W. A. Fountain Elementary School
ESOL Annual Parent Meeting
2018-2019 School Year

ESOL Teachers:
Mrs. Edwards: 1st, 2nd, 3rd, 4th, 5th
& DES (5th)
Ms. Howie: KK, 1st, 2nd, 3rd & 5th
Ms. Richardson: KK, 1st, 2nd, DES (2nd)
Dr. Walker: KK, 1st, 3rd, 4th, & 5th

Mission Statement

The mission of the English to Speakers of Other Languages (ESOL) program is to prepare and empower English learners (ELs) for life-changing educational opportunities that allow students to excel academically and socially in a culturally diverse society.

Vision Statement

Through a unified commitment to growth and excellence the English to Speakers of Other Languages program will serve as an international model for English learner instruction.

Clayton County ESOL Program

The **objective** of the **ESOL program** is to *support* the **development** of **English language proficiency** in the areas of *listening, speaking, reading and writing.*

The ESOL Curriculum is **standards-based** and emphasizes **academic** and **social language development** while simultaneously assisting students to meet the *Georgia Standards of Excellence*.

It is based on the integration of **the WIDA English Language Development (ELD) Standards** and the *Georgia Standards of Excellence.*

What does **ESOL** mean?

ESOL stands for **E**nglish **S**peakers of **O**ther **L**anguages and is a program provided to *all* students who speak English as a second language.

The ESOL teachers work in collaboration with classroom and other special programs teachers to support the acquisition of language and content skills.

Fountain's English Learner Population

Current served English Learners = 196 served

Kindergarten = 40

First Grade = 36

Second Grade = 44

Third Grade = 34

Fourth Grade = 26

Fifth grade = 16

Consultative student = 2 (Language support is provided by the Special Education teacher)

Current monitored English Learners = 20

15 = M1 – 1st year Monitored

5 = M2 – 2nd year Monitored

Eligibility Process

Students are first identified through the ***Home Language Survey***, **using the following three questions:**

1. Which **language** does your child **most frequently speak at home**?

2. Which **language do adults** in your home **most frequently use when speaking with** your child?

3. Which **language(s)** does your child **currently understand** or **speak**?

- **Based on this survey, students will then be tested using the W-APT or WIDA Screener (computer format) to determine eligibility of ESOL Services.**

Once screened using W-APT:

- **Kindergarten** **-** students who score less than 28 (Listening & Speaking) will qualify for service

- **First semester Grade 1** - students who score less than 28 (Listening & Speaking), less than 10 (Reading), less than 11(Writing) will qualify for service

Eligibility Process 'Cont.

Once screened using WIDA Screener:

➢ **<u>First semester Grades 2-5</u>** - students who score less than 5.0 on their WIDA Screener will qualify for service.

➢ **<u>Second semester 1ˢᵗ grade</u>** – students who *also* score less than 5.0 on their WIDA Screener will qualify for service.

➢ Any student who has a current (2018) ACCESS score report with a **composite and literacy score** less than 4.3 will be served.

English Learners Service Model

All *served* ESOL students can be serviced using one of the models adopted by Clayton County:

- **Push-In-** students remain in their core academic classroom where they receive content instruction from their content area teacher and language support from their ESOL teacher

- **Pull-Out-** students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher

- **Resource Media LAB-** the ESOL teacher serves students in another classroom using a variety of media aides i.e. technology

All students with direct services will be served the following minutes:

✓ **K- 3/1 segment** = 45 minutes for 5 days a week

✓ **4- 5/2 segments** = 50 minutes for 5 days a week

Language Support in the Classroom

ESOL teachers develop Language Objectives using the following:

✓ **GSE/WIDA Standard** – Language objectives are taken from the content for which the classroom teacher will be teaching. ESOL teachers collaborate with teachers to write the language objectives for the subjects they serve.

✓ **SIOP**- Sheltered Instruction Observation Protocol- the format used to develop ESOL lesson plans which include *research-based strategies* and *practices* to enhance instruction for second language learners.

✓ Four Domains of Language- language services are delivered using : Reading, Writing, Listening or Speaking

Fountain Media Aide Support:

✓ Imagine Learning for selected participants (Grade -1 & Newcomers)
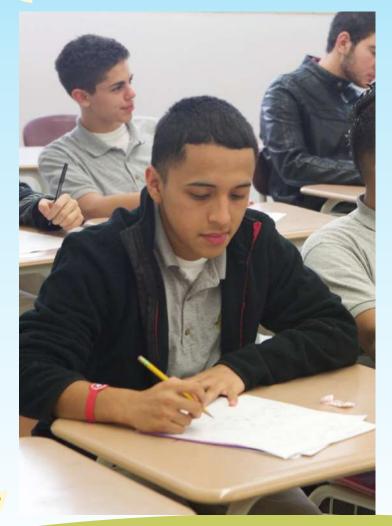
Terms and Ideas

English language learners are students who are eligible to receive support at school with their English language development.

Language development is a process that takes time. Students move along this process at different rates.

Photo Credit: U.S. Department of Education

'Cont. Terms and Ideas

Language proficiency is a measurement of where students are in the process of language development.

ACCESS for ELLs 2.0 measures students' language proficiency every year.

What is ACCESS for ELLs 2.0?

- An online English language proficiency assessment administered to students in Kindergarten through Grade 12

- Given every year to students who are English language learners

- Monitors the **E**nglish **l**anguage **d**evelopment of students

- Kindergarten ACCESS testing will remain paper-based

Photo Credit: U.S. Army Corps of Engineers, flickr

ACCESS for ELLs 2.0

- This is the second year students will take a new version of the assessment.

