

APPENDIX V – 43

## **English Language Learner (ELL) Support Strategies**

### ELL Transportation

The District continued to allow ELLs 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 ELL and recently reclassified ELL (R-ELL) students priority for credit recovery before or after school and during the summer at no cost.

### AGAVE

The District provided ELL students with the opportunity to take online courses through AGAVE. Edgenuity provides text translation support in two of high frequency languages, Spanish and Arabic. Edgenuity continues to work with the District to provide more text support in other major languages.

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

The Language Acquisition Department (LAD) coaches continued to utilize the ELD curriculum and assessments aligned to the English Language Proficiency Standards for all K-12 ELL students. The District provided sheltered content classes in math for ELLs and R-ELLs at Rincon, Tucson, Catalina, and Palo Verde high schools; Doolen Middle School; and Roberts-Naylor K-8. The District also provided additional sections of sheltered social studies at Doolen and Tucson High. In SY2017-18, language success specialists from Refugee Services provided in-class support for ELLs in these sheltered classes and at elementary schools with high refugee populations.

The District continued to provide training for secondary English Language Development (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. In addition, the District provided training for selected middle school and high school ELD and sheltered math teachers in feeder patterns with high numbers of refugee ELL students. The training provided teachers with the opportunity to learn how to apply foundational knowledge of language acquisition and sheltered instruction in curriculum and lesson planning and to identify refugee SIFE (Students with Interrupted Formal Education) and differentiate instruction to meet learning and social-emotional needs in the classroom.

To support ELL students at the elementary level, the LAD provided Tier 2 support by offering after-school ELD tutoring at Cavett, Van Buskirk, Grijalva and Hollinger. In addition, Refugee Services offered math tutoring for 6th-12th grade ELLs at Roberts-Naylor on Monday and Wednesday evenings. They also offered math tutoring for ELLs before school at Palo Verde High on Tuesday and Thursday and before school at Rincon High on Monday and Tuesday.

### Summer School for ELLs

During the 2018 Summer Experience program, the LAD offered elementary ELD summer school programs at Robison, Cavett, Van Buskirk, Grijalva, Miller, Manzo, Mission View, and Vesey elementary schools.

Additionally, the District offered high school ELD programs for the beginning levels of ELD at Pueblo, Rincon, and Catalina high schools. These high schools also recruited ELLs from high schools not offering ELD classes and incoming 9th grade ELLs from their feeder middle schools. Pueblo, Rincon, and Catalina offered a one-credit ELD class for Pre-Emergent/Emergent and Basic students.

These classes took place from May 30 through June 28, 2018, and students participated free of charge. The District provided transportation to students living more than 2.5 miles from the school. ELD coordinators, language success specialists from Refugee Services, and ELD teachers encouraged their students to attend the summer program, provided students with the registration forms, and helped the students complete the forms.

In SY2018-19, the District also will offer Intermediate-level ELLs and 1st and 2nd year reclassified students the opportunity to take core content classes required

for graduation free of charge during summer school.

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

The MTSS process includes all students, addressing the specific needs of ELLs and recently reclassified ELLs to provide support for language and literacy development. Site and central staff provided interventions during the four-hour ELD block for ELLs specifically. As documented in the ADE's SEI model refinements, up to 30 minutes of literacy intervention services with non-ELLs may count toward the four-hour requirement if those services meet the instructional needs of the ELL student. This refinement only pertains to the elementary K-5 level.

### Imagine Learning

The District continued to use Imagine Learning (IL) English for elementary ELL students during SY2017-18 with an emphasis on the ELLs at Lynn/Urquides, Rose, McCorkle and Van Buskirk. IL is an innovative digital learning software program that creates a personalized learning path for ELL 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.

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

ELD classes followed the ELD curriculum used during the school year in the areas of listening, speaking, reading, writing, and grammar. The ELD I classes included Pre-Emergent and Emergent students. Pre-Emergent students may be new to English and to school, may have very low literacy but strong oral skills and may be preliterate in their first language. The ELD II class is for Basic students who are moving from ELD Level I to ELD Level II and possibly from ELD Level I to ELD Level III. ELD III is for low Intermediate-level students, and ELD IV is for high Intermediate-level students.

### ELL Student and Parent Orientation Night

Although not required by the DPG, the District initiated a new approach in SY2017-18. For ELL students to be successful in school, the students and parents need to understand how the U.S. school system and culture work. In order to do this, Palo Verde and Catalina high schools both had an ELL Family Orientation Night for ELL parents and students. The two events both took place at the Family Resource Centers at each of these high schools, with different interpreters and classrooms for each major language. The orientation provided academic, health and sports information, and information on the resources provided by their Family Resource Center. Interpreters and childcare also were provided.