Hoke County Schools
English as a Second Language Program
"Growing Success for English Learners"

Program and Procedures Handbook



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Hoke County Schools Mission Statement

Hoke County Schools creates a student-focused learning community that fosters high expectations for all stakeholders, promotes lifelong learning, provides individualized support, and prepares students for success.

Hoke County Schools Vision Statement

As a trusted community partner, Hoke County Schools ensures an inclusive and supportive environment that provides authentic learning opportunities to prepare future-ready students.

Hoke County Schools Facts

- There are approximately 867 English Learners enrolled in our school system.
- Approximately 14 languages other than English are represented in HCS (Spanish, Arabic and Haitian/Creole are the top three).
- 13 schools offer ESL classes or other program models.
- In spring 2024, 17.5% of English Learners met progress.
- There are currently 12 ESL teachers and 3 ESL Teacher Assistants working with our existing EL population for an average student/teacher ratio of 58.
- All families whose primary language is stated as other than English are enrolled at the Hoke County Schools Transition Center.

ESL Program

The English as a Second Language (ESL) is an acceleration program for students whose primary language is not English. The program is designed around the philosophy that all children can learn. It is the belief of the Hoke County Schools staff that the best ESL program that can be provided:

- is tailored to meet the special linguistic, academic, cultural and affective needs of the students;
- provides the ELLs with assistance and instruction necessary to allow them to progress through school at a rate similar to their native English speaking peers; and
- makes the best possible use of school district and community resources

Hoke County Schools is committed to providing all students a quality educational program. It makes every effort to provide appropriate services for English Learners (ELs), regardless of language and educational levels, to help them succeed both socially and academically. In order to accomplish this, HCS has developed an LIEP Plan based on regulations set forth in Title IV of the Civil Rights Act of 1964 and Title III of the Every Student Succeed Act of 2015.

Program Goals

- To increase English Learners (EL) acquisition of academic English.
- To provide ESL direct instruction which will enable ELs to become proficient enough in English to function successfully and participate fully in the regular instructional program.
- To monitor the progress of students who have exited EL status (FMELs) for at least four years.
- To offer an ESL Program that meets both federal and state guidelines of ESSA.
- To offer support services to help families in their transition to HCS.
- To provide opportunities for EL students to share their culture with the school and the community.

Legal Background Governing Services to ELs

To ensure English Learners are properly and adequately served, the following court cases have formed the regulations and guidelines that direct and impact our ESL program:

Title VI
of the Civil Rights Act of 1964

Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.

Title VII
of the Elementary and Secondary Education Act of 1968

The Bilingual Education Act recognizes the unique educational disadvantages faced by non-English speaking students. It establishes a Federal policy to assist educational agencies to serve students with limited English proficiency by authorizing funding to support those efforts. It also supports professional development and research activities. Reauthorized in 1994 as part of the Improving America's Schools Act, Title VII was restructured to provide for an increased state role and give priority to applicants seeking to develop bilingual proficiency. The Improving America's Schools Act modified eligibility requirements for services under Title I so ELLs are eligible for services under that program on the same basis as other students.

U.S. Department of Health, Education, and Welfare
May 25 Memorandum (1970)

The Memorandum clarified a school district's responsibilities with respect to national-origin-minority children, stating, in part, that "where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open the instructional program to the students."

Supreme Court
Lau v. Nichols (1974)

The Supreme Court ruled that equality of educational opportunity is not achieved by merely providing all students with the same facilities, textbooks, teachers, and curriculum (because) students who do not understand English are effectively foreclosed from any meaningful education. The court ordered that districts must take affirmative steps to overcome educational barriers faced by non-English speaking students.

Equal Education Opportunities Act of 1974

This civil rights statute prohibits states from denying equal educational opportunity to an individual on account of his or her race, color, sex or national origin. The statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

Fifth Circuit Court

Castañeda v. Pickard (1981)

The court established a three-part test to evaluate the adequacy of a district's program for ELLs: 1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy, 2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively, and 3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

Supreme Court

Plyler v. Doe (1982)

The Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The court emphatically declared that school systems are not agents for enforcing immigration law, and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational services to any student.

Congress

Civil Rights Restoration (1988)

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

Office of Civil Rights

Enforcement Policy of 1991

It addresses components within the compliance points: 1) **ESL teachers must have been adequately trained and be evaluated by someone familiar with methods being used**, 2) Exit criteria should be based on objective standards, 3) schools cannot have policies of "no double services" refusing alternative language service and special education to children needing them and, 4) cannot be categorically excluded from gifted/talented or other special programs.

Title III

of the Elementary and Secondary Schools Act of 2001

No Child Left Behind
Public Law 107-110

This federal mandate holds state educational agencies, local educational agencies, and schools accountable for increases in English language proficiency and core academic content knowledge of limited English proficient students. It requires states to implement yearly student academic assessments that include, at a minimum, academic assessments in mathematics and reading or language arts. These assessments must be aligned with state academic content and achievement standards. Each state, school district, and school is expected to make adequate yearly progress toward meeting the state standards. This progress is measured by disaggregating data for specified subgroups of the population.

NCLB also requires that states provide for an annual assessment of English language proficiency (listening, speaking, reading, writing, and comprehension in English) of all students identified as limited English proficient in schools served by the state [ref. Title I, SEC. 1111 (a) (7)]. Due to this federal legislation, North Carolina State Board policy mandates that all students who are language minority students must be assessed using the state-identified language proficiency test W-APT at initial enrollment. In addition, students identified as limited English proficient must be assessed annually thereafter during the window of February 1-April 30 until they reach superior in all subtests of the language proficiency test during the same administration.

Title III
of the Elementary and Secondary Schools Act of 2015
Every Student Succeed Act

The obligation not to discriminate based on race, color, or national origin requires public schools to take affirmative steps to ensure that limited English proficient (LEP) students, now more commonly known as known as English Learner (EL) students or English Language Learners (ELLs), can meaningfully participate in educational programs and services, and to communicate information to LEP parents in a language they can understand.

The Every Student Succeeds Act (ESSA) requires each state to provide an annual assessment of English language proficiency to all students identified as English Learners (ELs) in the schools served by the State Educational Agency (SEA). In North Carolina, the annual assessment is the WIDA ACCESS for ELLs 2.0 TM (ACCESS). One of the purposes of the ACCESS assessment is to measure student progress toward English language proficiency. Under ESSA, EL progress must be measured and reported for all ELs in grades K–12. The EL progress long-term goal and measures of interim progress include results for all ELs in grades K–12. However, the accountability indicator associated with EL progress included in School Performance Grades uses the progress of ELs in grades 3 through 8 and 10 only.

ESL Acronym List

1.) **What is the HLS?** Home Language Survey. A form that every student or parent of the student must complete at the time of initial enrollment; federal requirement.

2.) **What is a NOM?** National Origin Minority student (another term for a language minority student). One whose home language as determined through the Home Language Survey Process is a language other than English

3.) **What is WIDA?** World-Class Instruction Design and Assessment. A consortium of states that created and adopted English language proficiency (ELP) standards that address the need for students to become fully proficient in both social and academic English; the consortium also developed a K-12 ELP test – ACCESS for English language learners; North Carolina joined the WIDA Consortium and adopted the WIDA standards and assessment June, 2008. In 2012, the WIDA English Language Development Standards (ELD) were amplified to include connections to the Common Core Standards.

4.) **What is K-WIDA**? Kindergarten-WIDA Assessment Placement Test. K-WIDA is the language screening test given to kindergarten and first semester 1st grade students.

5.) **What is the WIDA Screener?** WIDA Screener. A screener used for initial identification of limited English proficient (LEP) students. W-APT is the language screening test given to students in grades 1 and higher.

6.) What is the ACCESS for ELs? Assessing Comprehension and Communication in English State-to-State for English Learners. The annual English language proficiency assessment for all English Learners.

7.) **What is LEP?** Limited English Proficient. The identification given to students who have a composite score less than 5.0 or any domain less than 5.0 on the W-APT. Students remain identified as EL until they have a composite score of 4.8 or higher, and scores of 4.0 or higher on both the reading and writing subtests of the ACCESS for ELs.

8.) **What is EL?** English Learner. An EL is a student who uses another language in addition to or other than English.

9.) **What is ELP?** English Language Proficiency. ELP is the degree to which a student is able to use standard American English as the language of instruction.

10.) **What is ESL?** English as a Second Language. A method of instruction for students who are learning English as a new language

11.) **What is a RAC?** Regional Accountability Coordinator. An educator responsible for a region of the state and its testing issues; they report directly to the Testing and Accountability Division at the Department of Public Instruction; there are six in the state.

12.) **What is ESSA?** Every Student Succeed Act. The federal legislation passed in 2015; there are nine titles in ESSA – Title III specifically addresses language acquisition programs for English Learners.

13.) **What is BICS?** Basic Interpersonal Communication Skills. The simple "playground talk" that students learn first; research has typically said it takes 1-2 years to develop.

14.) What is CALP? Cognitive Academic Language Proficiency. The more difficult, academic language students experience in school; research has typically said it takes 5-7 years to develop.

15.) What is the WIDA MODEL? WIDA MODEL (Measure of Developing English Language)**.** A series of English language proficiency assessments for Kindergarten through Grade 12. MODEL can be used by educators as an identification/placement assessment for newly enrolled ELLs or as an interim progress monitoring assessment.

WIDA ELD Standards

The NC English Language Proficiency Standard Course of Study is the World-Class Instructional Design and Assessment (WIDA) English Language proficiency standards.
WIDA's focus has always been on advancing academic language development and academic achievement for English language learners (ELLs). Hoke County Schools continue to tirelessly promote our belief that ELLs enrich our school communities with their many contributions and strengths. WIDA standards framework has evolved since its introduction. With the release of the 2012 Amplified Standards, WIDA's goal is to make the framework more meaningful to those who work to support the success of this diverse group of students.

The Five ELD Standards

The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. The Standards provide a connection between language development and academic content.

