

APPENDIX V - 25

Support Strategies for English Learners (2020-21)

EL Transportation

The district continued to allow ELs whose families moved into another attendance area to have the option of staying at their home school for the current school year and receive 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.

Catalina On-Line Learning Experiences

The district again provided EL students with the opportunity to take online courses (Apex Learning) through C.O.L.E. Text translation support was available for the EL students in the major languages.

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

In the 2020-21 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, and the district continued to provide four levels of ELD classes for secondary 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.

The district 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 also provided training for secondary ELD teachers in teaching writing to all levels of EL students.

Improved Tier 1 Instruction for EL Students; Sheltered Content Classes

In the 2020-21 school year, the district continued to provide Sheltered Content Classes in math for ELs and reclassified ELs at Rincon, Tucson, Catalina, Palo Verde, Sahuaro, Mansfeld, Doolen and Roberts-Naylor K-8. The district also continued to offer sections of sheltered social studies at Catalina, Rincon, and Tucson High and sections of sheltered science at Doolen, Catalina, Rincon, Palo Verde and Roberts-Naylor K-8. In addition, the district expanded its sheltered content classes by offering sheltered sections of elective

classes (Art, Business and Culinary Arts) at Catalina HS.

In SY2020-21, the district also provided training for selected sheltered secondary math, science and social studies teachers in feeder patterns with large numbers of 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.

Language Support Specialists from Refugee Student Services also provided virtual in-class support on ZOOM for ELs at many of the elementary, middle and high schools with large populations of students with refugee status.

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 ELs through the MTSS process by providing academic interventions during the 2-hour ELD block specifically for EL students.

Imagine Learning

The district continued to use Imagine Learning (IL) English during SY2020-21 for all 4th and 5th grade elementary EL students and all K-3rd grade ELs at the following elementary schools:

Banks	Hollinger	Robins
Bloom	Hudlow	Roskruge
C.E. Rose	Lawrence	Safford
Carrillo	Mary Belle McCorkle	Sewell
Cavett	Miller	Tolson
Davis	Mission View	Van Buskirk
Drachman	Morgan Maxwell	Vesey
Ford	Myers Ganoung	Warren
Grijalva	Ochoa	White
Holladay	Roberts Naylor	

Rosetta Stone

In addition, the district purchased Rosetta Stone English licenses for all middle and high school ELD I (Pre-emergent/Emergent) and ELD II (Basic) level EL students for SY2020-21.

Language Academies

To support EL students at the elementary level, the LAD continued to provide Tier 2 support for EL students by hosting virtual online Language Academies at Bloom, Davis, McCorkle, Mission View and Hollinger DL schools. The focus of instruction was to again 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. But during SY2020-21, LAD expanded the program from targeting K-3 EL students to targeting K-5 EL students.

Virtual Tutoring Sessions for ELs

Language Support Specialists from Refugee Services offered 6th – 12th grade EL students ELD, math, science and social studies online virtual tutoring on Monday and Wednesday after school and on Saturday mornings.

Summer School for ELs

During the 2021 Summer Experience program, the Language Acquisition Department offered elementary ELD summer school at Maldonado, Maxwell, Mission View, White, Bloom, Robison, Grijalva, Mary Belle McCorkle, Naylor and C. E. Rose. In addition, LAD offered middle school summer school programs at Pistor and C. E. Rose.

High school summer ELD classes for English Learners were held at Cholla, Pueblo, Tucson High, Catalina, Rincon, and Palo Verde High Schools. During summer school, ELs and 1st - 2nd year reclassified students also had the opportunity to take required core content classes free of charge in person at their high school or online with C.O.L.E. ELD coordinators, Refugee Language Support Specialists and ELD teachers encouraged students to take these courses and helped the students register online.

Orientation Nights for English language Students and Parents

Due to the Covid-19 pandemic and the physical closure of schools, district high schools were unable to hold Student and Parent Orientation nights. These activity-based events are designed to enhance the participants understanding of the US school system and culture.