ENGLISH LEARNERS: NEED-TO-KNOW 2019-2020

JACKSON
PUBLIC SCHOOLS
Transforming lives through
excellent education

JPS CORE VALUES

EQUITY: Our vision of equity, put simply, is "all means all."

EXCELLENCE: High expectations from and for all adults foster ownership, consistency, and transparency.

GROWTH MINDSET: Everyone in the organization embraces the ideal that effort and perseverance lead to success.

RELATIONSHIPS: It is essential to develop relationships through mutual respect of culture, social context, and community.

REVLEVANCE: Our scholars must learn to connect with each other, the larger community, and the 21st-century world, ultimately developing agency to contribute to positive change in Jackson, in Mississippi, and in the world.

POSITIVE AND RESPECTFUL CULTURE: All adults contribute to a positive and respectful culture allowing them to experience more productivity, increased retention, and joy at work.

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LEGAL PRECEDENTS

Title VI of the Civil Rights Act of 1964

Lau v. Nichols – lack of linguistically appropriate accommodations denied students equal educational opportunities

Plyler vs Doe – school personnel are prohibited from adopting policies or taking actions that would deny students access to education based on their immigration status

Castaneda vs Pickard – program must be (1) based on a sound educational theory; (2) implemented effectively with sufficient resources and personnel; and (3) evaluated to determine whether they are effective in helping students overcome language barriers.

AGENDA

- The Why: ESSA & Title I
- BICS and CALP
- EL Standards
- Students on Monitor
- Language Service Plans
- Next Steps

ESSA & TITLE I

- Accountability
  - ELs make up 5% (35 points/50 points) of the school's accountability model
- Family/Community Engagement
  - At least two Parent/Community activities per year is required
  - ALL communication sent home should be in a language parents can access
  - Document efforts to reach out to parents: conferences, telephone calls, etc.
- State-wide entry & exit
  - LAS Links: 4-5 Reading, 4-5 Writing, 4-5 Overall
  - Monitored for 4 years
- All instruction working toward proficiency
  - Documentation of interventions, methods, and accommodations provided to **ensure ELs have access to academic content**

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BICS AND CALP

BICS: Basic Interpersonal Communication Skills

- It will take an EL 2 to 3 years to achieve proficiency
- Speaking with family and friends
- Informal language (sports, games, etc.)

CALP: Cognitive Academic Language Proficiency

- It will take an EL 5 to 7 years or 5 to 10 years to reach proficiency (depending on the support the student receives at home).
- Must be taught: academics, math, science, social studies, language arts

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EL STANDARDS:
LISTENING, SPEAKING, READING, WRITING

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SPEAKING

S1: Participate in diverse academic or social conversations, with attention to appropriate register, grammar, vocabulary, and pronunciation
> 1.1: Provide information
> 1.2: Express opinions and preferences
> 1.3: Make requests
> 1.4: Ask questions, request clarification, and negotiate for understanding
> 1.5: Conduct transactions

S2: Demonstrate knowledge related to diverse academic or social settings, with attention to appropriate register, grammar, vocabulary, and pronunciation
> 2.1: Identify an object and describe its purpose or use, using words or phrases
> 2.2: Identify an academic or social situation and describe it, using sentences

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SPEAKING

S3: Describe ideas, experiences, and immediate surroundings in diverse academic and social settings, with attention to appropriate register, grammar, vocabulary, and pronunciation
> 3.1: Describe processes
> 3.2: Describe people, locations, and scenery to give directions

S4: Speak persuasively in diverse academic or social situations, with attention to appropriate register, grammar, vocabulary, and pronunciation
> 4.1: Explain processes
> 4.2: Compare and explain preferences

S5: Talk in depth and with detail about diverse academic or social events, attention to appropriate register, grammar, vocabulary, and pronunciation
> 5.1: Interpret, narrate, and paraphrase events, using visual information

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LISTENING

L1: Follow common, explicit oral directions to participate in diverse academic or social tasks

L2: Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning

L3: Demonstrate understanding of academic and social situations that contain diverse language genres, registers, and varieties

      3.1: Identify purpose

      3.2: Identify main ideas

      3.3: Identify supporting details

L4: Interpret layers of meaning using critical listening skills and learning strategies in academic and social situations that contain diverse language genres, registers, and varieties