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

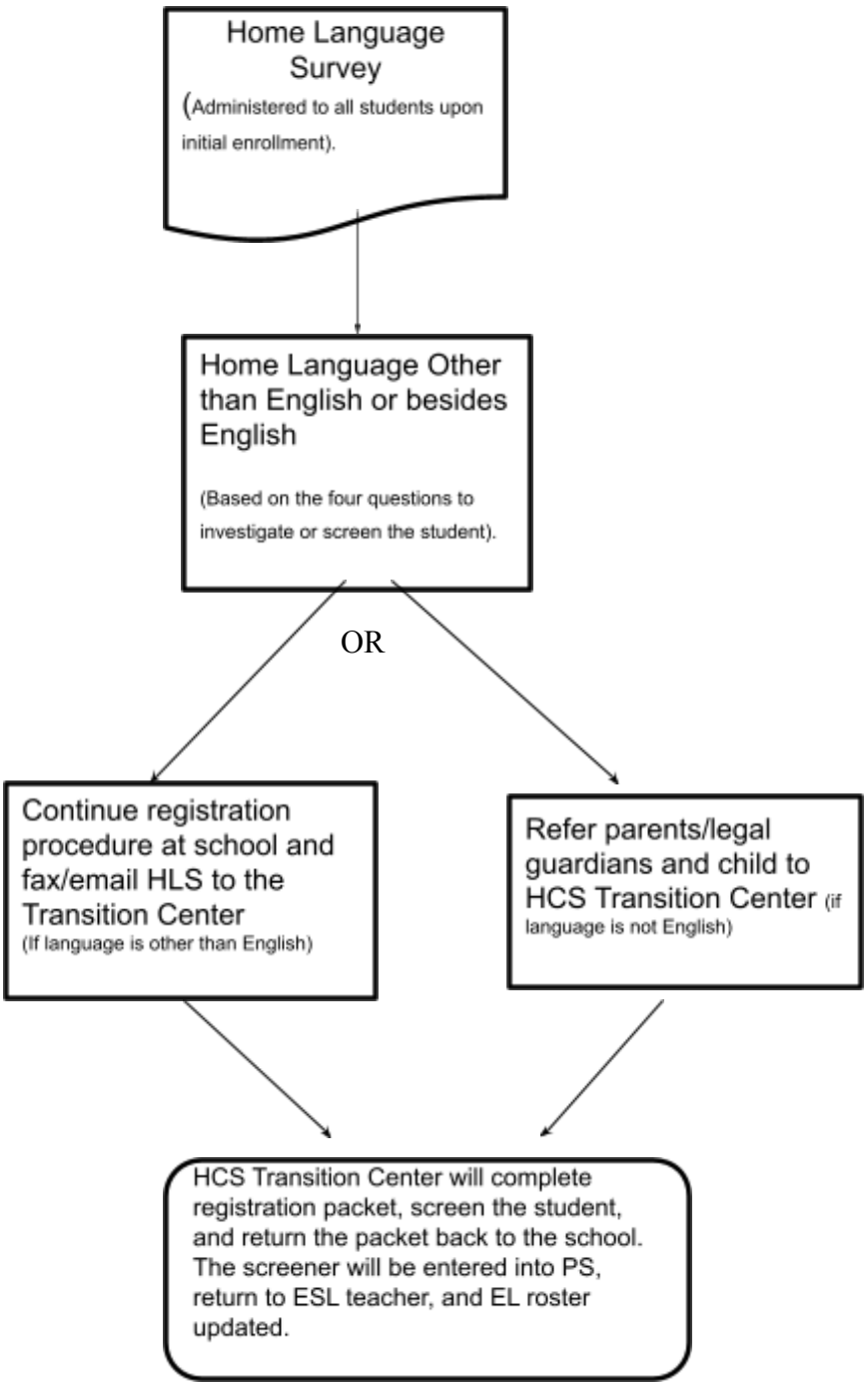
Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Registration Procedure

Registration Procedure Flowchart



Home Language Survey and Registration Process

1. **Home Language Survey:** As the first step in enrolling new students, hand out only the Home Language Survey (HLS) to all parents/legal guardians who arrive to register their children in Hoke County Schools (*do not provide the rest of registration packet at this time*). The Home Language Survey tool is used to identify limited English proficient students. The purpose of this survey is to determine a primary or home language other than English. Schools have a responsibility under federal law to serve students who are limited English proficient and require ESL or bilingual instruction in order to be successful in academic subjects. Given this responsibility, school districts are required to ask for the information necessary to identify these students. The HLS must be given to all initial enrollees to the school district. The HLS is given ***one time*** and will remain in the student's permanent record file through the student's graduation.

2. If the Home Language Survey shows a language other than English, please STOP the registration process and refer the family to HCS Transition Center located at 11 West Fifth Ave., Raeford. ***Please refer them EVEN if the parent(s)/legal guardian(s) or child speaks fluent English.***

    - HCS Transition Center will complete the registration packet upon arrival of initial enrollees/families while the Transition Program Specialist or ESL staff member administers the ESL Placement Test if needed. The Transition Center will send the completed registration packet with ESL Placement Test results to the school the same day, except when school is not in session. If the Transition Program Specialist or ESL staff member is not available to test a student on the day of enrollment, the student will receive notification and will be tested within the following 14 days. Meanwhile, the student may be placed in a regular class setting at the discretion of the school's principal.

3. If the Home Language Survey shows only English language as the home language, the registration process may be completed at the school site.

HCS Transition Center will recommend student placement in an age appropriate classroom unless records indicate an alternate grade level placement. Principals are responsible for final grade placement decisions.

As a result of the Plyer v. Doe [457 U.S. 202 (1982] ruling, schools may not:

- Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status
- Treat students differently to verify residency
- Make inquires of students or parents that may expose their undocumented status

- Require social security numbers as a requirement for admission to school, as this may expose undocumented status

In addition,

- Parents without social security numbers who are applying for a free lunch and /or breakfast program for a student need only state on the application that they do not have a social security number.
- The Family Educational Rights and Privacy Act (FERPA) prohibits schools from providing any outside agency- including the U.S. Immigration and Customs Enforcement- with any information for a child's school file that would expose the student's undocumented status without getting permission for the student's parents.

The following information is made available to parents in a language they understand.

- School Calendar
- Start and ending times for school
- LEA/School Handbooks
- Testing Requirements
- LEA/School Report Card
- Cost of meals and Free/Reduced Lunch Information
- Transportation information
- Attendance policy including procedures for absences and tardies
- Immunization requirements
- Grading policies
- NC graduation requirements

EL Assessment

The North Carolina State Board of Education (SBE) mandates the use of the state approved English language proficiency test as the sole means of identifying EL students. In June 2008, the SBE approved the adoption of the WIDA Consortium English language proficiency standards beginning with the 2008-2009 school year. The World-Class Instructional Design and Assessment Consortium, otherwise known as the WIDA Consortium, is comprised of states who share English language standards and assessments that are aligned to those standards.

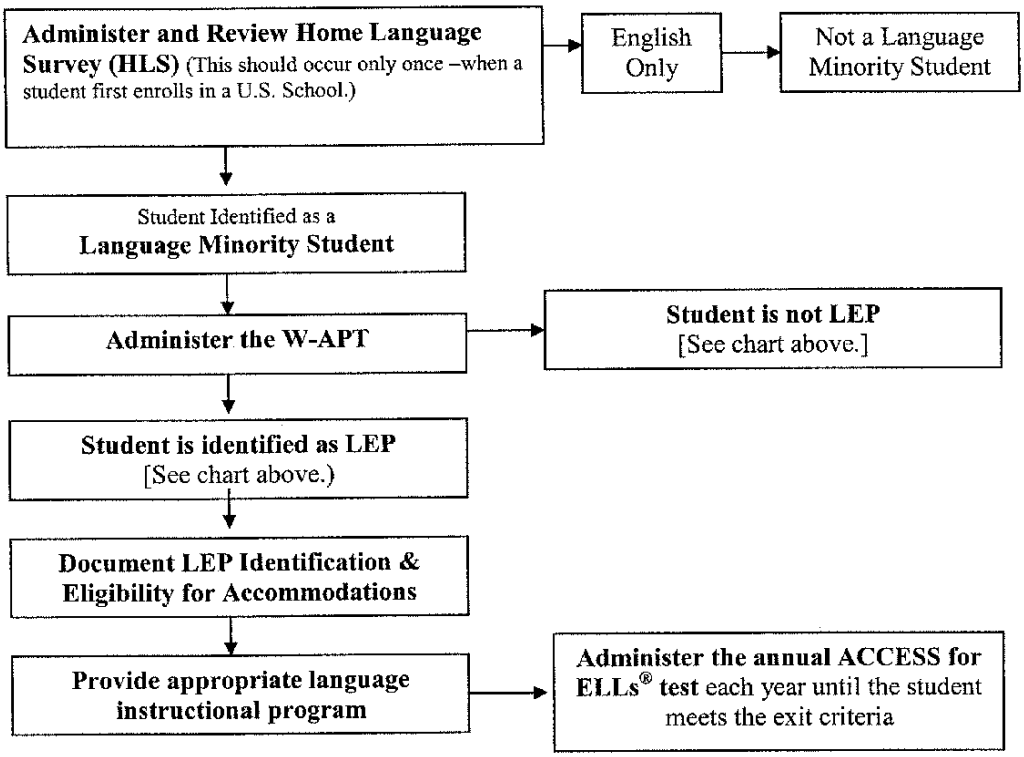
Beginning with the 2008-2009 school year, the WIDA Placement Test is administered to all students who identify with a language other than English during the HLS process. The WIDA Placement Test functions as a screener that is used for initial assessment and ESL program placement of students who are identified as EL.

Hoke County Schools has up to 30 days at the beginning of the school year or 14 calendar days if the student enrolls after the beginning of the school year to obtain W-APT or ACCESS for EL

test scores from the member state or county. If the scores are less than one year old, the scores may be used for making decisions regarding EL identification and placement. If the scores are more than a year old or the receiving school does not receive the scores within the timeline, an ESL program staff member will administer the WIDA screener to determine EL identification and notify parents of eligibility for ESL services. NC DPI has determined the following cut scores for EL classification.

WIDA Screener for Kindergarten			
GRADE	DOMAINS	QUALIFIES FOR SERVICE	DOES NOT QUALIFY FOR SERVICE
Kindergarten (1st Semester)	Listening and Speaking (L/S)	Any domain score below 5.0	All domain scores are 5.0 or above
Kindergarten (2nd Semester) Grade 1 (1st Semester)	Listening, Speaking, Reading, and Writing	Any domain score below 5.0	All domain scores are 5.0 or above
WIDA Screener			
GRADE	DOMAINS	QUALIFIES FOR SERVICE	DOES NOT QUALIFY FOR SERVICE
Grade 1 (2nd Semester) Grades 2–12	Listening, Speaking, Reading, and Writing	Any domain score below 5	All domain scores are 5 or above

If the student is designated as EL, the schools' Data Manager and ESL teacher will be notified. The W-APT screener scores will be shared with the Data Manager and filed in the student's cumulative folder. The ESL teacher will discuss the Notification of ESL Program Services with the parent. The parent signs and returns the Notification of Services form. The form is then scanned and uploaded to the student's profile in Ellevation. If the parent refuses services, they can indicate the refusal by checking "no" on the Notification of Services Form. Waiver for ESL Services will be completed. An interpreter will be used to ensure that parent fully understands the student's rights.


