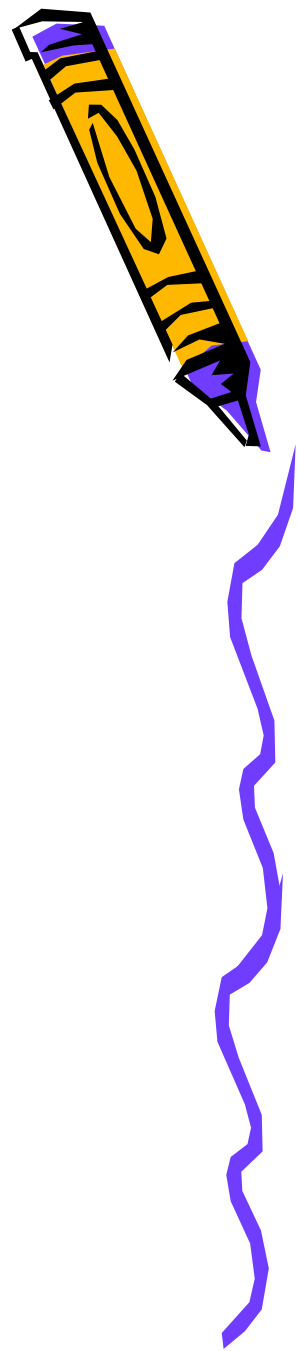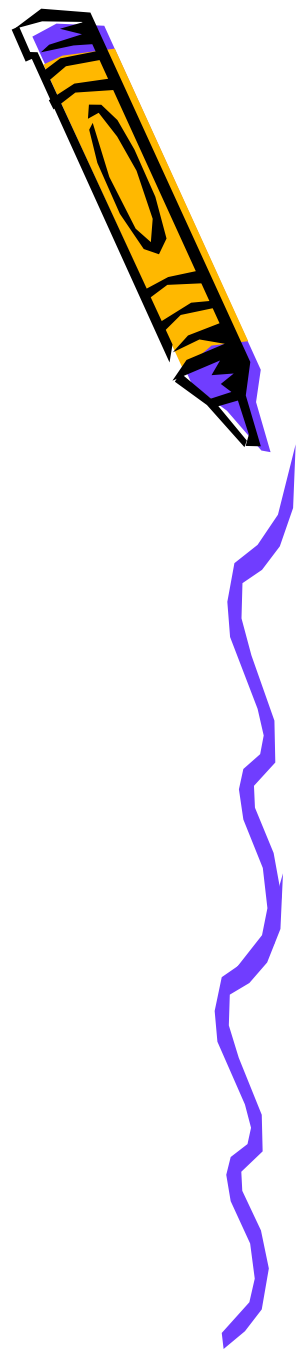# Welcome Orientation for Parents of English Learners
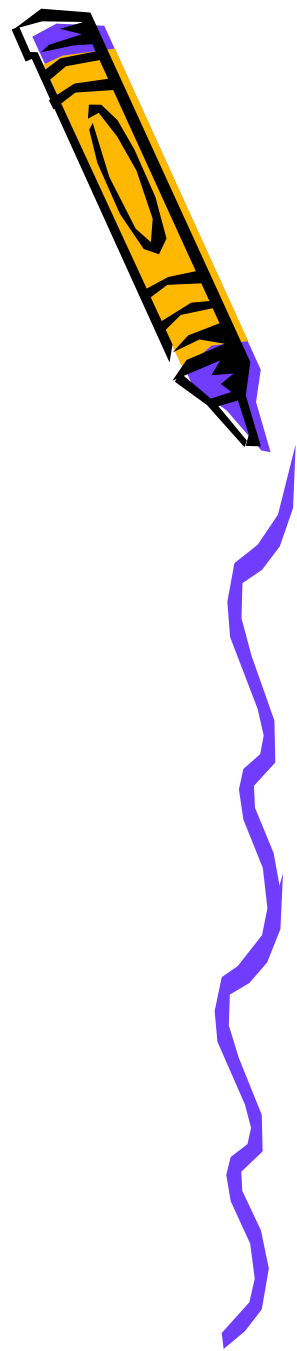
September 6, 2022

Today's Agenda

- EL Program Overview & Goals
- Content-Based ESL
- Identification & Assessment for the EL program
- Exiting the EL Program
- Language Development
- Ways to support students
- Helpful Resources
- Q/A and Talk Story

IPES EL Staff

- Socorro Cervantes – EL Teacher
- Rudi Bennett - EL Teacher
- Geni Ebisutani - EL Teacher
- Daniel Kamiya – EL Coordinator

EL Program Overview

The statewide EL Program helps to assure equal access to educational opportunities for linguistically and culturally diverse students.