      4.1: Make predictions based on known information

      4.2: Make inferences based on known information

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READING

R1: Analyze words

      1.1: Identify rhyming words

      1.2: Apply letter-sound relationships to read English words

      1.3: Apply letter-sound relationships to read English phonemes

      1.4: Apply knowledge of morphemes and syntax to word meaning

R2: Understand word meaning

      2.1: Classify words

      2.2: Demonstrate vocabulary

R3: Comprehend written material

      3:1: Demonstrate reading comprehension

      3.2: Identify important literary features of text

      3.3: Read critically and apply learning strategies to interpretation

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WRITING

W1: Use appropriate grammar
        1.1: Singular and plural
        1.2: Subject/verb agreement
        1.3: Tense agreement
        1.4: Conjunctions
        1.5: Pronouns
        1.6: Prepositional phrases
        1.7: Auxiliary verbs

W2: Use appropriate capitalization and punctuation
        2.1: Capitalize beginning of sentence and proper names
        2.2: Use sentence-ending marks
        2.3: Use commas in series and dates
        2.4: Use apostrophes in contractions and possessives

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WRITING

W3: Use standard sentence structure
        3.1: Differentiate complete sentences from fragments
        3.2: Use articles
        3.3: Form statements and questions
        3.4: Differentiate complete sentences from run-ons
        3.5: Use adjectives and adverbs

W4: Write simple sentences to describe, narrate, or explain
        4.1: Write simple sentences to describe
        4.2: Write simple sentences to explain

W5: Write expository compositions
        5.1: Write to describe, explain, report, compare, narrate, persuade, or express

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IDENTIFICATION PROCESS

1. Home Language Survey
2. Assessment
3. Determination of Student Eligibility
4. Program Placement
5. Description of Program
6. **SET/TST – Develop LSP**
7. EL Program Exit Letter/**Request for Change in EL Program**
8. **Explanation of Consequences for Refusing EL Services**
9. **English Learner Program Exit Letter**

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TIMELINE

"Within 30 days from the Beginning of the School Year"
Per Department of Education = **30 Calendar Days**
September 5, 2019

Students who are enrolled after the BOY (anytime after the first week of school)
"Within 10 days of Enrollment" = **10 Calendar Days**

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EL FOLDERS

Green Folder = Students in ESL Programs
or students previously served and
now on Monitor Status

Red Folder = Students not being served
(Parent Refusal/Denial)

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RED FOLDER – PARENT REFUSAL/DENIAL

LEFT SIDE

➤Student School History

➤*Exit – Monitor (When student meets Proficiency)

➤Explanation of Consequences for Refusing English Learner Program

➤Request for Change in English Learner Program (Refusal of Services)

➤Description of Programs

➤Determination of Student Eligibility for Program Placement

➤Home Language Survey (Original)

RIGHT SIDE

➤Monitor/Compliance Sheet

➤Language Service Plan

➤Most Current ELPT

➤Most Current Progress Report/Report Card

➤Most Current Map Scores

➤Map Scores from Previous Years

➤Screener Assessment Results

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GREEN FOLDER – ESL PROGRAM

LEFT SIDE

➢Student School History

➢English Learner Program Exit Letter (When Student meets Proficiency)

➢Description of Program

➢EL Program Placement

➢Determination of Student Eligibility for Program Placement

➢Home Language Survey (Original)

RIGHT SIDE

➢Monitor/Compliance Sheet

➢Language Service Plan

➢Most Current ELPT

➢Most Current Progress Report/Report Card

➢Most Current Map Scores

➢Map Scores from Previous Years

➢Screener Assessment Results

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MONITOR STATUS

RED FOLDER

MONITOR STATUS
Jackson Public Schools
Begin Date:
End Date:
___ Year 1 ___ Year 2
___ Year 3 ___ Year 4

GREEN FOLDER

MONITOR STATUS
Jackson Public Schools
Begin Date:
End Date:
___ Year 1 ___ Year 2
___ Year 3 ___ Year 4

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MONITOR STATUS

The information in these sections should be located in the student's cumulative folder.

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MONITOR STATUS

Start Date – Date student met Exit Criteria

Date on TransAct Form EL 10

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MONITOR STATUS

Exit/Monitor Status Documentation
(for Students meeting qualifications to exit EL Services)

MONITORING, continued									
Start Date		Date of Parent Notification			Expected date for CONCLUSION OF MONITOR STATUS *(Minimum of 4 years)*				
REPORT CARD AND STATE ASSESSMENT RESULTS									
	YEAR 3					YEAR 4			
Grade level:	School Name:				Grade level:	School Name:			
	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4
ELA					ELA				
Math					Math				
Science					Science				
Social Studies					Social Studies				
Other					Other				
Other					Other				
State Assessment Results:					State Assessment Results:				
Is student on track to graduate on time? ☐ Yes ☐ No					Is student on track to graduate on time? ☐ Yes ☐ No				