Administer and Review Home Language Survey (HLS) (This should occur only once –when a student first enrolls in a U.S. School.)
English Only
Not a Language Minority Student
Student Identified as a Language Minority Student
Administer the W-APT
Student is not LEP [See chart above.]
Student is identified as LEP [See chart above.)
Document LEP Identification & Eligibility for Accommodations
Provide appropriate language instructional program
Administer the annual ACCESS for ELLs® test each year until the student meets the exit criteria

EL Classification vs. ESL Service

The WIDA screener determines whether a student is English Learner or not. Students who are classified as EL have the following rights:

- The student has the right to access second language services in addition to all services provided to non-LEP students.
- Teachers and schools must take steps to provide instructional modifications that address the needs of the LEP student in all classrooms.
- The student may qualify for testing accommodations.
- The student must be assessed annually with the ACCESS for ELLs (Assessing Comprehension and Communication in English from State to State for English Language Learners).

However, not all EL students receive all types of services. Parents have the right to refuse a type of ESL services. Refusal of ESL services does not mean refusal of classroom modifications or testing accommodations. **All EL students will have an EL Educational Plan completed each year and monitored by both ESL and general ED teachers.**

ESL Program Description

Instructional Delivery Model

Hoke County Schools (HCS) has adopted the **content-based ESL model.** In general, content-based ESL teachers seek to develop the students' English language proficiency by incorporating information from the subject areas that students are likely to study or from courses they may have missed if they are fairly new to the school system. For effective content-based ESL instruction to occur, teachers need to provide practice in academic skills and tasks common to mainstream classes (Chamot & O'Malley, 1994; Mohan, Leung, & Davison, 2001; Short, 2002).

Research shows that this approach is effective for teaching the English language and academic content simultaneously (Thomas and Collier). ESL teachers may combine grade-level content standards from the NC Standard Course of Study in Language Arts, Math, Science, and Special Studies, with the WIDA Proficiency Standards to plan their lessons. In addition, state-approved textbooks and supplementary materials will align with the WIDA Standards and are available for teachers of each grade span to use in their classrooms.

In recent years, Hoke County Schools has started to implement the **Shelter Instruction Observation Protocol (SIOP)** and **ExC-ELL** model to supplement the existing program.

SIOP and ExC ELL are research-based teaching/learning models that provide teachers with the instructional strategies and tools for planning lessons that make content accessible to English Language Learners.

Services and Placement

The ESL program offers direct services. ELs are provided with ESL instruction from a highly qualified ESL teacher. ESL teacher gathers feedback on ELs from content teachers during Professional Learning Community (PLC) meetings, staff meetings, and during EL Team meetings. Students receive ESL Instruction at their proficiency levels (entering, beginning, developing, expanding, and bridging) using the following LIEP Plan.

BASIC (Core) Language Instruction Educational Program (LIEP) Services 2024-2025

All EL identified students in Hoke County Schools receive service within our Language Instruction Educational Program (LIEP). Students receive varying amounts and types of service based upon their individual language needs as well as other criteria such as academic performance (in the classroom and on standardized tests). Students with greater need are provided more services with greater time, frequency and intensity. Students with lesser need are provided fewer services with less time, frequency and intensity. The descriptions that follow outline the criteria, context and extent of LIEP services offered in Hoke County Schools.

[1] **Context/Resources**		
Hoke County Schools is a small, rural school district that provides services to 768 English Learners and 94 Monitored Former English Learners. The teacher-student ratio at the elementary level ranges from 1:14 to 1:20, at the middle school level the range is from 1:16 to 1:20, and the high school range is from 1:25-1:30. There are no internerant EL teachers in HCS; there is however a retired EL teacher who serves two schools as an EL tutor. The English Learner Plan for HCS is created at the school level by the EL teacher, and then shared and discussed with content teachers. Hoke County Schools also has two interpreters and a Title III Parent Liaison/Data Manager that serve the district. Lastly, Hoke County Schools has been building capacity of staff members in the District via NCDPI Summer Conference and offering Professional Development to meet the needs of ELs.		
[2] **Criteria to determine the category in which each EL is "placed"** *NCDPI recommends the utilization of multiple data sources and data reflective practices*		
Comprehensive - Entering/ Emerging	**Supportive - Developing**	**Transitional - Expanding**
K: WIDA Screener Kindergarten score Grades 1-12: WIDA SCREENER/ACCESS scores Overall Composite 1.0-2.0 Reading &/or Writing 1.0-2.0	K:WIDA Screener Kindergarten score Grades 1-12: WIDA SCREENER ACCESS scores Overall Composite 2.0-4.0	K: WIDA Screener Kindergarten score Grades 1-12: WIDA SCREENER/ACCESS scores

Listening &/or Speaking 1.0-3.0 ● ELP below Developing less than 3 in reading ● ELP below Developing less than 3 in reading Students may meet some of the following criteria: ● Less than 2 years in US schools ● Struggle with content ● Need language support to participate in content classes ● Not proficient on EOGs/EOCs ● SLIFE/SIFE students	Reading &/or Writing 2.0-4.0 Listening &/or Speaking 2.0-4.0 ● ELP below Developing less than 5 in reading ● ELP below Developing less than 5 in writing Students may meet some of the following criteria: ● 3-5 years in US schools ● Struggle with content ● Need additional language support ● Not proficient on EOGs/EOCs	Overall Composite 3.0-4.8 Reading &/or Writing 3.0-5.6 Listening &/or Speaking 3.0-6.0 ● ELP below Developing less than 5.0-6.0 in reading ● ELP below Developing less than 5.0-6.0 in writing Students may meet some of the following criteria: ● Years in US schools vary ● May/may not be proficient on EOGs/EOCs ● Manages class content well
Services for dually identified students (EC/EL OR AIG/EL) will be determined on a case-by-case basis.		
[3] **Menu of Services** (include frequency **and** length of time of services provided: i.e daily, 2x, 3x, 4x week, and 30, 45, 60 or 90 minutes, also provide this information for applicable grade levels, i.e. elementary, middle, high, K-8, 6-12 etc..)		
Comprehensive Language Services	**Supportive Language Services**	**Transitional Language Services**
Elementary: Push-in service delivered during the school day by certified EL teachers or EL assistants or EL tutors supervised by certified EL teacher for a minimum of 3 days a week and a maximum of five days a week for 25-30 minutes. Teachers trained in Ellevation, Wonders, Reading Horizons ELD standards, and Imagine Learning will provide 1:1 tutoring to enhance foundation spreading skills and strategies. **Middle:** Service delivered during the school day by certified EL teachers or EL assistants or EL tutors supervised by certified EL teacher minimum of 3 days a week and a maximum of five days a week	**Elementary:** Push-in and pull-out service delivered during the school day by certified EL teachers or EL assistants or EL tutors supervised by certified EL teacher for a minimum of 3 days a week and a maximum of five days a week for 25-30 minutes. Some co-teaching will be provided on skills that are at or near mastery. Students will be pulled out for content support and standard based instruction. **Middle:** Service delivered during the school day by certified EL teachers or EL assistants or EL tutors supervised by certified EL teacher minimum of 3 days a week and a maximum of five days a week	**Elementary:** Push-in and pull-out service delivered during the school day by certified EL teachers or EL assistants or EL tutors supervised by certified EL teacher for a minimum of one day a week for 30 minutes. The majority of instruction will be co-taught with support from EL/EC and general education teachers. Additionally, ELs will be pulled out for small group instruction, strategies, and 1:1 tutoring.

for 30-45 minutes in a content based ESL class. **High:** Push-in and co-teaching service delivered during the school day by certified EL teachers or EL assistants or EL tutors supervised by certified EL teacher for a minimum of two days a week and a maximum of three days a week for 30-40 minutes per class.	for 30-45 minutes in a content based ESL class. Some co-teaching will be provided on skills that are at or near mastery. Students will be pulled out for content support and standard based instruction. **High:** Push-in service delivered during the school day by certified EL teachers or EL assistants or EL tutors supervised by certified EL teacher for a minimum of two days a week and a maximum of three days a week for 30-40 minutes per class. Some co-teaching will be provided on skills that are at or near mastery. Students will be pulled out for content support and standard based instruction.	**Middle:** Push in service delivered during the school day by certified EL teachers or EL assistants or EL tutors supervised by certified EL teacher minimum of one day a week for 45 minutes in the regular classroom setting. The majority of instruction will be co-taught with support from EL/EC and general education teachers. Additionally, ELs will be pulled out for small group instruction, strategies, and 1:1 tutoring. **High:** Push-in service delivered during the school day by certified EL teachers or EL assistants or EL tutors supervised by certified EL teacher for a minimum of one day a week for 20-30 minutes per class. Additionally, ELs will be pulled out for small group instruction, strategies, and 1:1 tutoring.

The U.S. Department of Education's (ED) Student Achievement and School Accountability Programs (SASA) office, Title III State Consolidated Grant Group monitored the North Carolina Department of Public Instruction (NCDPI) the week of October 24-27, 2011. This was a comprehensive review of NCDPI's administration of Title III, Part A, authorized by the Elementary and Secondary Education Act of 1965 (ESEA), as amended. As a result of this monitoring visit, NCDPI is collecting each PSU's Language Instruction Educational Program (LIEP) information.

Annual Assessment

The ESL program uses the state-mandated ACCESS for ELs language proficiency test annually. Regardless of services received, all EL students will take this exam during the spring testing window (January-March).

The students will be tested each spring until they exit or show progress criteria called the Comprehensive Objective Composite (COC). Effective with the 2016-2017 school year and beyond, students must meet the COC as set by the state.

The COC defines the attainment of English language proficiency by the student reaching an **overall composite score of 4.8, with at least a 4.0 on the reading subtest and at least a 4.0 on the writing subtest on tier B or C only**, within the same test administration of the ACCESS for ELs.

Monitoring (MFEL)

Students who have exited EL identification must be monitored for four academic years. These students are referred as Monitored Former English Learner students (MFELs) and may be readmitted to the program if they are in need of supplementary language support services.

It is the responsibility of ESL and general teachers to monitor MFELSs at least twice a year and to maintain documentation that the student is performing successfully in content area classes or of services rendered to these students.

Benchmark tests and grades may be monitored quarterly. MFELs Monitoring Report (see appendix, *ESL Program Forms*) will be completed twice a year. ESL teachers will meet with students who are not performing well and they must contact parents.

Monitoring documentation will be kept on each MFEL in Ellevation. The Transition Program Specialist, ESL teacher, and classroom teacher will collaborate to determine if student is in need of reclassification.

Classroom Modifications and Testing Accommodations

One of the main goals of Hoke County Schools is to ensure equal access to content. Classroom teachers are required to provide classroom modifications and testing accommodations according to state guidelines.

EL and accommodations: State Board of Education policy GCS-A-011 states that students identified as EL and scoring below level 5.0 Bridging on the reading subtest of the WIDA/ ACCESS for ELLs are eligible for accommodations on all state tests. Students scoring level 5.0 Bridging or above on the reading subtest of the WIDA/ACCESS for ELs or exit EL identification are not eligible for accommodations on state tests.