IPES EL Program Goals

The goals of our EL program are to ensure that students will...

1. Have meaningful access to educational opportunities and academic content through services that assist students with developing English language proficiency.
2. Support students in attaining the same State academic content and student achievement standards (Common Core State Standards, Next Generation Science Standards, Hawaii Content and Performance Standards) expected for all students.
3. Develop/maintain an understanding of and appreciation for diverse cultures.
4. Engage parents and families in the education of their children.
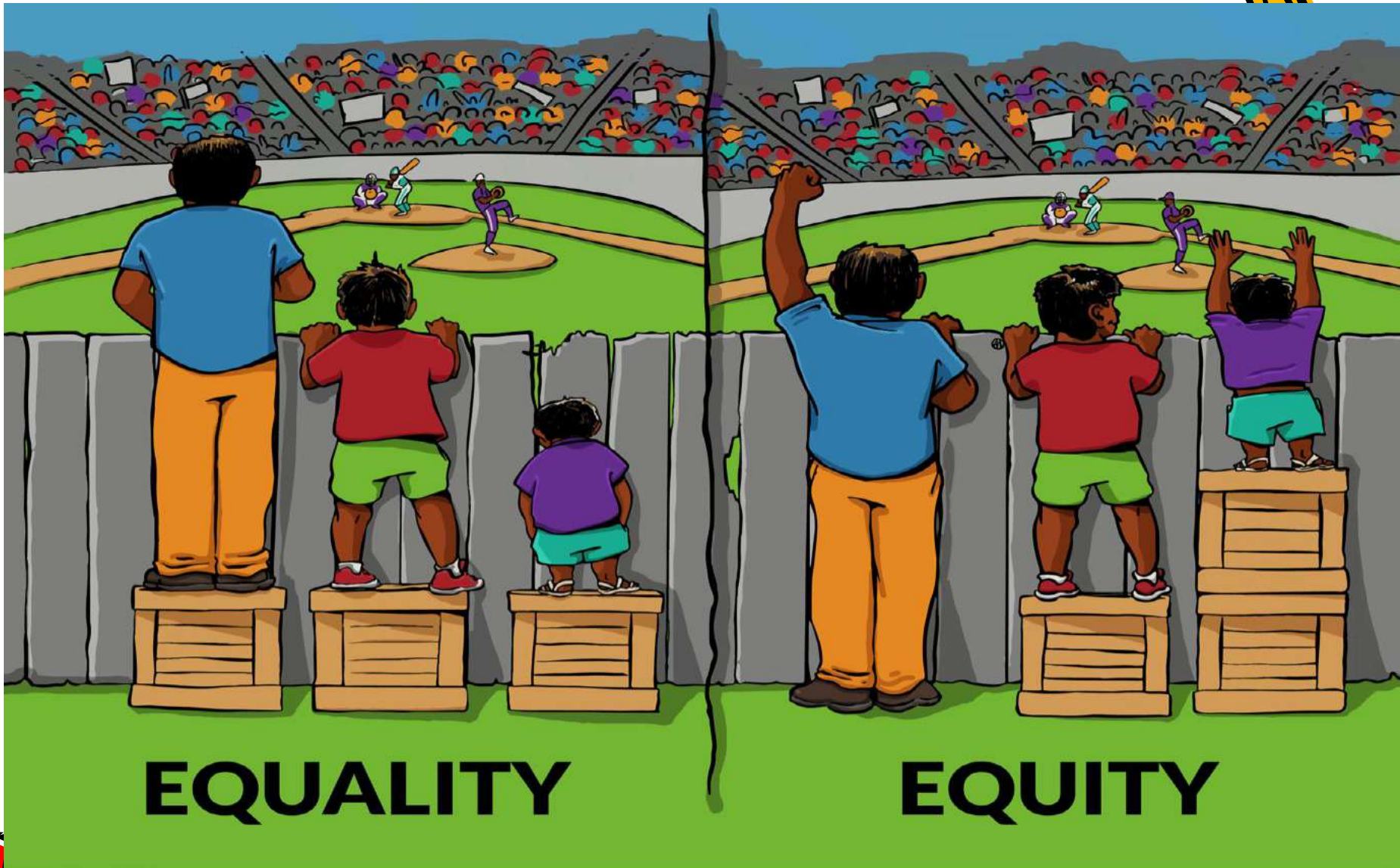
EQUALITY

