

The District ESOL Team...

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ESOL NEWS YOU CAN USE

ISSUE 2

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SUPPLEMENTAL PROGRAMS SUPPORT ENGLISH LANGUAGE LEARNERS (ELLs)...

A variety of supplemental programs are available to support English Language Learners with English language acquisition, and skills development in the domains of Listening, Speaking, Reading, and Writing.

Rosetta Stone supports limited English proficient students in all four domains. The most important feature of this program is the practice in listening and speaking in English. This program also has components and resources for building Reading, grammar, and writing skills.

The Reading Assistant Plus program helps ELLs develop fluency, comprehension, and vocabulary

skills. The program works best with students who have a 25 word per minute fluency rate.

Imagine Math is a program for ELL students in grades three through high school Math—Algebra and Geometry. The program builds Math skills at all levels of skills development. Students work on their grade level path, but are assisted with filling skills gaps at lower levels, to increase achievement and understanding of grade level skills. The program offers a live bilingual teacher to help students when they need assistance.

SNAP & READ is an online tool that assists with translation of con-

tent-area information to help make curriculum comprehensible. Students can listen to their course information in both English and Spanish or any of 100 additional languages.

EDGENUITY assists students with credit retrieval—students can have their classroom content translated and read to them to increase comprehension and student achievement. Blended learning with this program is a great support for ELL students. Are your ELLs benefiting from participation and usage of these supplemental programs?



SUPPLEMENTAL PROGRAMS SUPPORT ELLs

Transportation is provided to all students. The Williston program provides transportation for parents and students to and from the program.

ESOL parents are welcome to attend all programs to use the Rosetta Stone program for English language acquisition and support.

ESOL Services for ELL Students...

Tutoring is available for ELL students once a week at the following school locations:

**Chiefland Elementary
School —2:30-5:00 on
Monday**

**Bronson Elementary
School—2:30-5:00
on Monday**

**Joyce Bullock Ele-
mentary—5:30-7:30
p.m. on Monday**



ONLINE SELF-PACED ESOL COURSEWORK TO SATISFY STATE MANDATED ESOL TRAINING...

High stakes State assessment for ELL students...



Using ESOL Strategies for the instruction of ELL students is a State and District mandate...

LEVY LITERACY SOLUTIONS

The School Board of Levy County offers all teachers the opportunity to complete their mandated State ESOL training free of charge.

Levy Literacy Solutions provides all ESOL coursework via online self-paced modules.

Teachers self-enroll

in the ESOL courses they need to meet State compliance requirements.

Teachers of ELLs who teach English or Reading must be ESOL Endorsed or ESOL Certified. Content area teachers (Math, Science, Social Studies, and Computer Science) must have 60 ESOL

hours. Elective teachers are required to have 18 ESOL hours.

All Guidance Counselors and Administrators must have 60 ESOL hours.

Teachers who are out-of-compliance need to complete their coursework through the Levy Literacy Solutions program.

ACCESS for ELLs Paper Assessment

ACCESS for ELLs Paper (formerly 2.0) is a high stakes State assessment that all active LY ELL students must participate in annually.

The purpose of the assessment is to determine each ELL student's proficiency rate in the domains of Listening, Speaking, Reading, and Writing. The new State

ESSA Plan has increased the accountability for schools and districts for increasing student proficiency rates as depicted through student test results.

Students must score a 4.0 or higher on all test components to be considered proficient in each skills domain.

The new accountability

requires that ELLs demonstrate growth by increasing a level or maintaining a level 4.0, 5.0, or 6.0 each year.

All teachers of ELL students are responsible for supporting ELLs in their English language acquisition process.

Schools with low test results are targeted for improvement for this subgroup under the new Federal Points plan.

INSTRUCTIONAL PRACTICE

All teachers of ELL students are required to use instructional strategies to assist ELL students in the classroom.

The State and District mandate that curriculum content is provided to ELL students in a format that is "COMPREHENSIBLE". The District provides a

comprehensive chart of instructional strategies that are proven to be effective for use with all students, not just ELLs.

School-based Administrators provide these ESOL strategies charts to all teachers of ELLs at the beginning of each new school year.

All teachers of ELLs are required to maintain these charts and to DOCUMENT the use of ESOL instructional strategies within their lesson plans.

Teachers, selected at random, will be required to submit a sample of their lesson plans to the District ESOL Coordinator for monitoring purposes.

WIDA STANDARDS

The five (ELP) or English Language Proficiency standards reflect the social and academic language expectations of ELLs in grades Pre-K-12.

Each ELP standard addresses a specific context for language acquisition: Social and Instructional settings as well as Language Arts, Mathematics, Social Studies and Science. The standards are divided into five grade level clusters: Pre-K-K, 1-2, 3-5, 6-8, and 9-12.

These ELP standards center on the language needed and used by ELLs to succeed in school.

Through the data results from the ACCESS for ELLs Paper assessment, teachers of ELLs can understand at what level of proficiency ELL students are functioning.

Using the Can Do Descriptors associated with English language proficiency levels and grade clusters—

teachers get a picture of what they can expect their ELL students to be able to do at each proficiency level.

The proficiency levels are: Entering, Beginning, Developing, Expanding, Bridging, and Reaching.

If you do not have the Can Do Descriptors for your grade level, please contact the District ESOL Coordinator or the Guidance Counselor at your school.



**REACH
ALL...TEACH
ALL...**

CLASSROOM SUPPORTS FOR ELLs

Sensory Supports

- ⇒ Realia
- ⇒ Manipulatives
- ⇒ Pictures & Photos
- ⇒ Physical Activities
- ⇒ Videos & Films
- ⇒ Models & Figures
- ⇒ Magazines

Graphic Supports

- ◆ Charts
- ◆ Graphic Organizers
- ◆ Tables
- ◆ Graphs
- ◆ Timelines
- ◆ Number Lines

Interactive Supports

- Pairs or Partners
- Triads or Small Groups
- Cooperative Groups
- Internet/Web
- Computer Programs
- Native Language
- Shoulder Partners



***How does your
classroom
promote student
engagement and
interactive
learning?***

Culturally Responsive Teaching...

Not what you think...

Culturally responsive teaching is a change in mindset that leads to a change in skillset. It is rooted in four areas:

1. Speaking a common language
2. Listening to your deficit

monitor

3. Knowing your race-ethno cultural identity
4. Identifying students who are in most need of cultural responsiveness

Responsiveness means the validation and affirmation of indigenous (home) culture and language for the

purpose of building and bridging the student to success in the culture of academic and in mainstream society.

Need more...check out the book:

Strategies for Culturally and Linguistically Responsive Teaching and Learning
by Sharroky Hollie.



**Culturally responsive
teaching...meeting the
needs of all students...**