If the information on this form indicates that the former EL student is struggling, indicate steps that will be taken to support the student and the results:

☐ Student was referred for intervention services (appropriate documentation must be completed)

☐ Student was referred for Counseling

☐ Student was referred for rescreening for EL services. In order for students to be re-entered in the EL program, they must retake the LAS Links placement test and meet qualifications. **(This should only be done if language is considered the primary cause for academic struggles.)**
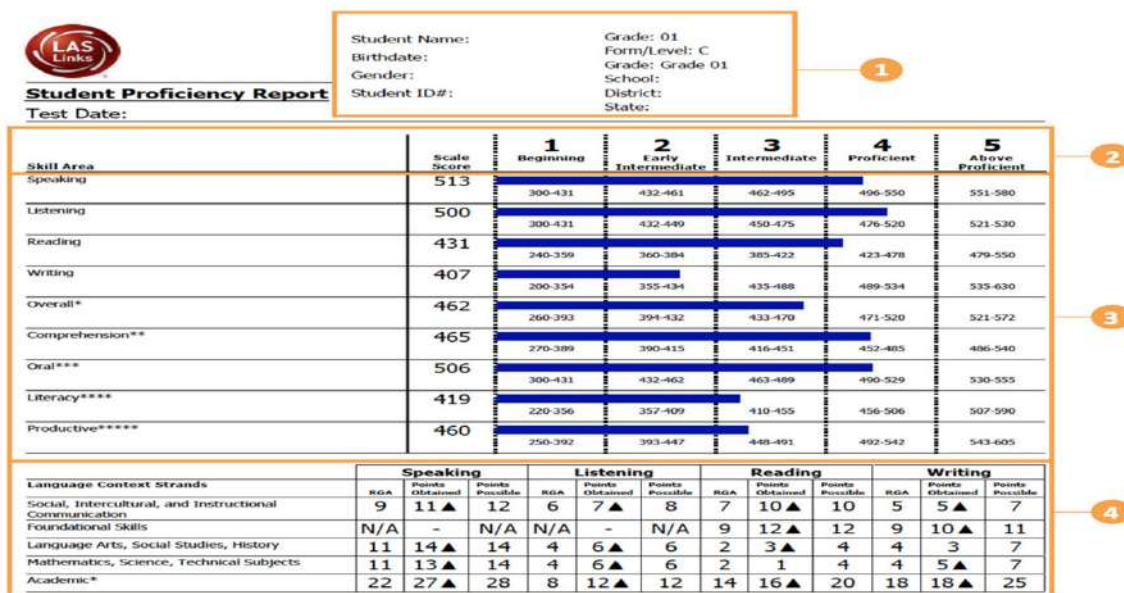
COMMENT(S)(Indicate steps taken to support the student):

If student is failing, the student must be placed in RTI/MTSS – Tier Process – documentation of student monitoring must be in place prior to considering placement back into EL Program.

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LANGUAGE SERVICE PLANS

TST/SET

- Who needs to be there?
  - Principal
  - Parent
  - Interventionist
  - Grade Level Teacher/English Language Arts Teacher
  - EL Teacher

- What is discussed?
  - Student Achievement/Progress (Where is the student at, where the student needs to be)
  - Appropriate in-class interventions
  - Testing accommodations
  - Pull-out/Push-In Services/Course
  - Concerns

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LAS Links — Student Proficiency Report

Student Name:			Grade: 01				
Birthdate:			Form/Level: C				
Gender:			Grade: Grade 01				
Student ID#:			School:				
			District:				
Test Date:			State:				

Skill Area	Scale Score	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient	5 Above Proficient
Speaking	513	300-431	432-461	462-495	496-550	551-580
Listening	500	300-431	432-449	450-475	476-520	521-530
Reading	431	240-359	360-384	385-422	423-478	479-550
Writing	407	200-354	355-434	435-488	489-534	535-630
Overall*	462	260-393	394-432	433-470	471-520	521-572
Comprehension**	465	270-389	390-415	416-451	452-485	486-540
Oral***	506	300-431	432-462	463-489	490-529	530-555
Literacy****	419	220-356	357-409	410-455	456-506	507-590
Productive*****	460	250-392	393-447	448-491	492-542	543-605

Language Context Strands	Speaking			Listening			Reading			Writing		
	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible
Social, Intercultural, and Instructional Communication	9	11▲	12	6	7▲	8	7	10▲	10	5	5▲	7
Foundational Skills	N/A	-	N/A	N/A	-	N/A	9	12▲	12	9	10▲	11
Language Arts, Social Studies, History	11	14▲	14	4	6▲	6	2	3▲	4	4	3	7
Mathematics, Science, Technical Subjects	11	13▲	14	4	6▲	6	2	1	4	4	5▲	7
Academic*	22	27▲	28	8	12▲	12	14	16▲	20	18	18▲	25