EQUITY

Identification

- Parents fill out the SIS-10W student enrollment form:
- A student is a potential EL if a **Language Other Than English** is listed for
    - Student's **first acquired** language
    - Language most often **spoken at home**
    - Language most often **used by student**
    - **Or** through referral by a teacher, counselor, parent, or student

LANGUAGE INFORMATION					

Language Codes: (Select a letter from the list and fill in the blanks below)

_____ Student's First Acquired Language		_____ Language Most Often Spoken at Home		_____ Language Most Often Used by Student	
A – English	F – Cebuano/Visayan	K – Vietnamese	Q – Fijian	V – Pangasinan	L – Other (Specify):
B – Cantonese	G – Hawaiian	M – Chuukese	R – Hmong	W – Portuguese	_____
C – Mandarin	H – Japanese	N – Pohnpeian	S – Lao	X – Spanish	Refer to long list of
D – Ilocano	I – Korean	O – Cambodian	T – Marshallese	Y – Thai	languages
E – Tagalog	J – Samoan	P – Chamorro	U – Pampango	Z - Tongan	

Testing is done to . . .

- Determine if the student is eligible for EL services
- Find out a child's level of English proficiency in
    - Listening
    - Speaking
    - Reading
    - Writing
- Help guide instruction
- Check for progress
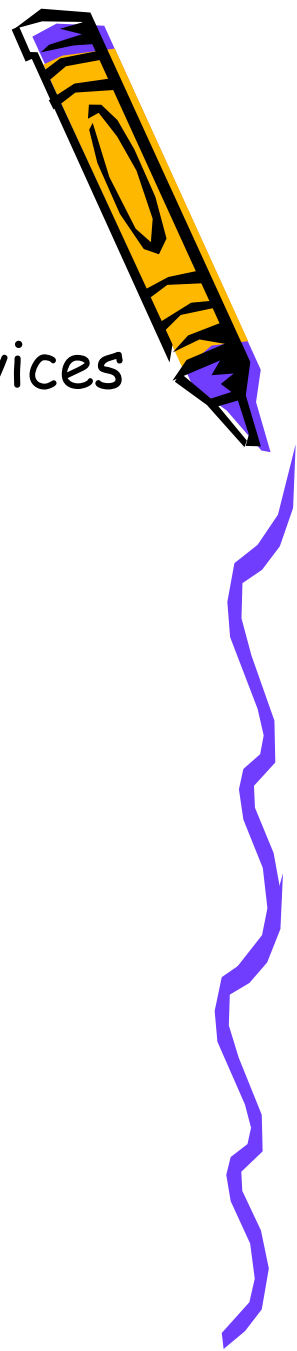
Assessment

- **Initial** English language proficiency assessments
  - **WIDA Kindergarten Screener** for Kinder and Gr. 1 **1st semester**
  - **WIDA Screener** for Gr. 1 **2nd Semester** - Gr. 12

- **Gr. K-12 Annual** Test (given in Jan.-Feb.)
  - WIDA ACCESS 2.0 (Assessing Comprehension and Communication in English State-to-State for English Language Learners)

Native Language Proficiency Test (NLP)

- Given to students who score:
  - Proficiency Level 1 or 2 in Listening or Speaking on the WIDA Screener

Placement Into EL Program Services & Parent Notification

- Eligible students for the EL Program, are sent a parent notification letter

  (also to parents of students who have refused services & Kindergarten FEPs or Gr. 1 or 2, **M(06**)--monitored)

