teacher Candidate Writing Sample

Directions: Please choose one of the following topics and write a short response (at least 150 words).

- 1. Describe one way that you, as an ESL teacher, might support a mainstream teacher who has English Language Learners in her classroom.*
- 2. Acquiring English is not the only challenge for students who are recent immigrants. How might you help meet the other needs of these children?*
- 3. How can you help organize and sustain a program at your school to reach and support parents whose first language is not English?*

PARENT-TEACHER MEETING

Date _____

Room _____

Dear Parents:

At our parent-teacher meeting on _____
Date and Time

at _____, we will discuss some current topics.
Place

We would like to know which of the topics listed below are of most interest to you. Please check two or three. Also, you may add your own on the space provided below.

1. How parents can help a child adjust to school
2. Our reading program
3. Math and metrics
4. Wise use of recreation time at home
5. Home reading activities
6. Helping a child make friends
7. Ways parents can help a child succeed at school
8. _____
9. _____
10. _____

Please return this letter by _____, so we can consider your preferences.
Date

I will look forward to seeing you at the meeting.

Sincerely,

Teacher

REUNION DE PADRES-MAESTROS

Fecha _____
Aula _____

Estimados padres:

En nuestra reunión de padres-maestro(a) el _____
Fecha y Hora

en _____, vamos a discutir algunos temas.
Lugar

Quisieramos saber cuales de los temas en la lista de abajo son de más importancia para usted. Por favor marque dos o tres. Tambien usted puede aumentar otro en el espacio dado abajo.

1. Como pueden los padres ayudar a su hijo(a) a ajustarse a la escuela
2. Nuestro prógrama de lectura
3. Matemáticas y medidas
4. Buen uso del tiempo de recreación en casa
5. Actividades de lectura en casa
6. Ayudarle al niño(a) a hacer amigos
7. Formas que los padres puedan ayudar al niño(a) a mejorar en la escuela
8. _____
9. _____
10. _____

Por favor regrese esta carta a más tardar el _____, para que
Fecha

podamos considerar sus preferencias.
Espero verlo(a) en la reunión.

Sinceramente,

Maestro(a)

NOTICE OF IMPROVEMENT

Room _____

Date _____

Dear Parents:

I am happy to report that _____ has shown im-
Child's Name
provement in _____.

Please congratulate him/her on this progress and encourage good work habits and attitudes for continued success.

Teacher

NOTICE OF IMPROVEMENT

Room _____

Date _____

Dear Parents:

I am happy to report that _____ has shown im-
Child's Name
provement in _____.

Please congratulate him/her on this progress and encourage good work habits and attitudes for continued success.

Teacher

Notice of Improvement/ Informe de Mejora

INFORME DE MEJORA

Aula _____

Fecha _____

Estimados Padres:

Estoy muy feliz de reportarle que _____ ha
Nombre del estudiante

mostrado un adelanto en _____.

Por favor felicítelo(a) por este progreso y fomente buenos hábitos de trabajo y de actitud para que continúe el éxito.

Maestro(a)

Notice of Improvement/ Informe de Mejora

INFORME DE MEJORA

Aula _____

Fecha _____

Estimados Padres:

Estoy muy feliz de reportarle que _____ ha
Nombre del estudiante

mostrado un adelanto en _____.

Por favor felicítelo(a) por este progreso y fomente buenos hábitos de trabajo y de actitud para que continúe el éxito.

Maestro(a)

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Duplin County Schools

School Name _____

Notification of LEP Identification and ESL Service Eligibility

Initial Identification

TO: The parents of _____

DATE: _____

The State of North Carolina requires that any student listing a language other than English on the Home Language Survey (HLS) be administered an English language proficiency test. Currently the State of North Carolina uses the WIDA ACCESS Proficiency Test (W-APT), to identify limited English proficient (LEP) students by assessing English proficiency in listening, speaking, reading, and writing skills. All LEP students will be re-assessed annually on the ACCESS Proficiency Test.