ENGLISH LANGUAGE PROFICIENCY TEST INFORMATION

TEST	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
ELPT Speaking	3/18	500	3	3/17	493	3	3/16	490	3						
ELPT Listening		526	4		481	3		470	3						
ELPT Reading		531	3		490	3		450	2						
ELPT Writing		562	4		438	2		438	2						
Composite SCORE		529	4		475	3		462	2						

LANGUAGE SERVICE PLAN

Jackson Public Schools
Language Service Plan *(for Students with Limited English Proficiency)*

This form should be completed by the individual responsible for providing the instructional program for the EL students and the classroom teacher. This form should be updated annually. **Person completing this form**

STUDENT NAME	

PRIMARY LANGUAGE SPOKEN		LANGUAGE(S) SPOKEN IN HOME	
ADDITIONAL LANGUAGE(S)		DATE FIRST ENROLLED IN A U.S. SCHOOL		IMMIGRANT STATUS (< 3 yrs)
PARENT/GUARDIAN NAME	

PHONE (home)   (work)   (cell)

HOME/SCHOOL COMMUNICATION to parent/guardian is requested in: ☐ English OR ☐ Native Language: _____   ☐ Oral OR ☐ Written

ACADEMIC HISTORY PRIOR TO ENTERING CURRENT DISTRICT

Age Started School	Years in Preschool/K	Years in grades 1-5	Years in grades 6-12
Last grade completed	☐ Interrupted Formal Education ☐ Limited Schooling ☐ No Formal schooling
Has the student been referred for Special Education? ☐ Yes ☐ No	Does the child have an IEP? ☐ Yes ☐ No	Does the child have a 504 Plan? ☐ Yes ☐ No

Information gleaned from student's permanent folder or parent input.

Important to note Immigrant Status

- < 3 years in US Schools
- 3-21 years old
- Not born in the US

*MS – Student's have five years to Exit EL Program

LANGUAGE SERVICE PLAN

ACADEMIC ACHIEVEMENT LEVEL HISTORY				
SUBJECT	BELOW GRADE LEVEL	ON OR ABOVE GRADE LEVEL	METHOD USED TO DETERMINE LEVEL	INFORMATION NOT AVAILABLE
Example: Math	X		*Course grade from previous year (D)*	
Math				
Reading				
Writing				
Social Studies				
Science				

ENGLISH LANGUAGE PROFICIENCY TEST INFORMATION																
TEST	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	
ELPT Speaking																
ELPT Listening																
ELPT Reading																
ELPT Writing																
Composite SCORE																

Copy this page and attach it if space is needed to post additional ELPT scores for Long Term English Learners.

Information gleaned from latest report card and English Language Proficiency Report or LAS Links

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EL SERVICE

Date Identified EL Program: 8/2013 | Date Entered EL Program: 8/2013

x Student will receive Direct EL Services for __30__ Minutes __5__ Days a week

☐ Student will be placed in an EL Class for one Credit (*Grades 7-12 only*) Year: _____ Semester: _____

☐ Parents Declined Services (school is still obligated to serve) | Comments:

Number of years until the student is identified as a Long Term English Learner (LTEL): o *2018 6th Year

List specific measurable goals for each domain (Listening, Speaking, Reading, and Writing):

LISTENING	SPEAKING	READING	WRITING
L4: Interpret layers of meaning using critical listening skills and learning strategies in academic and social situations that contain diverse language genres, registers, and varieties **4.1:** Make predictions based on known information **4.2:** Make inferences based on known information	**S5:** Talk in depth and with detail about diverse academic or social events, attention to appropriate register, grammar, vocabulary, and pronunciation **5.1:** Interpret, narrate, and paraphrase events, using visual information	**R3:** Comprehend written material **3:1:** Demonstrate reading comprehension **3.2:** Identify important literary features of text **3.3:** Read critically and apply learning strategies to interpretation	**W5:** Write expository compositions **5.1:** Write to describe, explain, report, compare, narrate, persuade, or express

ACCOMMODATIONS: MUST BE IN PLACE BY THE 9TH WEEK OF SCHOOL

STANDARDIZED TESTING ACCOMMODATIONS

Refer to the current edition of the Mississippi Testing Accommodations Manual for the allowable accommodations for each assessment. Specify each testing accommodation, the code for the accommodation, and each standardized test to which the accommodation applies. NOTE: The accommodations listed below must be used during regular classroom assessments and on district wide assessments prior to being used on state wide assessments.