- The scoring has changed due to the rigor of the test. Students must show **higher language skills** than in the past to receive **high proficiency level scores.**

- Many of them will use a computer to take the assessment for the first time.

Individual Student Report

- Score reports provide information on a student's progress in the development of English language proficiency.

- Proficiency level scores are reported from 1.0 (beginner) to 6.0 (advanced).

What do teachers do with test scores?

Photo Credit: woodleywonderworks, flickr

- We look at what your child does best. Then, we use these strengths to help your child learn.

- We think about how to support your child in learning English and make plans for our instruction.

What has changed…?

In the classroom…

- New academic standards and assessments

- Higher language expectations
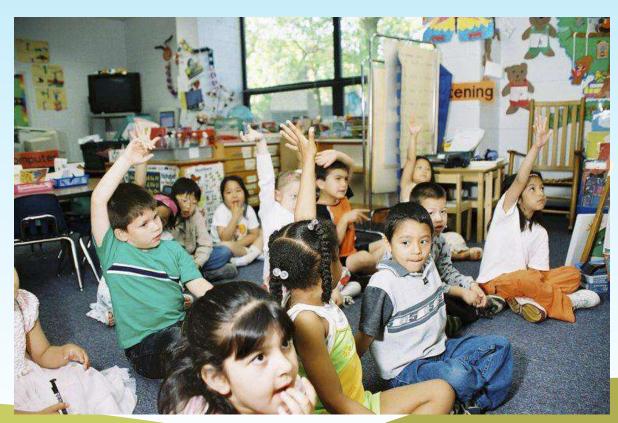
On ACCESS for ELLs 2.0…

- Higher language expectations

Photo Credit: US Department of Education, flickr

What should I do?

- Try not to worry! Remember, your child is continuing to learn English.
- **Ask your child's teacher:**
  - What language support do you provide my child?
  - What strategies do you use that I can also use with my child?
  - What would you like to know about how my child uses language at home?

Continue to support your child's language development at home:
  - Read to your child in your home language or English and allow them to tell you about the text, passage or story.
  - Ask questions about your child's school work and encourage him/her to participate in all instructional activities.
  - Encourage good study habits-set aside a time and a quiet place for them to study and do homework
  - Use every opportunity with your child as a learning experience.
  - Talk to your child about topics that are fun and interesting to your family.
  - Come to parent teacher meetings and volunteer
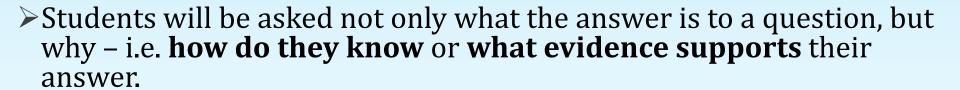 - Be patient. Language learning takes a long time!

Georgia Milestone (GMAS)

➢ Georgia's new state-mandated set of standards is called the ***Georgia Standards of Excellence (GSE).***

➢ The new assessments are used to gauge how well students are mastering the standards and, ultimately, how ready students are to succeed in college and careers.

What to expect:

➢ Students will be asked not only what the answer is to a question, but why – i.e. **how do they know** or **what evidence supports** their answer.

➢ Multiple-choice questions are still included – i.e. **a, b, c or d.** Computer-based **(3rd - 5th)** although some students are still assessed using the traditional paper-pencil method.

➢ New assessments will allow Georgia to compare student performance across schools and districts statewide, as well as provide information about how Georgia students compare with their peers nationally.

Testing Accommodations

- Your child will receive testing accommodations when taking the Georgia Milestone Assessment System this year (GMAS).

- The same accommodations are also extended to the classroom setting.

- ELs with special needs will receive the same accommodations outlined in their Individualized Education Program (IEP).

Helpful ELA Websites

ABCya is arranged by grade level. The site contains a great set of computer based activities for grades K-5th. K & 1st have oral direction options.

- **www.abyca.com**

Starfall is a well-known site that contains a number of activities for learning ABCs, reading, online stories, and more.

- **www.starfall.com**

BBC's Bitesize Games: From the BBC, this site provides a number of interactive game option including rhyming words, phonics, ABC order, pronouns, punctuation, and more.

- **www.bbc.co.uk/schools/ks1bitesize/literacy/**

BBC's Bitesize English: The next level of English activities includes reading, writing, spelling & grammar.

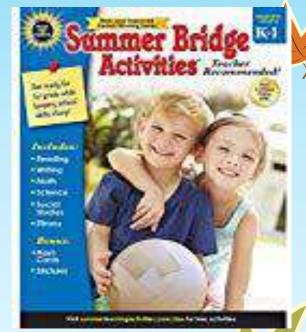- **www.bbc.co.uk/schoos/ks2bitesize/English/**

iReady- (Reading)... assesses students' academic skills in reading and math, helping teachers design individualized instruction for them based on their unique needs while setting a personalized pathway for students within the **iReady**Instruction.

Supportive Resources

- *Imagine Learning-* a research-based program that builds students' language & literacy skills: **adaptive instruction, personalized learning path, over 4,300 engaging activities, support in 15 languages, benchmark assessments/reports, intervention activities, minimum of 100 minutes per week, etc.**

- *Summer Bridge-* a book comprised of activities across content areas to prevent loss of learning during the summer months.

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Q & A Session

Thank you for coming!

The ESOL Team
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