- EL placement, parent notification & servicing needs to occur within a timeline

  * 30 calendar days from the start of school or within 14 days, if students arrive after the start of the school year
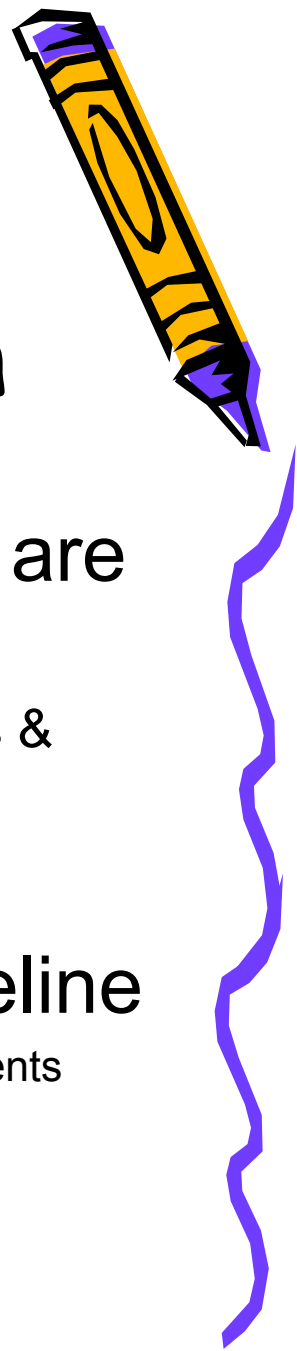
Parent Refusal

- Refer all inquiries to Mr. Kamiya

- We can grant parent refusal of services only.
  - Student will still be required by state to take the annual ACCESS for EL Assessment

Conversational Language:
1-2 years
Adequate social communication
Use of phrases or beginning communication
"Playground" language

Academic Language:
approx. 5-7 years

Grade-level standards
Academic Vocabulary
Grammatical Structure
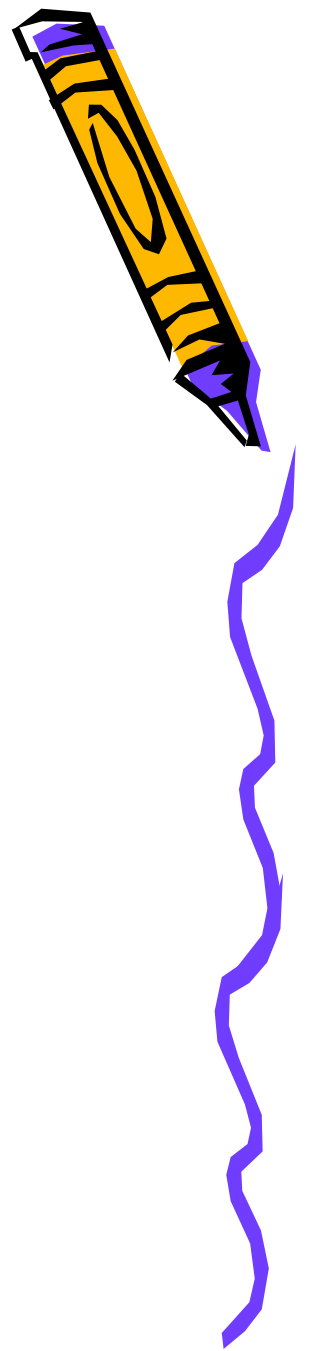*Academic Language Function*
Reading and writing fluency

Iceberg Concept of Language
- Conversational Proficiency is just the "tip of the iceberg"

# LIEP
Language Instruction Education Plan

Comes in two parts:

- Sheltered Instruction

- English Language Development Classes

Sheltered Instruction

- Practice focused on making accommodations for EL students to access grade level content
- Implemented in the Gen. Ed. classroom
- Emphasizes making connections between GL content and prior knowledge (language, culture, etc.)
- Includes "best practice" strategies like using visuals and preloading vocabulary
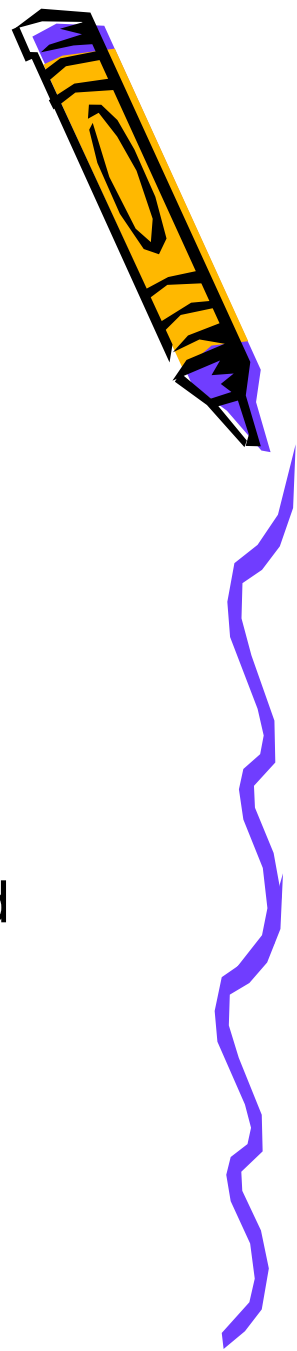
English Language Development Classes