ACCOMMODATION(S)	CODE #	TEST(S)
Extended time through the end of the day	23	STAR, BM, MAAP ELA & Math
Provide cues	47	STAR, BM, MAAP ELA & Math
Use of memory aids, fact charts, recourse sheets	48	STAR, BM, MAAP ELA & Math
Read test directions and test items	58	STAR, BM, MAAP ELA & Math

FOR "OTHER" – MUST INCLUDE ACADEMIC VOCABULARY

CLASSROOM INSTRUCTIONAL SUPPORTS AND ACCOMMODATIONS/MODIFICATIONS
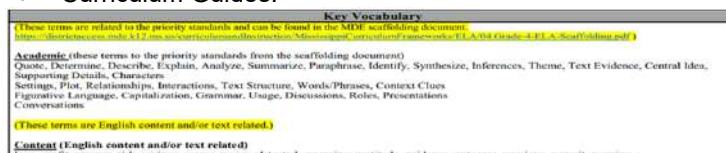
To meet the needs of this child, the following are recommendations for use in regular classroom instruction:

□ Paraphrasing or repeating directions in English
□ Personal cueing
□ Read the test directions (but not the test items) to individual students or in a small group – repeating and/or paraphrasing the directions, if needed
□ Dictation of answers to test administrator/proctor (scribe) in English only
□ Reader (oral administration)
□ Native language word-to-word dictionaries/electronic word-to-word dictionaries (no definitions)
□ Present questions in same phrasing as learning/review
□ Reduced and/or modified class & homework assignments
□ Modified assessments (i.e. oral)
□ Break tasks/directions into subtasks
□ Increase wait time
□ Additional time to complete assignments and tests
□ ESS (Extended School Services)
□ Provide questions for classroom discussion in advance
□ Label items in the room
□ Previewing of academic content

□ Provide shortened assignments
□ Face student when speaking – speak slowly
□ Print instead of using cursive; type all notes, tests, handouts
□ Use high interest/low vocabulary text material
□ Use overhead and provide students with copies of teacher transparencies/notes/lectures
□ Make instruction visual – use graphic organizers, pictures, maps, graphs, etc. to aid understanding
□ Highlight/color code tasks, directions, letters home
□ Pair ELs with an English speaking "peer partner" for assistance
□ Provide preferential seating or seating with a peer partner
□ Check for comprehension often
□ Ask questions that allow the student to answer successfully
□ Allow the student opportunities to read aloud successfully
□ Use manipulatives
□ Use audiobooks
□ Record material for student listening
□ Vocabulary matching/fill-in-the-blank exercises w/ words
□ OTHER:

ACADEMIC VOCABULARY

- Frontload Academic Vocabulary
  - Curriculum Guides:

Key Vocabulary

(These terms are related to the priority standards and can be found in the MDE scaffolding document.
https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/04 Grade-4-ELA-Scaffolding.pdf)

Academic (these terms to the priority standards from the scaffolding document)
Quote, Determine, Describe, Explain, Analyze, Summarize, Paraphrase, Identify, Synthesize, Inferences, Theme, Text Evidence, Central Idea,
Supporting Details, Characters
Settings, Plot, Relationships, Interactions, Text Structure, Words/Phrases, Context Clues
Figurative Language, Capitalization, Grammar, Usage, Discussions, Roles, Presentations
Conversations

(These terms are English content and/or text related.)

Content (English content and/or text related)
loan, profit, prosper, risk, savings, scarce, wages, detected, emerging, gratitude, guidance, outcome, previous, pursuit, assuring

- Continuous Check of Vocabulary
  - Vocabulary logs
  - Graphic organizers (e.g. Word Webs)
  - Productive tasks that target key vocabulary (e.g. sentences, paragraphs, dialogues)

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EL COMPLIANCE - YEAR-AT-A-GLANCE

September 5, 2019:

- Language Service Plans

- Parent Notification of student meeting EXIT criteria

- Teachers of EL students receive/sign for EL students' Language Service Plan

- LSPs are Scanned and emailed to gcasey@Jackson.k12.ms.us

Monitor EL Student progress (Classworks, iReady, AR, etc.)

Identify EL students who are Gifted, EE, and students participating in Extra Curricular Activities

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CLASSROOM SUPPORT STRATEGIES

Sheltered Instruction

- Differentiated Instruction
- Language Objectives
- Accessing Prior Knowledge
- Building Vocabulary and Concept Knowledge
- Student Interaction
- Learning Strategies
- Assessment

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QUESTIONS?

Thanks!

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