According to state guidelines, accommodations must be assigned selectively and thoughtfully, according to individual student needs and EL Team input. For example, it is NOT appropriate to assign all available accommodations for all EL students. The school's EL Team consisting of school testing coordinator, content teacher/s and ESL teacher will write an EL Education Plan for each student.

Testing accommodations are provided to eligible students to ensure that individual student needs are met and, at the same time, maintain sufficient uniformity of the test administration. Accommodations allow these eligible students to demonstrate their true abilities on state-mandated tests; However, students must not receive unnecessary or inappropriate accommodations. **Each student's individual needs must be considered when making the accommodation(s) decisions**. Testing accommodations must never be used for score enhancement.

ESL teachers will summarize accommodations in the official state forms following Accountability Department Protocol. They will also complete a spreadsheet for Transition Program Specialist review. Accommodations are monitored throughout the school year during benchmarks and during EOGs according to DPI instructions. Transition Program Specialist is a member of the Hoke County's Accommodations Monitoring Team. In case of students with dual status EC and ESL, accommodations in EL Education Plan area would still be completed, and the box "Follow accommodations on IEP" would be marked. ESL teacher must coordinate with EC teacher accommodations that are different between each program; for example, *English/ Native Language Word-to-Word Bilingual Dictionary/ Electronic Translator.*

Language Acquisition- An Overview

First Language Acquisition vs Second Language Acquisition

Comparisons	L1 Acquisition	L2 Acquisition
Why	Child's innate need to communicate basic desires, wants, and needs in natural motivation.	*To communicate with peers and for academic purposes in motivation.*
How	Acquire L1 by talking about things in the "here and now", language is connected to concrete activities	*Learn L2 by direct instruction including textbooks, abstract language, lecture etc.*
Receptive/Productive	Child can understand more than s/he can say; by age 4, have mastered all basic structures of language when communicating	*Silent period, can understand more than they can produce, fluent social language skills take between 1-3 years and academic skills 7-10 years*
Comprehension	Adult language is clear, at appropriate level, and accompanied by clues to provide comprehensible input	*Some adults adjust language, while others speak too fast with poor enunciation and with minimal extensions, academic language can be very abstract*
Environment	Acquire language in a supportive home environment, child feels free to experiment and make mistakes without fear of ridicule	*Academic settings not as supportive, can be very stressful, fear of ridicule from peers, with more pressure to learn*
Acquired/Learned	Innate blueprint facilitates children to acquire complex language without formal instruction	*Formal classroom instruction where new language is learned*
Developmental Sequence of Acquisition	Acquisition is a process of creating unconscious language rules with some imitation – listening period, mimicry of sounds, creating words, phrases, and sentences	*Conscious process to learn to read, write, speak; predictable order – present progressive (ing), plurals, and irregular past tense (went) etc. are learned before articles (a, the), regular past (talked), and 3rd person singular (he runs)*
Error Correction	Parents focus on meaning, not accuracy, may rephrase to correct meaning only	*Explicitly correcting error occurs, specially in writing, best to correct speaking by rephrasing and modeling*
Elaboration	Parents extend and elaborate child's language providing relevant input	*School community elaborates child's language through direct instruction*
Semantics	Children learn to use language in different situations by watching adults	*Children learn to use grammar and other types of language through direct instruction*

Stages of Language Acquisition

Linguists often disagree about the fine details of acquiring a second language, but they usually agree that there is a predictable order and sequence in the process in which individuals acquire a second language. Research has also demonstrated that it can take from 4-10 years to fully develop a second language (Krashen, Cummins, Chomsky, Vogt, Short, Echevarria, Collier & Thomas).

Pre-production	This is also called "the silent period," when the individual takes in the new language and does not speak it. The individual communicates with others through gestures and actions, while building receptive vocabulary and refining listening skills. This period often lasts six weeks or longer, depending on the individual.
Early production	The individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.
Speech Emergent	Speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.
Beginning Fluency	Speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases.
Intermediate Fluency	Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas. The individual will still struggle as the cognitive demand of the conversation increases, as there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem.
Advanced Fluency	The individual communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information. At this stage, the individual may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language.

The stages of language acquisition described above are a general framework for understanding how an EL progress; however, language learning is an on-going, fluid process that differs for every student. Students may move back and forth between stages, depending on the academic demands of a lesson and the amount of participation required. For example, an EL may be functioning at the intermediate fluency stage when performing routine tasks or accessing previously learned skills. However, when the academic content is new and the student lacks adequate background knowledge or experiences, the student may regress to the prior stage (early production).

For language acquisition to occur, students must (1) receive understandable and meaningful messages that are a little beyond their comprehension level; and (2) learn in an environment where there is little or no anxiety (Collier, 1995; Krashen, 1981, 1982; Vygotsky,1978). Recognizing these two principles can assist teachers in creating a natural language learning environment in their classrooms.

Outlined below are five key elements of an effective language learning environment. Use of these strategies can assist all students in accessing the content material.

1) *Comprehensible input*—Teachers can make their language more comprehensible by modifying their speech by avoiding colloquialisms and speaking clearly, adjusting teaching materials, adding redundancy and context, and scaffolding information within lessons.

2) *Reduced anxiety level*—A student's emotions play a pivotal role in assisting or interfering with learning a second language. Teachers can assist students by creating a comfortable environment that encourages participation and risk-taking without fear of feeling embarrassed or foolish (Collier, 1995; Krashen, 1981; Krashen & Terrell, 1983).

3) *Contextual clues*—Visual support makes language more comprehensible. For example, a grammar lesson using manipulatives may be more understandable than an explanation of the grammar rule. Even social language is more comprehensible when context is added. For example, understanding a face-to-face conversation in which facial expressions and gestures are used is easier than understanding a telephone conversation when context clues are nonexistent (Cummins, 1981).

4) *Verbal interaction*—Students need opportunities to work together to solve problems and use English for meaningful purposes. They need to give and receive information and complete authentic tasks.

5) *Active participation*—Lessons that encourage active involvement motivate ELs, engage them in the learning process, and help them remember content more easily.

BICS and CALP

A theory about language acquisition that can help teachers understand the challenges of EL is the distinction between social and academic language proficiency. Jim Cummins (1981) suggests that there are two types of language proficiency:

1) Basic interpersonal communications skills (BICS)
2) Cognitive academic language proficiency (CALP)

According to Cummins, LEP students generally develop conversational fluency (BICS) within two years of studying a second language whereas developing fluency in more technical, grade-appropriate academic language (CALP) can take from five to seven years depending on the student's age and level of native language literacy.

Failure to understand the distinction between these two types of language proficiency can lead to false assumptions about a student's language ability (Cummins, 1984). For example, ELs may be exited prematurely from direct English instructional programs because they appear fluent in conversational English; however, they may lack the necessary academic language and reading and writing skills to succeed in mainstream content classes. Several more years of direct English instruction may be required before the students are fluent in all four skill areas (listening, speaking, reading, and writing) necessary for academic success.

Factors Affecting Second Language Acquisition

Many different factors can affect second language acquisition. The factors can include but not be limited to the following:

Limited or interrupted schooling and literacy in a first language

Literacy in a first language can positively influence the process of learning a second language. EL students who are literate in another language have more background knowledge and skills to draw on to support them in learning a second language. However, this is not the case for all EL students. Some may enter U.S. schools with limited and/or interrupted schooling. Some may come from rural communities where literacy and schooling were not emphasized, while others may come from countries where political turmoil prevented them from attending school regularly. Some may have had no prior school experiences.

These students face the additional challenge of learning appropriate school behaviors and expectations at the same time they are learning English and content-area concepts. Recent preliminary research indicates that students with such backgrounds and no first language support may take from seven to ten years to achieve academic parity with their peers (Thomas & Collier, 2002).

Age of student – Age affects second language learning in a number of ways.

• Many older language learners enter the second language classroom with prior knowledge and skills in a first language that can transfer to a second language. For example, students do not have to learn concepts such as the scientific method, skimming and scanning for information, and taking notes if they already possess these skills in another language. However, older language learners need to learn the English vocabulary to discuss and study the concepts they are learning in a second language (Cummins, 1981).

• Younger students do not have as much prior knowledge and skill. If they have not learned a concept in their native language, it may take them longer to learn the new academic content than native speakers. These students are learning a new concept and the accompanying English vocabulary simultaneously.

• Older language learners are often more inhibited to speak in front of peers because they feel vulnerable about taking risks and making mistakes.

• Class discussions and the reading level of textbooks are more academically demanding for the LEP student at the secondary level than at the elementary level. As a result, it may take older language learners longer to achieve on grade level in content-area classes.

• Younger students generally achieve native-like pronunciation more easily than older language learners.

Personality

Extroverts may initially excel faster than introverts because they desire social interaction. However, over a period of time, there should be no difference between there two groups. Risk taking and making generalizations about the language will increase the acquisition process.

Peer groups

Teenagers tend to be heavily influenced by their peer groups. In second language learning, peer pressure often undermines the goals set by parents and teachers. Peer pressure often reduces the desire of the student to work toward native pronunciation, because the sounds of the target language may be regarded as strange. For learners of English as a second language, speaking like a native speaker may unconsciously be regarded as a sign of no longer belonging to their native-language peer group. In working with secondary school students, it is important to keep these peer influences in mind and to foster a positive image for proficiency in a second language.

Home support

The circumstances that bring LEP students and their families to the U.S. vary greatly. Some students come from war-torn countries or refugee camps, while others follow their families to seek employment, join family members, or obtain a better education. The circumstances that surround a family's decision to move can greatly affect the emotional and psychological well-being of LEP students, thereby affecting their motivation and academic achievement.
Support from home is very important for successful second language learning. Some educators believe that parents of English Language Learners should speak only English in the home. However, far more important than speaking English is that parents value both the native language and English, communicate with their children in whichever language is most comfortable, and show support for and interest in their children's progress.

Language attitudes

Language attitudes in the learner, the peer group, the school, the neighborhood, and society at large can have an enormous effect on the second language learning process, both positive and negative. It is vital that teachers and students examine and understand these attitudes. In particular, they need to understand that learning a second language does not mean giving up one's first language or dialect. Rather, it involves adding a new language or dialect to one's repertoire.

This is true even for students engaged in formal study of their first language. For example, students in Spanish for native speakers' classes may feel bad when teachers tell them that the way they speak Spanish is not right. Clearly, this is an issue of dialect difference. School (in this case, classroom Spanish) requires formal registers and standard dialects, while conversation with friends and relatives may call for informal registers and nonstandard dialects. If their ways of talking outside of school are valued when used in appropriate contexts, students are more likely to be open to learning a new language or dialect, knowing that the new discourses will expand their communicative repertoires rather than displace their familiar ways of communicating.

Misconceptions about ELs

Following are some common misconceptions about second language learners. Understanding the process of learning a second language can help avoid making these faulty assumptions.