- Process of teaching English as a second language
- Implemented during EL sessions by EL staff
- Homogeneous grouping with targeted language goals
- Focus on teaching academic language (CCSS)
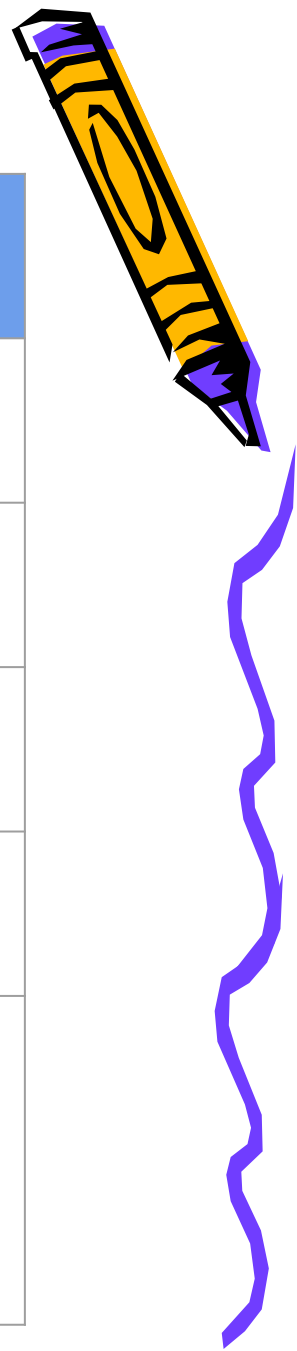- Support with classroom assignments