Your child's W-APT results are indicated below.

Kindergarten and First Semester 1st Grade

Date of W-APT	Listening and Speaking	Reading	Writing
Raw Score			
Proficiency Level/ Skill Descriptor			

Second Semester 1st Grade and Grades 2 through 12

Date of W-APT	Speaking	Listening	Reading	Writing
Raw Score				
Proficiency Level				

ESL Program Eligibility:

___ Based on your child's W-APT scores, ESL services for the ___ - ___ school year are recommended.

___ Based on your child's W-APT scores, **no** ESL services are recommended since he/she was **not identified as LEP**.

Program Descriptions:

Teachers of LEP students provide a variety of specialized services until students demonstrate listening, speaking, reading, and writing proficiency in English that is sufficient to allow them to succeed academically in the regular classroom. Instruction is provided in English by teachers using the WIDA Standards.

Additional Duplin County Schools System-Wide Programs:

LEP students have equal access to all programs.

- Exceptional Children's (EC) Program (eligible students)
- Academically and Gifted (AG) Program (eligible students)
- Title I (eligible students)

Exit Procedures:

Our goal is to exit students from LEP identification within five years. Parents are notified when students exit LEP identification. Our goal is for 100% of our LEP students to graduate.

Find this form above in Ellevation

Duplin County Schools
Escuela _____

Para los padres de _____

Fecha: _____

El Estado de Carolina del Norte requiere que se le tome una prueba de conocimiento del idioma inglés a cada estudiante que indique otro idioma, que no sea inglés, en el Formulario de Encuesta del Idioma del Hogar (HLS). Actualmente, el Estado de Carolina del Norte usa la prueba W-APT para identificar a los estudiantes con competencias limitadas de inglés (LEP), para determinar las habilidades de escuchar, hablar, leer y escribir en inglés. Todos los estudiantes LEP serán re-evaluados anualmente.

Abajo se indican los resultados de la prueba W-APT de su hijo/hija.

Kindergarten y primer semestre del grado 1

Fecha de W-APT	Hablar y Escuchar	Lectura	Escritura
Resultado			
Nivel de competencia			

Segundo Semestre del grado 1 y los grados 2-12

Fecha de W-APT	Hablar	Escuchar	Lectura	Escritura
Resultado				
Nivel de competencia				

Elegibilidad para el Programa de ESL:

Basado en los resultados W-APT de su hijo/hija, se recomiendan los servicios de ESL para el año escolar _____.

Basado en los resultados W-APT de su hijo/hija, no se recomiendan servicios de ESL porque él/ella no ha sido identificado(a) LEP.

Descripción de los Programas:

Los maestros de estudiantes LEP proveen una variedad de servicios especializados hasta que su hijo/hija demuestre habilidades de escuchar, hablar, leer y escribir en inglés que sean suficientes para que le permitan tener éxito académicamente en su clase regular. La instrucción se provee en inglés por maestros certificados, usando los Estándares WIDA.

Programas Adicionales en todo el sistema de Escuelas del Condado de Duplin:

Los estudiantes LEP tienen acceso igual a todos los programas.

- Programa para Estudiantes Excepcionales (EC) (para estudiantes elegibles)
- Programas para estudiantes Académicamente Dotados (AG) (para estudiantes elegibles).
- Título I (para estudiantes elegibles).

Procedimientos para salir de la identificación LEP:

Nuestro objetivo es que los estudiantes salgan de la identificación LEP dentro de cinco años. Los padres son notificados cuando los estudiantes salen del programa de ESL. Nuestro objetivo es que 100% de los estudiantes LEP se gradúen.