1) *An EL student who appears to speak English well is a fluent speaker.*

ELLs who can converse comfortably in English (i.e., social language) is not necessarily fully fluent in English. Oral language skills often precede reading and writing skills. Gaining fluency takes time and exposure to the language in many different contexts.

2) *An EL student who appears to speak English well is able to read and write at the same level.*

ELLs may converse comfortably in English, but not be able to read and write at a similar level. Research suggests that it can take up to five years of English language instruction before ELLs will be able to read and write proficiently in English (i.e., academic language). Research also indicates that ELLs who have little or no prior education and who may be illiterate in their first language may take seven to ten years to achieve grade level proficiency (Thomas & Collier, 2002). Achieving academic fluency is a long, gradual process that is strengthened with effective instructional strategies (Cummins, 1979; Peregoy & Boyle, 2005).

3) *An ELL student who is silent in class does not understand anything.*

ELs who does not participate in class discussions is still acquiring an understanding of the English language and its grammatical structures. During this "silent period," ELs are attending to and internalizing the vocabulary and common patterns and structure of the English language.

Most ELs bring a wealth of content knowledge and life experiences, as well as reading, writing, and thinking skills to the classroom that transfer from their native language to English (Cummins, 1981). ELs may know the answer to a question because they have studied the concept in their native language; however, they may not have sufficient skills in the English language to produce an answer that can be understood by others. Typically listening comprehension precedes speaking, reading, and writing fluency (Krashen, 1983).

4) *An EL student who reads aloud well understands everything.*

ELs who can decode (sound out) words while reading aloud may not necessarily understand the meaning of the text. Some ELs have learned the sound/letter correspondence in English. They may "sound" as if they understand what they read; informal assessments can be done to ascertain if understanding is occurring.

Staffing and Resources

Staffing

In accordance with the requirements of North Carolina's Department of Public Instruction and the Every Student Succeed Act of 2015, Hoke County Schools is committed to hiring highly qualified teachers to serve ELs. These teachers must hold a valid teaching license in ESL and be fluent in oral and written English communication skills.

The ESL Program staff consists of the following positions:

- Executive Director
- Transition Program Specialist
- ESL Translator / Interpreter
- ESL Parent Liaison (part-time)
- Title III Data Manager (part-time)
- ESL Teachers
- ESL Tutors

A list of current staffing by school and job descriptions for ESL personnel can be found in the appendixes section of this document.

School Year Responsibilities of ESL Teachers

School year responsibilities of ESL teachers are not limited to, but include the following:

Beginning of the School Year

1. Compare FDC EL student rosters with actual students at school.
2. Contact homeroom teachers/enrollment designees to find out new students who have enrolled (especially Kindergarteners) to identify families that may have bypassed the Transition Center.
3. Send Notification of Services to current EL students.
4. Coordinate with Transition Program Specialist initial screener to students who bypassed the Transition Center.
5. Complete EL Educational Plan with the school EL Team including: content teacher, school testing coordinator, data manager, and ESL teacher. Provide copies according to instructions on EL Educational Plan.
6. Complete Accommodations Forms according to Accountability Department Protocol.
7. Revise or create a teaching schedule. Schedules will need to be emailed to and shared with the Transition Program Specialist and Executive with the principal's signature.

8. Provide content teachers with a copy of student ACCESS scores teacher report and CAN DO descriptors.

Other responsibilities:

1. **Attend all ESL PLC meetings.**
2. Report to Transition Program Specialist by email of any NOMs that have registered directly at school bypassing the Transition Center.
3. Answer all stake holder's communication within 24hrs (emails, phone calls, fax requests, etc)
4. Complete all necessary training for annual testing (WIDA and ACCESS for ELs).
5. Complete weekly lesson plans for all pull-out or scheduled classes. Lesson plans will be turned in to the principal according to his/her instructions.
6. ESL teachers will request ESL folders of transferred students within the county by emailing directly the ESL teacher from where the student is transferring. CC. Transition Program Specialist in the process.
7. ESL teachers will call parents to check on refusal of services. ESL teachers will be responsible to complete official Waiver of services for students who refuse services via Parental Notification. *Once a student has an official waiver on file, parents should be notified for services the next school year.*

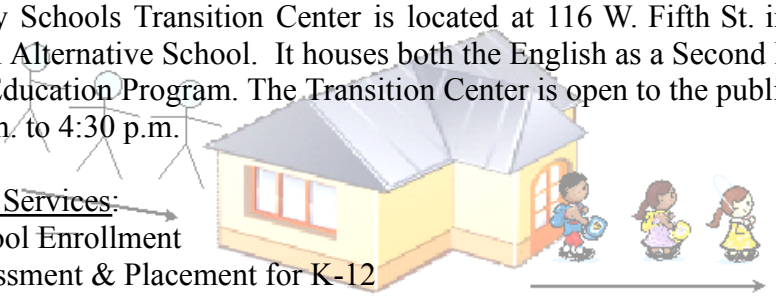
Professional Development

Hoke County Schools provides ongoing professional development to improve the educational services for ELs. The ESL program offers professional development based on district, state, and federal initiatives, program needs, and school improvement plans. The workshops will provide ongoing training for ESL and classroom teachers and other staff members in serving English Learners and their families.

Supplemental Services

Hoke County Transition Center

The Hoke County Schools Transition Center is located at 116 W. Fifth St. in Raeford, directly behind Turlington Alternative School. It houses both the English as a Second Language Program and the Migrant Education Program. The Transition Center is open to the public Monday through Friday, from 8 a.m. to 4:30 p.m.



Transition Center Services:

- K-12 School Enrollment
- ESL Assessment & Placement for K-12
- Migrant Program Services (if qualify)
- Community Resource Information for English language learner families
- Interpretation Services
  - ✔ Parent/Teacher Conferences
  - ✔ IEP/PEPs
  - ✔ Messages to the schools
  - ✔ Phone calls to parents
  - ✔ Assistance with completion of school documents
- Translation Services to Hoke County Schools' personnel.
- Referrals to:
  - ✔ Healthcare organizations (Mental Health, Dentist, etc.)
  - ✔ Adult ESL Classes
  - ✔ Parent Advisory

ESL Saturday Academy

ESL Saturday Academy is offered twice a month to all EL students grades K-5 at a central location: Scurlock Elementary. The classes are taught by content teachers following the WIDA Standards to ensure that students have access to comprehensible input and that their needs are met.

ESL FORMS

- Home Language Survey
- Notification for the ACCESS (English & Spanish)
- Notification of ESL Program Services (New & Current Students)
- Waiver of ESL Services
- MFEL Monitoring Report
- LEP Plan
- ESL Program Exit Letter
- EL Team Meeting Summary
- ACCESS for ELs Results Notification
- Migrant Occupational Survey

Date _____ Fecha: _____

Notification for the WIDA ACCESS PLACEMENT TEST (W-APT)

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 (EL) students by assessing English proficiency in listening, speaking, reading, and writing skills. Based on the screener results, your child could be eligible to participate in the English as a Second Language (ESL) program.

We would like to inform you that your child will participate in this test upon enrollment or in the next few weeks. Once the results of the test are available, we will inform you in writing.

If you have any questions regarding this test, you may contact the ESL teacher at your child's school.

Notificación para el examen WIDA ACCESS PLACEMENT TEST (W-APT)

De acuerdo con el estado de Carolina del Norte todos los estudiantes que indiquen otro idioma aparte de inglés en la Encuesta de Idioma Nativo (HLS por sus siglas en inglés) deben tomar un examen de nivel. Actualmente el estado de Carolina del Norte utiliza el W-APT (WIDA ACCESS Placement Test) para identificar estudiantes con nivel de inglés limitado; evaluando las cuatro destrezas de inglés: comunicación oral, comprensión auditiva, lectura y escritura. Basándonos en los resultados del W-APT, su hijo(a) puede ser elegible para participar en el programa de Inglés como segunda lengua (ESL, por sus siglas en inglés).

Por este medio se le comunica que su hijo(a) estará participando en esta evaluación durante el proceso de matrícula o en los próximos días. Una vez obtenidos los resultados de esta evaluación, se le darán a conocer por escrito.

Si usted tiene alguna pregunta con respecto a este examen, por favor comuníquese con el/la maestro (a) de ESL de la escuela de su hijo.

Original: *Parent* **Copies to:** ESL Folder

Date _____ Name: _____

Notification for the *WIDA ACCESS for ELs Test*

According to North Carolina State Board of Education, all students who are identified as limited English proficient (LEP) are required to take WIDA ACCESS for ELLs Test in order to comply with Title III of the federal Every Student Succeed Act (ESSA) legislation. ESSA requires that states provide an annual assessment of English Language proficiency in the areas of listening, speaking, reading, writing, and comprehension to all students identified as limited English proficient.

Per Stat Board of Education policy GCS-A-011, to be identified as limited English proficient, students must be assessed using the WIDA at initial enrollment. Thereafter, ALL students identified as limited English proficient must be annually assessed using WIDA ACCESS for ELs.

We would like to inform you that your child will participate in this test in the following days. Once the results of the test are available, we will inform you in writing. If you have any questions regarding this test, you may contact _____ ESL Teacher at (____) _____

Notificación para el exámen *WIDA ACCESS For ELLs Test*

De acuerdo con la Mesa Directiva de Educación del Estado de Carolina del Norte, todos los estudiantes que han sido identificados con inglés limitado (LEP, por sus siglas en inglés) deben tomar el examen WIDA ACCESS for ELLs Test para satisfacer los lineamientos del Título III de la ley Federal que Ningún Niño se Quede Atrás (NCLB, por sus siglas en inglés) la cual require que los estados administren anualmente un examen de inglés en las áreas de comprensión auditiva, comunicación oral, lectura, escritura y compresión a todos los estudiantes identificados como LEP.

De acuerdo a la política GCS-A-011, para ser identificado como LEP, los estudiantes deben ser evaluados usando el exámen W-APT durante el proceso de matrícula. De ahí en adelante, TODOS los estudiantes identificados como LEP deberán ser evaluados anualmente usando el examen WIDA ACCESS for ELLs.

Por este medio se le comunica que su hijo(a) estará participando en esta evaluación durante los próximos días. Una vez obtenidos los resultados de esta evaluación, se le darán a conocer por escrito.

Si usted tiene alguna pregunta con respecto a este examen, por favor comuníquese con _____(Maestro (a) de ESL) al _____

Original: *Parent* **Copies to:** ESL Folder

MFELs Monitoring Report

(Complete Two per year)

Student Name: _____ School: _____

Grade: _____ NC Wise # _____ Sex: M F

Check one:

Consultative Services

Consultative Services: EL students with high proficiency do not receive scheduled ESL services from an ESL teacher but may receive short term instruction support if needed.

Exited (MFELs)

Students exit the EL designation upon reaching an overall composite of 4.8 or more with a minimum of 4.0 in reading and writing in the ACCESS for ELs test. Exited students are monitored for a minimum of two years.