[Reference Guide](#)
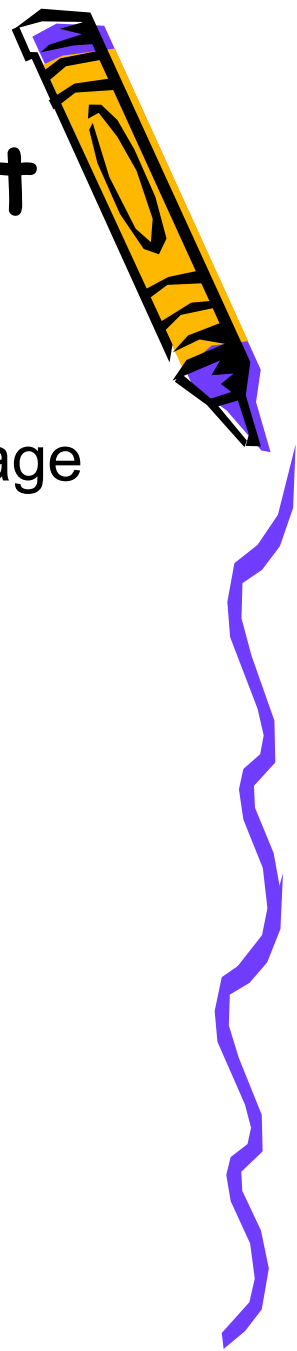
Scheduling

- 2 to 3 times a week
- 30 min sessions
- Homogeneously grouped:
 - GL & Language Development Level
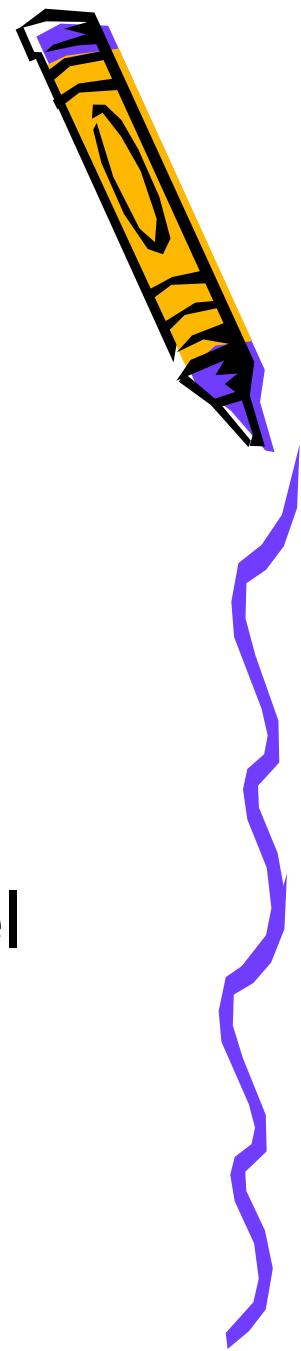
Proficiency Level	Description of English Language Proficiency Levels
1 - Entering	Knows and uses minimal social language and minimal academic language with visual support
2 - Emerging	Knows and uses some social English and general academic language with visual support
3 - Developing	Knows and uses social English and some specific academic language with visual support
4 - Expanding	Knows and uses social English and some technical academic language
5 - Bridging	Knows and uses social and academic language working with grade level material
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test
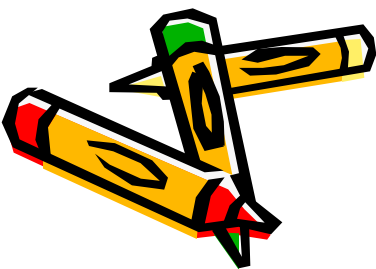
ACCESS 2.0 Gr. K-12 EL Exit Criteria

Overall CPL 5.0+
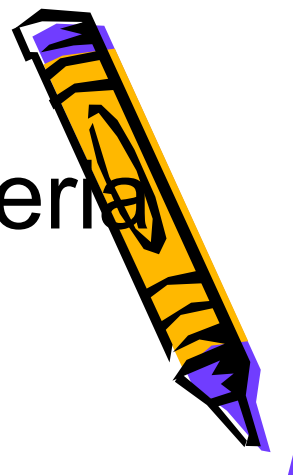
ELL Program Exit Criteria

ELL exit eligibility is based on the annual ACCESS for ELLs 2.0 test results.

Overall CPL	WIDA Standard Proficiency Levels (1-6)	Student Category (For Funding)	ELL Exit Criteria Met
1.0 – 2.9	1 – Entering 2 – Emerging	NEP (Non English Proficient)	No
3.0 – 4.9	3 – Developing 4 - Expanding	LEP (Limited English Proficient)	No
5.0 – 6.0	5 – Bridging 6 – Reaching	FEP (Functionally English Proficient)	Yes

Monitored Functionally English Proficient

- EL students who test out of program:

- Monitored report cards for 2 years

- WB/NY grades will trigger:
  - Annual testing/possible re-entry for Gr. K-2
  - SST Meeting for Gr. 3-6 to decide next steps
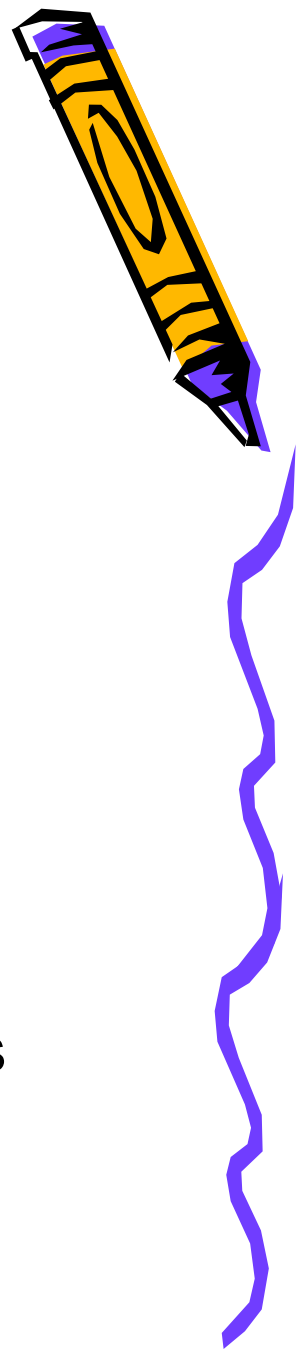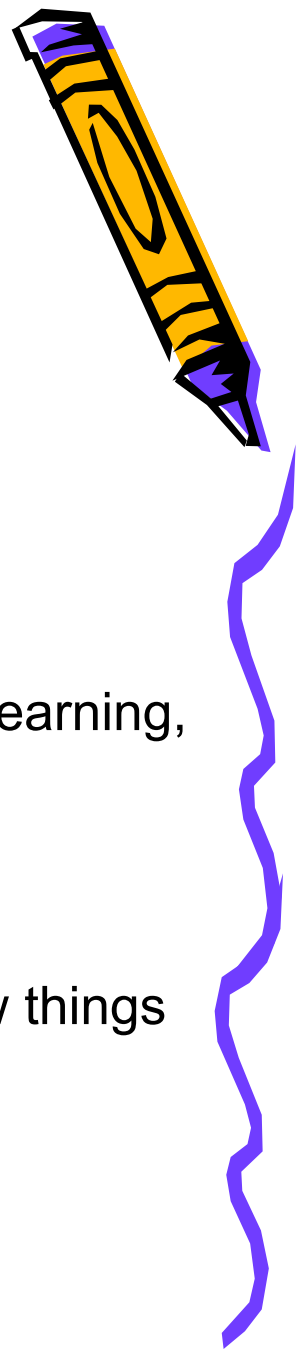
Teachers help EL students learn by

