

# **APPENDIX V-32**

## **English Learner (EL) Support Strategies (2019-20)**

### EL Transportation

The District continued to allow ELs whose families move into another attendance area to have the option of staying at their home school for the current school year and receiving bus passes for transportation.

### Credit Recovery Priority

The District continued to give ELs and recently reclassified EL students priority for credit recovery before or after school and during the summer at no cost.

### AGAVE

The District again provided EL students with the opportunity to take online courses (Edgenuity) through AGAVE/COLE. This year, text translation support was available in 63 languages including the most common languages in TUSD: Spanish, Arabic, Kurdish, Pashto, Farsi, Nepali, Turkish, Swahili, French, Somali, Tagalog, Mandarin and Vietnamese.

### Improved Tier 1 Instruction for EL Students; Sheltered Content Classes

In the 2019-20 school year, LAD coaches continued to utilize the ELD curriculum and assessments aligned to the English Language Proficiency Standards for all K-12 EL students. The District provided Sheltered Content Classes in math for ELs and reclassified ELs at Rincon, Tucson, Catalina, Palo Verde, Sahuaro, Mansfeld, Doolen and Roberts-Naylor K-8. In addition, the District expanded its sheltered content classes by offering sections of sheltered

social studies at Doolen, Catalina, Rincon, and Tucson High and sheltered science at Doolen, Catalina, Rincon and Palo Verde. Language Support Specialists from Refugee Services provided in class support for ELs in these sheltered classes and at elementary schools with large refugee populations.

The District also continued to provide training for secondary ELD teachers to learn the five constructs of language, accelerate learning, and receive training on other topics, including common grammatical structures found in academic texts. The District provided training in teaching writing to all levels of EL students.

In SY2019-20, the District provided four sessions of training for all TUSD administrators on sheltered instructional strategies using the SIOP (Sheltered Instruction Observation Protocol) Model. The goal of the training was for administrators to be able to recognize and document specific sheltered strategies while observing their sheltered content teachers. The training included the sheltered strategies in each of the Eight Components of SIOP and how to use the SIOP Observation Protocol. Administrators were also provided with the Danielson/SIOP Crosswalk in order to connect their teacher observations to the Danielson Model.

Additional training was scheduled for selected sheltered high school and middle school math, science and social studies teachers in feeder patterns with large numbers of refugee EL students to learn how to apply foundational knowledge of language acquisition and sheltered instruction (SIOP) in curriculum and lesson planning including how to identify refugee SIFE (Students with Interrupted Formal Education) ELs and to differentiate instruction to meet their learning and social-emotional needs in the classroom. Due to Covid-19 school closures, the training was canceled.

To support EL students at the elementary level, the LAD provided Tier 2 support for K-3 EL students by hosting Language Academies at Davis, McCorkle, Mission View, White, Roskrige, and Bloom DL schools. The focus of

instruction was to develop their oral English skills so that they could achieve a level of intermediate or proficient on the Arizona English Language Learner Assessment (AZELLA), thereby qualifying for participation in the District TWDL programs.

For 6<sup>th</sup>-12<sup>th</sup> EL students, Refugee Services continued to offer ELD, math, science and social studies tutoring ELs on weekday evenings at Roberts-Naylor. They also offered weekly before-school math tutoring for ELs at Palo Verde and Rincon. Lutheran Social Services also provided ELD, math, science and social studies tutoring twice a week at Catalina.

#### Summer School for ELs

During the 2020 Summer Experience program, the LAD offered virtual elementary summer school programs at Blenman, Tolson, Robison, Bonillas, Bloom, Safford, White, Maxwell, Steele, Cavett, McCorkle, Ford, Holladay, and Wright. In addition, LAD offered middle school summer school programs at McCorkle, Maxwell and Doolen. Virtual high school ELD classes for beginning English speakers were held at Pueblo, Catalina and Palo Verde High Schools. EL students at Palo Verde and Catalina could also receive 0.5 credit in RTI math. Intermediate-level ELs and 1<sup>st</sup> and 2<sup>nd</sup> year reclassified students had the opportunity to take core content classes required for graduation free of charge on Edgenuity during summer school.

ELD coordinators, Refugee language support specialists, and ELD teachers encouraged students to take these courses and helped the students register online.

#### MTSS Math and Literature Intervention Classes for Intermediate-Level ELs and R-ELs

The District continued to support the specific language and literacy development needs of intermediate level ELs and recently reclassified through the MTSS process by providing academic interventions during the four-hour ELD block specifically for EL students. As documented in the ADE's SEI model refinements, up to 30 minutes of literacy intervention services with non-ELs at the K-5 elementary level counted toward the four-hour requirement if those services meet the instructional needs of the EL student as well.

### Imagine Learning

The District continued to use Imagine Learning (IL) English for elementary EL students during SY2019-20 with an emphasis on the ELs at Bloom, Johnson, Vecey, Ocho, Rose, McCorkle, Roberts-Naylor and Van Buskirk Elementary Schools. IL is an innovative digital learning software program that creates a personalized learning path for EL students, struggling readers, and students with special needs in the elementary K-5 level. The software is research-based and presented in a highly interactive and motivating, yet rigorous, format. The reports generated enable LAD to see in detail how the implementation of IL is proceeding.

### ELD I, II, III & IV Classes for Pre-Emergent/Emergent, Basic and Intermediate-Level ELs

The District continued to provide four levels of ELD classes for EL students as they become proficient in English. ELD I classes are designed for Pre-Emergent, Emergent and low Basic students. Pre-Emergent students may be new to English, new to school, may have very low literacy but strong oral skills and may be preliterate in their first language. Students in ELD I can transition to ELD II or in some cases ELD III depending upon their English

proficiency. ELD III usually includes low Intermediate-level students, and ELD IV included high Intermediate-level students.

### EL Student and Parent Orientation Night

Although not included in the Dropout Prevention and Graduation Plan, the District adopted a new EL support strategy designed to increase EL graduation rates in SY2019-20. Recognizing that EL students and parents need to have an understanding of the US school system and culture for EL students to be successful in school, six high schools planned activities to engage EL parents and students directly. Two high schools, Pueblo and Palo Verde, held a specific Family Orientation Night for EL parents and students. Using interpreters, these events these forums provided attendees important information on academics, health services and athletics. At Palo Verde, since many of the new students were from Vision Quest, the EL coordinator conducted individual orientations for students and guardians when they registered for school. Planned EL family activities at Tucson, Cholla, and Catalina were planned for the spring semester, but due to Covid-19 school closures, they were canceled.