Check your content area, and circle the areas below using the following rating system:

3- Total classroom involvement. Expectations and testing are the same as for mainstream students.

2- Acceptable classroom involvement. Student is able to function in the mainstream classroom with some additional teacher help.

1 - Student is experiencing difficulty. Further ESL help may be necessary.

Math **Language Arts** **Science** **Social Studies** **Other**			
Subject Concepts	3	2	1
Work Habits (Bringing materials/ Following Instructions)	3	2	1
Class Participation	3	2	1
Writing Skills	3	2	1
Spelling	3	2	1
Oral Language	3	2	1
Class Participation	3	2	1

SPECIFY AREAS OF CONCERN:

Content Teacher Signature:_____ Date: _____

ESL Teacher Signature:_____ Date: _____

Original: *ESL Folder*

Waiver of English as a Second Language (ESL) Services

Student Name: _____Date: _____

Address: _____Phone: _____

Parent/ guardian's Name: _____

Grade: _____ School: _____

I understand that my child is eligible for language instruction in Hoke County's ESL Program for English Language Learners. It is my wish to waive ESL services for my child. I realize that my child will not receive special language classes in English language development.

Parent Signature: _____ Date: _____

Principal Signature: _____ Date: _____

ESL Teacher Signature: _____ Date: _____

Renuncia a los servicios del programa de ESL

Nombre del Estudiante: _____ Fecha: _____

Domicilio:_____ Teléfono:_____

Nombre del padre/madre o encargado: _____

Grado: _____ Escuela: _____

Tengo entendido que mi hijo/a es elegible para el programa de instrucción de inglés como segunda lengua (ESL, por sus siglas en inglés) de las Escuelas del Condado de Hoke.
Deseo renunciar a los servicios del programa de ESL para mi hijo/a. Yo comprendo que mi hijo/a no recibirá clases especiales para el aprendizaje del Idioma inglés.

Firma del padre/madre o encargado: _____ Fecha: _____

Firma del director de la escuela: _____ Fecha: _____

Firma del maestro/a de ESL: _____ Fecha: _____

Original: *ESL Folder* **Copies to:** Transition Center & Cumulative Folder

ELL Educational Plan – Grades K-2

_____ School Year

(Complete one ELL Service Plan per student annually)

Sections I & II to be completed by the TRANSITION Center and/or ESL teacher
Section III to be completed by the classroom teacher in collaboration with the ESL teacher

I. Student Information:

Student Name: _____ School: _____ Grade: K 1 2

DOB_____ NC Wise # _____ Sex: M F

First Time in US schools: YES NO – *Circle all grade levels attended* K 1

WIDA screener or ACCESS for ELs scores from another School System

NO YES –School System _____

Date of WIDA screener or ACCESS for ELs: _____

Listening P-Level_____ Speaking P-Level_____

Reading P-Level_____ Writing P-Level_____

Composite Proficiency Level _____

WIDA Proficiency Levels: 1- Entering; 2- Emerging; 3- Developing; 4- Expanding; 5- Bridging; 6- Reaching

II. ESL Program Services

Service Category:

- □ Maximum
- □ Moderate
- □ Transitional

Basic Services (All ESL students):

- Content Instruction Support by mainstream teacher
- ELL Advising
- ELL Educational Plan Development

Additional Basic Services (Based on proficiency and availability):

- □ Content Based ESL Pull out (Times a week:_____ Length of the time per session:_____)
- □ Content-based ESL Tutoring (Times a week:_____ Length of the time per session:_____)
- □ ESL Saturday Academy

III. Classroom Modifications

EL students may receive classroom modifications based on their WIDA Screener or ACCESS test.
*(Check **all** modifications used)*

Simplify homework / projects	Assign classroom buddy
Simplify text / stories	Modify grading
Use graphic organizer	Shorten homework assignments
Reduce number of concepts taught	Allow extra time for homework assignments
Give test orally	Break tasks / assignments into shorter segments
Teach concrete concepts before abstract	Build background knowledge
Teach key vocabulary prior to lesson	Other (please specify) _____

K-2 Assessment Accommodations:

Test in a Separate Room	Student Reads Test Aloud to Self
Multiple Testing Sessions *(___ sessions)*	Read aloud in English (***NOT** for Reading Tests*)
Scheduled Extended Time_____ *(specify amount of time)*	

Teacher _____ Date_____ Revised Date _____ Initial_____

ESL Teacher_____ Date_____ Revised Date_____ Initial_____

Original: *ESL Folder* **Copies to:** Content Teacher & School Testing Coordinator

EL Educational Plan – Grades 3- 8
_____ School Year

(Complete one ELL Service Plan per student annually)

Sections I – II to be completed by the TRANSITION Center and/or ESL teacher

I. Student Information

Student Name: _____ School: _____ Grade: _____

DOB_____ NC Wise # _____ Sex: M F

First Time in US schools: YES NO – *Circle all grade levels attended* K 1 2 3 4 5 6 7 8

WIDA Screener or ACCESS for ELs scores from another School System

NO YES –School System _____

Date of Latest WIDA Screener or ACCESS for ELLs: _____

Listening P-Level_____ Speaking P-Level_____ Reading P-Level_____ Writing P-Level_____

Composite Proficiency Level _____

WIDA Proficiency Levels: 1- Entering; 2- Beginning; 3- Developing; 4- Expanding; 5- Bridging; 6- Reaching

II. State Testing Eligibility

EXEMPT from **EOG Reading**

YES (1st year in U.S. schools and score below 4.0 Bridging on the W-APT or below 4.0 ACCESS for ELLs Reading subtest)

NO

Section III - to be completed by ESL teacher

III. ESL Program Services

Service Category:

- □ Maximum
- □ Moderate
- □ Transitional

Basic Services (All ESL students):

- Content Instruction Support by mainstream teacher
- ELL Advising
- ELL Educational Plan Development

Additional Basic Services (Based on proficiency and availability):

- □ Content-based ESL Pull out (Times a week:_____ Length of the time per session:_____)
- □ Content-based ESL Tutoring (Times a week:_____ Length of the time per session:_____)
- □ ESL Saturday Academy

EL Educational Plan (Grades 3-8) – _____ School Year

Section IV - V to be completed by the ELL Team

IV. State Tests

A. **EOGs:** This section **must** be completed if participating in one or more state tests.

EOG Reading	Exempt (First year in US schools)	YES
EOG Math		YES
EOG Science (if applicable)		YES

B. **State Testing Accommodations:** ELL students may receive the approved state testing accommodations listed below. **Check ONE:**

***WITH* Accommodations** *(Check **all** that applied)* ***NO* Accommodations** ☐**Follow IEP** (EC)

Test in a Separate room ____ Reading ____ Math ____ Science

____ Small group ____One-on-One

Multiple testing sessions ____ Reading ____ Math ____ Science

____ More frequent breaks (Every___Min.) ___ Over Multiple days (Number of days____)

____ other_____

Scheduled extended time ____ Reading ____ Math ____ Science (_____ minutes)

Student reads test aloud to self ____ Reading ____ Math ____ Science

Read aloud in English (Not for EOG reading) ____ Math ____ Science

____ Read Everything ____ Read by Student Request ____ Other _____

Bilingual dictionary or **Electronic translator** ____ Reading ____ Math ____ Science

V. Classroom Modifications

ELL students may receive classroom modifications based on their W-APT or ACCESS test.
*(Check **all** modifications used. Classroom modifications and testing accommodations must correlate)*

Assign classroom buddy	Simplify text / stories/ homework / projects
Reduce number of concepts taught	Allow extra time for homework assignments
Give tests orally	Break tasks / assignments into shorter segments
Shorten assignments/ homework	Modify grading
Teach key vocabulary prior to lesson	Use of bilingual dictionary

Other (please specify) _____

EL Team

Content Teacher_____	Date_____	Revised Date _____	Initial_____
ESL Teacher_____	Date_____	Revised Date_____	Initial_____
Testing Coordinator_____	Date_____	Revised Date_____	Initial_____

Original: *ESL Folder* **Copies to:** Content Teacher & School Testing Coordinator

ELL Educational Plan – Grades 9-12
_____ School Year

(Complete one ELL Service Plan per student annually/ revise on second semester)

Sections I – III to be completed by the TRANSITION Center and/or ESL teacher

I. **Student Information**

Student Name: _____ School: _____ Grade: 9 10 11 12

DOB_____ NC Wise # _____ Sex: M F

First Time in US schools: YES NO – *Circle all grade levels attended* K 1 2 3 4 5 6 7 8 9 10 11 12

W-APT or ACCESS for ELLs scores from another School System

NO YES –School System _____

Date of W-APT or ACCESS for ELLs: _____

Listening P-Level_____ Speaking P-Level_____

Reading P-Level_____ Writing P-Level_____

Composite Proficiency Level _____

WIDA Proficiency Levels: 1- Entering; 2- Beginning; 3- Developing; 4- Expanding; 5- Bridging; 6- Reaching

II. **State Testing Eligibility**

EXEMPT from **EOC English 1 and/or NC grade 10 writing assessment**

YES (1st year in U.S. schools and score below 5.0 Bridging on the W-APT or ACCESS for ELLs Reading and/or Writing subtest respectively)

NO

Section III - to be completed by ESL teacher

III. **ESL Program Services**

Service Category:

- □ Maximum
- □ Moderate
- □ Transitional

Basic Services (All ESL students):

- Content Instruction Support by mainstream teacher
- EL Advising
- EL Educational Plan Development

Additional Basic Services (Based on proficiency and availability):

- □ Content-based ESL Pull out (Times a week:_____ Length of the time per session:_____)

- □ Content-based ESL Tutoring (Times a week:_____ Length of the time per session:_____)
- □ ESL Elective Class (Times a week:_____ Length of the time per session:_____)
- □ ESL Saturday Academy

EL Educational Plan (Grades 9-12) –_____ School Year

Section IV - V to be completed by ELL Team

III. **State Testing Accommodations:**

ELL students may receive the approved state testing accommodations listed below.

WITH **Accommodations** *(Check **all** that applied)* ***NO*** **Accommodations** ☐**Follow IEP** (EC)

EOC		Test in a Separate Room	Multiple testing sessions	Schedule extended time	Test Administrator Reads Aloud in English (Not for EOC English)	Computer Reads Test Aloud-Student Controlled	Student reads aloud to self	Bilingual dictionary or Electronic translator
English II								
Algebra I/Integrated Math I								
Biology								
1.								
2.								
3.								
4.								
5.								

IV. Classroom

EL students may receive classroom modifications based on their W-APT or ACCESS test.