- Modifying instruction based on student strengths, needs & proficiency in English

- Providing opportunities to **speak**, listen, read, and **write**

- Supporting learning using visual aids (pictures, hands on learning, real objects, video & graphic supports)

- Making school a safe place for learning

- Using what the students know and helping them learn new things

Parents can help their child learn by:

- Making a regular time and place for homework.
- Speaking and reading to their child in the home language (learning in one language transfers to another)
- Listening to their child read to them in English and asking questions about what they read
- Taking their child to the library regularly
- Ensuring their child is on time & has good attendance
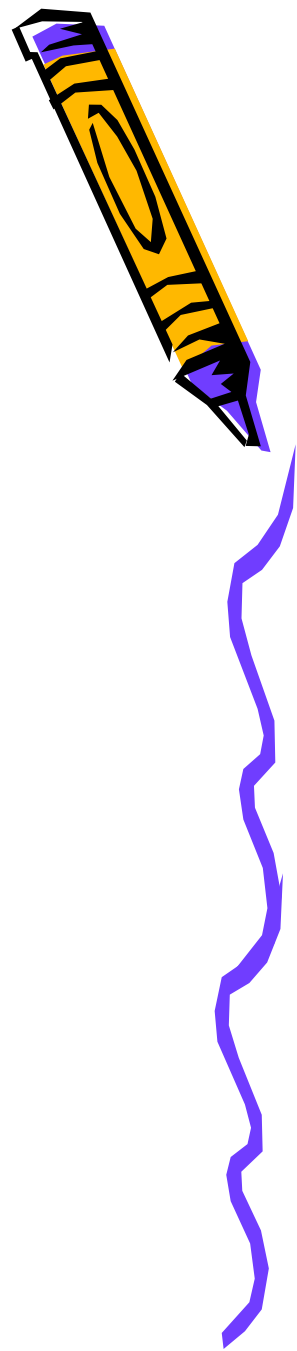- Asking about their day at school

Students

- Attend school daily
- Complete homework on time
- Ask teachers questions when you don't understand
- Take risks and participate during discussions
- Behave appropriately in school
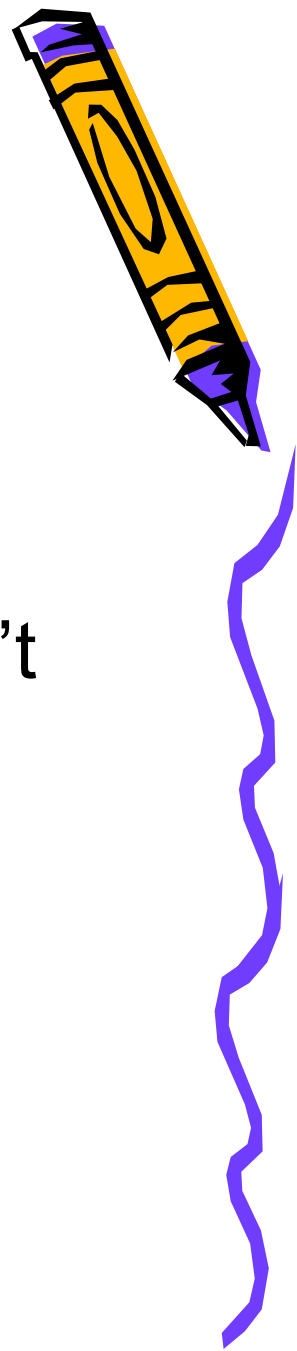
Thank You!

We appreciate being a partner in your child's success!

Questions?