Language Instruction Educational Program (LIEP) Services For Title III Subgrantees 2024-2025

PSU Name: Duplin County Schools

PSU Number: 310

Contact Name: Janice Goldsby
298-3249

Email: jgoldsby@duplinschools.net

Phone: 910-

Please complete both sections of this document:

- *section I BASIC Program and*
- *section II Title III Supplemental*

I. BASIC Program: *"Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs. EL programs must be reasonably calculated to enable EL students to attain English proficiency and meaningful participation in the standard educational program comparable to their never-EL peers."*

[Providing English Learners Equal Access to Curricular and Extracurricular Programs, EL ToolKit, Chapter 4.](#)

CONTEXT

Duplin County Schools is a medium size LEA. Approximately 22.6% of the LEA population in our district is ML. The teacher-student ratio ranges from 1:50 to 1:95 at the elementary level. At the middle school level, student-teacher ratios range from 1:45 to 1:85. High School has ratios ranging from 1:60 to 1:120. Most of our ESL teachers serve at one school only, with the exception of one ESL teacher assistant who is in charge of serving more than one school. The ML plan is developed at the school level for each ML.

CRITERIA : Students should meet most of the criteria under each type of language service

INTENSIVE Services / Entering/ Emerging	MODERATE Services / Developing	TRANSITION AL Services / Expanding
-Tier A, some Tier B -Typically, ACCESS/Screener Composite scores between 1.0 and 2.9 -In U.S. schools 3 years or less -In HS not meeting graduation requirements -Struggling with classroom performance -Below proficient on standardized tests -Some may be students with Interrupted Formal Education (SIFE) <u>Note:</u> For MLs who have been in US schools for more than 3 years and are still below 3.0 in ACCESS scores, consider alternative academic	- Tier B (Reading and/or Writing ACCESS scores below 3.5) -Typically, ACCESS/WIDA Screener Composite scores between 3.0 and 3.9 -In U.S. schools between 3-5 yrs. -In HS not meeting graduation requirements -May be struggling with classroom performance -Below proficient on standardized tests -Some may be students with Interrupted Formal Education (SIFE) <u>Note:</u> For MLs who have been in US schools for more than 5 years and are still below 4.0 in	- Mostly Tier C, some Tier B (Reading and/or Writing ACCESS

<p>interventions, that are not related to language instruction.</p>	<p>ACCESS scores, consider alternative academic interventions, that are not related to language instruction.</p>	<p>scores below 4.0) - ACCE SS Comp osite scores betwee n 4.0 and 5.0 -Years in U.S. School s vary -May or may not struggl e with classro om perfor mance -May or may not be below profici ent on standar dized tests</p>
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<p>SERVICES: Elementary School</p>		
<p>Category: Comprehensive Language Service</p>	<p>Category: Supportive Language Services</p>	<p>Category: Transitional Language Services</p>
<p>Pull out and/or push-in 3 to 5 days a week. Small group, differentiated content- based ESL classes taught by certified ESL teachers or ESL Instructional Assistants working in collaboration with the ESL teacher. Times are 30-45 minutes per day. Instructional modifications in the classroom as well as state-testing accommodations are in place for each ML.</p>	<p>Pull out and/or push-in at least two times a week, with the possibility of co-teaching and co-planning (as available). Close collaboration between mainstream and ESL teachers in order to provide appropriate services based on data. Instructional modifications in the classroom as well as state-testing accommodations are in place for each ML who is eligible.</p>	<p>Focus groups twice a month and/or some co-teaching between ESL and mainstream teachers as needed. Depending on students’ needs, some can be served at least twice a month. Instructional modifications in the classroom as well as state-testing accommodations are in place for each ML who is eligible.</p>

<p>Inclusion/Push-in with a focus on social language skills based on students' needs.</p> <p>Rosetta Stone may be used to supplement ESL instruction for newcomers.</p> <p>It is recommended that Imagine Learning will be used to provide literacy support to MLs as follows:</p> <ul style="list-style-type: none"> • K: 15-minute sessions • Grades 1-2: 20-minute sessions • Grades 3+: 25-minute sessions • Students below grade level: 3 sessions per week • Students on/above grade level: 2 sessions per week 	<p>30 – 45 min of instruction at least 2 times a week.</p> <p>It is recommended that Imagine Learning will be used to provide literacy support to MLs as follows:</p> <ul style="list-style-type: none"> • K: 15-minute sessions • Grades 1-2: 20-minute sessions • Grades 3+: 25-minute sessions • Students below grade level: 3 sessions per week • Students on/above grade level: 2 sessions per week 	
--	---	--