*(Check **all** modifications used. Classroom modifications and testing accommodations must correlate)*

Assign classroom buddy	Simplify text / stories/ homework / projects
Reduce number of concepts taught	Allow extra time for homework assignments
Give tests orally	Break tasks / assignments into shorter segments
Shorten assignments/ homework	Modify grading
Teach key vocabulary prior to lesson	Use of bilingual dictionary

Other (please specify) _____

EL Team:

Content Teacher _____	Date_____	Revised Date _____	Initial_____
ESL Teacher_____	Date_____	Revised Date_____	Initial_____
Testing Coordinator_____	Date_____	Revised Date_____	Initial_____

Original: *ESL Folder* **Copies to:** Content Teachers & School Testing Coordinator

ESL Program Exit Notification

Date _____

Dear Parent/Guardian:

This letter is to inform you that your child, _____, has met the exit criteria established by The State of North Carolina for the ACCESS for ELs Test. Therefore, your child has officially exited the English as a Second Language Program. We will monitor your child's performance for four years to make sure that he/she continues to improve in school.

If you have any questions regarding this letter or if you need additional information about ESL services, please contact the ESL teacher at your child's school.

Congratulations on this achievement!

Sincerely,

_____
ESL Teacher

Original: *Parent* **Copies to:** *ESL Folder*

Notificación de Salida del Programa de ESL

Fecha _____

Estimados padres o tutores legales:

Por medio de esta carta, le informamos que su hijo/hija, _____, ha completado los requisitos establecidos por el Estado de Carolina del Norte para el examen de inglés ACCESS for ELLs. Por lo tanto, su hijo/a ha salido oficialmente del Programa de Inglés como Segunda Lengua (ESL, por sus siglas en inglés). Continuaremos monitoreando el desempeño de su hijo/a por dos años para asegurarnos que continúe bien en sus estudios.

Si tuviese alguna pregunta con respecto a esta carta o si necesitara información sobre servicios de ESL, favor comuníquese con el/la maestro (a) de ESL de su hijo.

¡Felicitaciones a usted y a su hijo/a por este logro!

Sinceramente,

_____
Maestra de ESL

Original: *Parent* **Copies to:** *ESL Folder*

Notification of ESL Program Services
Kindergarten and New ELs
_____ School Year

Parent/Guardian of_____ **Grade** _____
School _____ **Date** _____

The State of North Carolina requires all LEP students to be re-assessed annually with the ACCESS for ELs Test.

ESL Program Eligibility- Based on your child's WIDA screener Test Scores ACCESS for ELs Test Scores

your child **is eligible** to participate in the ESL program for this school year.

your child **is not eligible** to participate in the ESL program for this school year.

ESL Program Benefits – The Hoke County Schools ESL Program goal is to help EL students obtain English language proficiency in order to meet 1) state and federal grade level academic achievement standards for grade promotion and graduation and 2) federal English language growth and proficiency requirements. ESL classes are taught in English with the use of special instructional materials. Small group instruction develops listening, speaking, reading, and writing skills within a content based framework.

ESL Program Services – Served. Your child will receive the following service:

Basic Services (All eligible students):

- **Content Instruction Support** (Content teacher provides support through differentiated instruction, SIOP, and/or ExC-ELL strategies)
- **EL Advising**
- **EL Educational Plan Development**

Additional Basic Services (Based on proficiency and availability):

- □ **Content Based ESL Pull out (K-5)**
- ☐ **ESL Schedule Class (6-8)**
- ☐ **ESL Elective (9-12):**
- ☐ **Content-based ESL Tutoring**
- ☐ **Targeted Workshops** (for long-term ELLs)
- ☐ **ESL Saturday Academy**

Additional Hoke County Schools System-Wide Programs

- Exceptional Children's (EC) Program: LEP students with special needs have equal access to EC and ESL programs.
- Academically and Gifted (AIG) Program (eligible students): EL students who are identified as AIG have equal access to AIG and ESL programs.
- Title I: EL students attending Title I schools can receive additional support in math and reading.

Exit Procedures – Our goal is to transition EL students from the ESL program within two to five years depending on their proficiency levels in the ACCESS Test. ESL services are provided to EL students until they meet EL exit criteria. At that time, the student is exited from the ESL program and the parent is notified in writing. Exited students' grades are monitored for a minimum of four years to ensure academic success. In addition, at the secondary level our expected goal is for 100% of our EL students to graduate from high school.

Parent's Rights – You have the right to waive your child from a type of service with the understanding that he/she will receive the basic services and will still have to take the ACCESS for ELs test annually. For more information about this process, contact the ESL teacher at your child's school.

Please indicate below your decision regarding your child's placement this school year.

- □ **Yes**, I want my child to participate in the ESL program for this school year. I understand that my child will be tested again during Spring with the test ACCESS for ELs to determine progress in the English language.
- □ **No**, I would like to request a meeting to further discuss the refusal of certain types of services.

Parent/Guardian Signature	Telephone	Date

Original: *ESL Folder*

Notification of ESL Program Services
Current ELs
_____ School Year

Parent/Guardian of_____ **Grade** _____

School _____ **Date** _____

The State of North Carolina requires all LEP students to be re-assessed annually with the ACCESS for ELLs Test.
ESL Program Eligibility- Based on your child's ACCESS for ELLs Test Scores

your child **is eligible** to participate in the ESL program for this school year.

your child **is not eligible** to participate in the ESL program for this school year.

ESL Program Benefits – The Hoke County Schools ESL Program goal is to help EL students obtain English language proficiency in order to meet 1) state and federal grade level academic achievement standards for grade promotion and graduation and 2) federal English language growth and proficiency requirements. ESL classes are taught in English with the use of special instructional materials. Small group instruction develops listening, speaking, reading, and writing skills within a content based framework.

ESL Program Services – Served. Your child will receive the following service:

Basic Services (All eligible students):

- **Content Instruction Support** (Content teacher provides support through differentiated instruction, SIOP, and/or ExC-ELL strategies)
- **EL Advising**
- **EL Educational Plan Development**

Additional Basic Services (Based on proficiency and availability):

- □ **Content Based ESL Pull out (K-5)**
- ☐ **ESL Schedule Class (6-8)**
- ☐ **ESL Elective (9-12):**
- ☐ **Content-based ESL Tutoring**
- ☐ **Targeted Workshops** (for long-term ELLs)
- ☐ **ESL Saturday Academy**

Additional Hoke County Schools System-Wide Programs

- Exceptional Children's (EC) Program: LEP students with special needs have equal access to EC and ESL programs.
- Academically and Gifted (AIG) Program (eligible students): LEP students who are identified as AIG have equal access to AIG and ESL programs.
- Title I: EI students attending Title I schools can receive additional support in math and reading.

Exit Procedures – Our goal is to transition EL students from the ESL program within two to five years depending on their proficiency levels in the ACCESS Test. ESL services are provided to EL students until they meet EL exit criteria. At that time, the student is exited from the ESL program and the parent is notified in writing. Exited students' grades are monitored for a minimum of four years to ensure academic success. In addition, at the secondary level our expected goal is for 100% of our EL students to graduate from high school.

Parent's Rights – You have the right to waive your child from a type of service with the understanding that he/she will receive the basic services and will still have to take the ACCESS for ELs test annually. For more information about this process, contact the ESL teacher at your child's school.

Teacher Name: _____ Phone Number:_____

Original: *ESL Folder*

L Team
Meeting Summary

School_____ Meeting Date_____

I. Topic(s) of Discussion:

EL Educational Plans (continue with part II)
Other _____ (continue with part III)

II. EL Educational Plan Documentation

Please mark all documentation reviewed to determine classroom modifications and testing accommodations.

ACCESS test results (mandatory)
Previous EL Educational Plans (if available)
Previous EOG Scores
Grades (if applicable)
Other _____

III. Recommendations/ Comments:

_____

_____

_____

_____

_____

_____

Testing Coordinator _____Date_____

ESL Teacher_____ Date_____

Content teacher _____Date_____

Original: *ESL Folder*

Date:_____ Fecha:_____

ACCESS for ELs Results Notification

This past winter, English Learner (EL) students in grades kindergarten through twelfth grade participated in the administration of the ACCESS for ELs language proficiency test. ACCESS provides a standardized measurement of academic language proficiency for ELL students throughout the state of North Carolina, and in other states. With this information, we will be able to monitor individual EL student progress on an annual basis.

Enclosed you will find your child's results on ACCESS. The Parent/Guardian Report provides information about your child's **English Language Proficiency Level**. This information is for you to review and keep.

If you have any questions regarding this test or the information that is being sent to you about how your child performed on this test, please your child's ESL teacher.

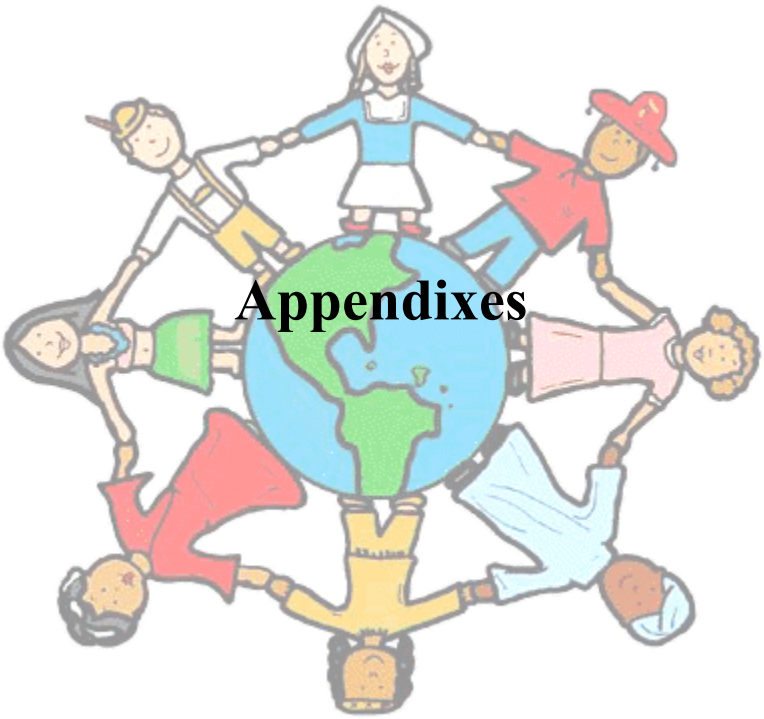
Notificación de Resultados del Examen ACCESS for ELLs

El invierno pasado los estudiantes Aprendices del Idioma Inglés (ELL) en grados de kindergarten hasta doceavo, participaron tomando la prueba ACCESS. ACCESS proporciona una medida estandarizada de la eficiencia del lenguaje académico para los alumnos ELL en todo el estado de Carolina del Norte y en otros estados. Con esta información, podremos vigilar anualmente el progreso individual del cada estudiante de ELL.

Adjunto encontrará usted los resultados de su niño/a en ACCESS. Los reportes a los padres o tutores proporcionan información acerca del **Nivel de Eficiencia en el Idioma Inglés**. La información es suya para revisarla y conservarla.

Si tuviera usted dudas acerca de esta prueba o la información que le estamos enviando sobre cómo se desempeñó su niño en esta prueba, favor de ponerse en contacto con el maestro de ELL de su niño/a.

