

## **APPENDIX V – 34**

## **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 again provided ELL students with the opportunity to take online courses through AGAVE. AGAVE uses Edgenuity<sup>1</sup> as its online course software program. In SY2018-19, the text translation options for Edgenuity were updated to include not only Spanish and Arabic, but also Kurdish, Pashto, Farsi, Nepali, Turkish, Swahili, French, Somali, Tagalog, Mandarin, and Vietnamese. Edgenuity will continue to work with the District to provide more text support in other major languages.

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

In SY2018-19, coaches from the Language Acquisition Department (LAD) continued to utilize the English language development (ELD) curriculum and assessments aligned to the English Language Proficiency Standards for all K-12 ELL students. The District also provided sheltered content classes in math for ELLs and reclassified ELLs at Rincon, Tucson, Catalina, Palo Verde, and Sahuaro high schools; Mansfeld and Doolen middle schools; and Roberts-Naylor K-8. The District expanded its sheltered content classes by also providing sections of sheltered social studies at Doolen, Catalina, Rincon, and Tucson High and sheltered science at Rincon

---

<sup>1</sup> Edgenuity uses digital tools and research-backed instructional strategies to provide online learning. Edgenuity's online curriculum and learning solutions are designed to support all educators and students and can be easily customized to meet the unique needs of any school, classroom, and student.

and Palo Verde. Language success specialists from the Refugee Services Department 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 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 in teaching writing to all levels of ELL students.

In addition, the District provided training for selected high school sheltered math, science, and social studies teachers in feeder patterns with high numbers of refugee ELL students. The goal was to train these teachers to apply foundational knowledge of language acquisition and sheltered instruction in curriculum and lesson planning. Teachers also learned how to identify refugee SIFE (Students with Interrupted Formal Education) ELLs and to differentiate instruction to meet their learning and social-emotional needs in the classroom.

To support ELL students at the elementary level, the LAD provided Tier 2 support by offering an after-school Language Academy for ELLs from February 18, 2019, through May 17, 2019 at McCorkle, Mission View, Roskrige, Davis, and Bloom elementary schools. In addition, Refugee Services continued to offer ELD, math, science, and social studies tutoring for 6th-12th grade ELLs on Monday and Wednesday evenings at Roberts-Naylor. The department also offered math tutoring for ELLs before school at Palo Verde on Tuesdays and before school at Rincon on Mondays. Lutheran Social Services provided ELD, math, science, and social studies tutoring on Thursdays from 4 pm to 7 pm at Catalina as well.

### Summer School for ELLs

During the 2019 Summer Experience program, the LAD offered elementary summer school programs at Cavett, Mission View, McCorkle, Oyama, Ford, Holladay, Tully, Wright, Van Buskirk, and Manzo.

During the 2019 High School Summer Experience program, the District also offered high school ELD classes for the beginning and intermediate levels of ELD at Pueblo, Rincon, and Catalina. In addition, Rincon and Catalina offered a .5 credit of math response to invention (RTI) to their ELLs. The District continued to offer

Intermediate-level ELLs and 1st- and 2nd- year reclassified students the opportunity to take core content classes required for graduation at no cost during summer school.

The latest High School Summer Experience took place from May 29 through June 27, 2019. Students again participated free of charge, and 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.

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

The MTSS process included all students, addressing the specific needs of ELLs and recent R-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 Structured English Immersion (SEI) model refinements, up to 30 minutes of literacy intervention services with non-ELLs counted toward the four-hour requirement if those services met the instructional needs of the ELL student. This refinement only pertained to the K-5 level.

#### Imagine Learning

The District continued to use Imagine Learning (IL) English for elementary ELL students during SY2018-19, with an emphasis on the ELLs at Lynn Urquides, Rose, McCorkle, Roberts-Naylor, 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 K-5 level. The software is research-based and presented in a highly interactive and motivating, yet rigorous, format.

IL provided instruction, practice, and assessment designed to teach Arizona College and Career Readiness Standards, which will prepare students to quickly become English-language proficient. IL included an initial placement test to assess each student at the beginning of the school year, enabling teachers to tailor their instruction to meet individual student needs. The software program provided an

academic language emphasis within a personalized learning framework to ensure that ELL students become proficient in subject matter and increase critical thinking to improve test scores. Finally, IL centralized student performance data at the district level. The District made site- and district-level data available to teachers, principals, and central administrators to inform decision making. These data reports ensured that the LAD was able to see in detail how the implementation of IL was proceeding. LAD will continue to survey teachers to assess the implementation and efficacy of the program.

#### 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 or new to school, may have very low literacy but strong oral skills, and may be preliterate in their first language. The ELD II class included 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 included low Intermediate-level students, and ELD IV included high Intermediate-level students.

*NOTE: The following strategy is not included in the Dropout Prevention and Graduation plan but reflects new approaches employed by the LAD to increase ELL graduation rates.*

#### ELL Student and Parent Orientation Night

For ELL students to be successful in school, the students and parents need to understand how the U.S. school system and culture work. To do this, Rincon, Palo Verde, and Catalina each had an ELL Family Orientation Night for ELL parents and students. These events took place at the individual high schools with different interpreters and classrooms for each major language. The orientation provided academic, health, and sports information and an overview of the resources provided by the District's Family Resource Centers. Interpreters and childcare also were provided.