SERVICES: Middle School		
Category: Comprehensive Language Service	Category: Supportive Language Services	Category: Transitional Language Services
<p>Pull out and/or Push-in services 3-5 times a week. Class duration should be between 30-45 minutes. Instructional modifications in the classroom as well as state-testing accommodations are in place for each ML.</p> <p>Rosetta Stone will be used to supplement ESL instruction for newcomers.</p> <p>It is recommended that Imagine Learning will be used to provide literacy support to MLs as follows:</p> <ul style="list-style-type: none"> • K: 15-minute sessions • Grades 1-2: 20-minute sessions • Grades 3+: 25-minute sessions • Students below grade level: 3 sessions per week • Students on/above grade level: 2 sessions per week 	<p>Pull out and/or push-in at least two times a week with the possibility of co-teaching and co-planning (as available). Close collaboration between mainstream and ESL teachers in order to provide appropriate services based on data. Instructional modifications in the classroom as well as state-testing accommodations are in place for each ML who is eligible.</p> <p>Class duration should be between 30-45 minutes.</p> <p>It is recommended that Imagine Learning will be used to provide literacy support to MLs as follows:</p> <ul style="list-style-type: none"> • K: 15-minute sessions • Grades 1-2: 20-minute sessions • Grades 3+: 25-minute sessions • Students below grade level: 3 sessions per week • Students on/above grade level: 2 sessions per week 	<p>Focus groups and some co-teaching between ESL and mainstream teachers based on students' needs. Instructional modifications in the classroom as well as state-testing accommodations are in place for each ML who is eligible.</p>

SERVICES: High School		
Category: Comprehensive Language Service	Category: Supportive Language Services	Category: Transitional Language Services
<p>Content-based ESL class for 90 minutes (both semesters*). Intensive differentiated academic language instruction taught by ESL certified teachers. Appropriate instructional modifications in place in the mainstream classroom. Instructional modifications in the classroom as well as state-testing accommodations are in place for each ML.</p> <p>Rosetta Stone will be used to supplement ESL classroom instruction for newcomers.</p> <p>*Students should not be scheduled in ESL classes for more than 2 periods per semester.</p> <p>Imagine Learning services can be used to provide literacy support to newcomer MLs.</p> <p>Students below grade level: 3 sessions per week for 25 minutes each.</p>	<p>Content-based ESL class for 90 minutes. Collaboration between classroom and ESL teachers is required. Instructional modifications in the classroom as well as state-testing accommodations are in place for each ML who is eligible for testing accommodations.</p> <p>Students need to be scheduled in one ESL class at least once per semester.</p>	<p>Students served bi-monthly through Focus Groups according to their needs. Students can be served during Lunch & Learn / Acceleration Period.</p> <p>Instructional modifications in the classroom as well as state-testing accommodations are in place for each ML who is eligible for testing accommodations.</p>

Notes:

1. The services outlined in this chart may be adjusted to fit each school's specific situation and EL population.

2. Focus groups are flexible throughout the school year and target specific skills based on students' needs. (ACCESS scores)
3. For dually identified students (ESL and Exceptional Children Programs) both ESL teachers and Special Education teachers must work collaboratively to decide which services should be provided.

II. Title III Supplemental

ESSA: Title III: Programs and Activities (SEC. 3115(c)(1)(A) & (B) and SEC. 3116(b)(1))

Describe the effective programs and activities, including language instruction educational programs (LIEPs), proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

(How will you use Title III funds to supplement your BASIC program LIEP, in section I above?)

You should also have this document in the PowerPoint with Reminders sent to you at the beginning of the school year.

Thank you!