Original: *ESL Folder*



Appendixes

ESL Program

Central Office Staff

Dr. Mary McLeod, *Executive Director of Federal Programs and School Improvement*
Dr. Zanita Smith, *ESL and Migrant Coordinator*
Faith McLean, *ESL Translator and Interpreter*
Lisette Serrano, *ESL Translator and Interpreter*
Andrea Guandique, *ESL Parent Liaison/Title III Data Manager*

2024-2025 ESL ASSIGNMENTS

School	Teacher/Teacher Assistant
Don D. Steed Elementary	Enida Ruiz Carmen Pinto
East Hoke Middle School	Marei Adrasse
Hawk Eye Elementary School	Stacey Martinez Ana Franco
Hoke High School	Daniel Duque-Pineda Rosa Basi Puig
Mclaughlin Elementary	Rachel Heath
Rockfish Hoke Elementary	Donna Jackson
Sand Hoke Early College	-
Sandy Grove Elementary	Renata Hall
Sandy Grove Middle	-
Scurlock Elementary School	Sharon Wood Luz Hughes
Turlington School	-
Upchurch Elementary School	Melchi Mendoza

West Hoke Elementary School	Donna Jackson
West Hoke Middle	Connie Medina

Job Descriptions

Transition Program Specialist

Qualifications:

- NC Teacher Certification required; Master's in Education related field preferred
- Advanced degree and/or previous experience in the coordination of Language Acquisition-related Programs
- Knowledge of Title 1 and school-wide goals and how they relate to the specific needs of ELs and migrant students
- Knowledge of educational and community resources available for ESL and migrant students and staff
- Prior work experience with report creation, exporting and importing databases, and data processing operations
- Knowledge and experience with WIDA Access Testing

Essential Job Functions:

Oversees all aspects of the Transition Center (ESL/Migrant) program by:

- Understands and advises Central and School Administration on all federal regulations pertaining to the Migrant Education Program and State ESL Compliance
- Attends DPI Migrant/ESL meetings
- Serves as Migrant Recruiter
- Supervises the system level and school level translations and interpreting
- Plans, coordinates, facilitates, and evaluates professional development the implementation for the NC SIOP Model
- Plans, coordinates, and trains staff for the W-APT testing programs and ACCESS for ELS testing program
- Plans, coordinates, and facilitates EL staff development for ESL and regular classroom teachers
- Collaborates with school and district staff to maintain appropriate records of migrant/ESL students
- Serves as a liaison between home and school; continually striving to maintain positive communication with migrant/ESL families
- Assists with database management of student records and required reporting issues

- Plans, coordinates, and facilitates with foreign language parent components (council, conferences, Multicultural night)
- Plans, coordinates, and facilitates enrichment opportunities for migrant and ESL students including tutoring and summer programs
- Monitors EL Educational Plans for English Learners
- Analyzes and evaluates student data
- Coordinates the work of the HCS Transition Center, migrant tutors, and ESL teachers
- Plans, coordinates, and facilitates enrichment opportunities for EL & Migrant students including tutoring, Saturday Academies, and summer programs
- Works closely and collaboratively with Executive Director of Federal Programs and School Improvement, Indian Education, Special Education, Gifted and Talented, and College and Career Readiness departments

Performs other tasks and responsibilities as may be assigned

Part-Time Title III Parent Liaison

The Title III Liaison serves to enhance communication and understanding between language minority families and school; clarifying and expanding information regarding school and/or district expectations to language minority families; assisting with families' requests and/or concerns; and referrals to other agencies.

Qualifications:

- Must have a high school diploma, two years of college level education preferred
- At least five years of working with parents/families and community members.
- Ability to communicate effectively both orally and in writing with parents, schools, community and district office personnel
- Speaking, reading and writing skills in a second language predominant in the community

Essential Functions:

- Assist language minority families in locating community resources for the purpose of promoting parent effectiveness and student achievement.
- Assist with the organization and implementation of events and activities for the purpose of enhancing parent involvement.
- Convey parents' questions and concerns to appropriate school/district staff for the purpose of supporting student success, and further facilitates communication with parents.
- Supplements ESL services to newcomer students and families

Other Functions:

- Collaborates with other personnel to identify language minority parents' issues and concerns.
- Participates in required in-service activities for the purpose of maintaining and enhancing work related skills.

ESL Interpreter/Translator

Qualifications

Must be bilingual in English and Spanish. Thorough knowledge of working with diverse populations; thorough knowledge of office practices and procedures; considerable knowledge of information gathering and reporting techniques; skill to operate a computer and to use word processing or spreadsheet software programs; and ability to interpret, analyze and report information. Willing to grow and participate in professional growth offerings.

Responsibilities

- Provide excellent service while answering telephone lines, greeting and assisting diverse populations.
- Provide interpreting services for-district level personnel, school-level personnel and parents for parent-teacher conferences, enrollment procedures, transportation, school and district meetings, hearings or other audiences that require interpreting services.
- Translate letters or documents in coordination with district translation protocol.
- Provide other language services that will enhance student achievement and home/school communications for ESL students and their parents.
- Assist student support staff with student's services functions including home visits, as requested.
- Foster positive relationships between the ESL community and the school community.
- Assist with the ESL and Migrant Newsletters as requested
- Support existing school programs for ESL as needed.
- Attend the ESL Study Group and other ESL meetings.
- Assist with Immigrant Headcount
- Perform other duties as assigned by the Executive Director of Federal Programs and School Improvement.

ESL Teacher

The ESL teacher will work with the ESL tutors, classroom teachers, parents, and students to provide English instruction.

Qualifications:

- Bachelor's Degree
- Must have NC Teacher Certification in Education.
- Must hold a valid ESL License Certification.

Responsibilities:

- Provides English language instruction using the WIDA Standards.
- Meets regularly with ELLs.
- Plans appropriate lessons and activities for ELLs
- Holds parent conferences
- Monitors the progress of students
- Communicates with all stakeholders in a timely manner
- Completes all required documentation and reports
- Conducts ongoing assessment of student proficiency
- Conferences with classroom teachers
- Serves as the chair person of the schools LEP Team
- Completes all required staff development.
- Attends ESL Study group monthly meeting.
- Analyzes and evaluates student data
- Performs other duties as assigned by school principal and the Executive Director of Federal Programs and School Improvement.

ESL Tutor (Part-Time)

Position Summary
The Part-Time ESL tutor will plan and implement tutoring sessions for learners in Hoke County Schools English as a Second Language (ESL) Program. In a one-on-one or small group setting, tutors will help students improve skills in listening, speaking, reading, and writing.

Qualifications
• At least 18 years of age
• A high school degree or GED
• Able to pass a background check (with proof of identification)
• Fluency in English (speaking and writing)
• Good communication skills
• Work well with ESL teacher and staff
• Patience; the ability to adapt to different learning styles
• Awareness of cultural differences
• Enthusiasm for teaching and learning
• Love children

Responsibilities
• Works directly under the supervision of the ESL Teacher
• Provides language development support to classroom teachers with a high percentage of LEP students in Pre-K classrooms
• Participates in service and teacher training provided by the district
• Assists with planning lessons and activities
• Maintains a data notebook to keep records and provide information about student progress
• Confers with classroom teachers regarding each student's progress
• Provides parents/guardians with strategies and materials to promote school readiness
• Gives individual attention to the learner's educational needs
• Establishes a good rapport with student(s)
• Keeps records and provide information about student progress
• Performs other duties as assigned by the ESL teacher and Director of Federal Programs and School Improvement.

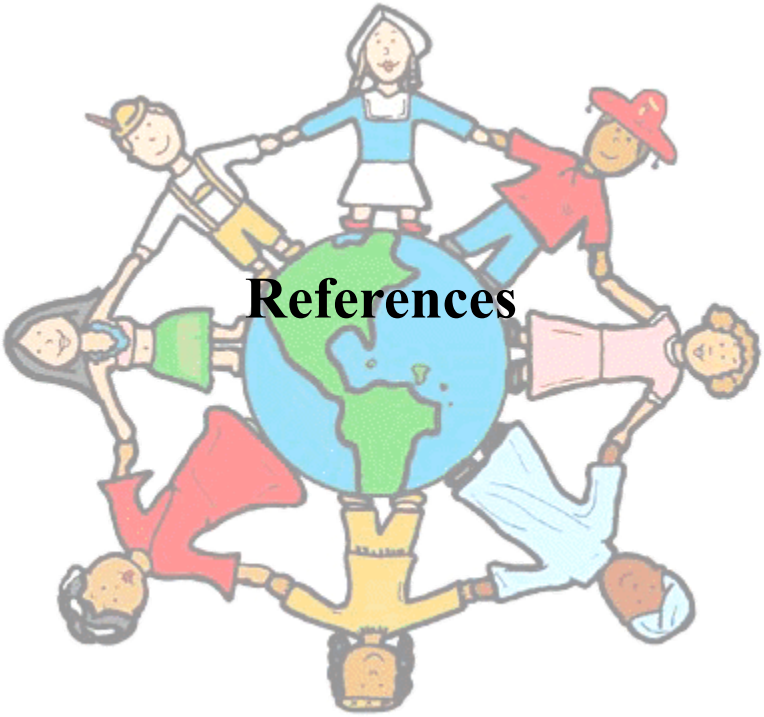
Resource Guide

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures or illustrations	• Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Compare and contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	• Draw conclusions from oral information • Construct models based on oral discourse • Make connections from oral discourse
SPEAKING	• Name objects, people, pictures • Answer WH- (who, what, when, where, which) questions	• Ask WH- questions • Describe pictures, events, objects, people • Restate facts	• Formulate hypotheses, make predictions • Describe processes, procedures • Retell stories or events	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems	• Engage in debates • Explain phenomena, give examples and justify responses • Express and defend points of view
READING	• Match icons and symbols to words, phrases or environmental print • Identify concepts about print and text features	• Locate and classify information • Identify facts and explicit messages • Select language patterns associated with facts	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text
WRITING	• Label objects, pictures, diagrams • Draw in response to a prompt • Produce icons, symbols, words, phrases to convey messages	• Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions	• Produce bare-bones expository or narrative texts • Compare/ contrast information • Describe events, people, processes, procedures	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	• Apply information to new contexts • React to multiple genres and discourses • Author multiple forms/ genres of writing

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.



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Language Instructional Program Types in North Carolina Public Schools

Name of Approach	Language of Instruction	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 ELLs 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.
English Language Instructional Programs for English [as a Second] Language Learners [ELLs] Extra content support in English and the native language may 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 ELLs.	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 [SIOP]	English	Adapts academic instruction in English to make it understandable to LEP students.	Can be implemented by content and ESL teachers in English language arts, mathematics, science, social studies, and other subjects.
Newcomer Services	English	Separate, relatively self-contained 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.