

ST. VRAN VALLEY SCHOOLS

academic excellence by design

English Language Acquisition Department

The English Language Acquisition (ELA) Program is designed to offer educational experiences that allow English language learners (ELLs) to develop academic skills and concepts at the same level as other students while acquiring English language proficiency. This programming includes three essential components that support students in accessing core curriculum and becoming academically proficient.

<p>1. English Language Development (ELD) To provide quality English Language Development programming for all ELL students.</p>	<p>2. Monitoring (min. 2 years) To monitor the progress of all levels of ELLs in order to ensure academic success and grade-level English language proficiency.</p>	<p>3. Collaboration To assist schools in developing and enhancing their capacity to provide high quality instruction.</p>
<p>Elementary</p> <ul style="list-style-type: none"> English as a Second Language (ESL) and Bilingual Education Bilingual Education allows Spanish-speaking students to develop literacy in their home language while transitioning into English Both ESL and Bilingual programs develop English reading, writing, speaking, and listening using the <i>Avenues</i> program <p>Secondary</p> <ul style="list-style-type: none"> ESL programming at all schools for all levels of ELLs The goal of secondary ESL is to develop academic English skills in the areas of speaking, listening, reading, and writing using <i>Inside (Middle) Edge (High)</i> Both programs are leveled, research-based, and meet both ELD and Language Arts standards <p>Newcomers</p> <ul style="list-style-type: none"> Timberline & Skyline H.S. These center school programs offer intensive, supplementary support for ELD while students who are new to the country acclimate to the U.S. school system, culture, and academic content areas 	<p>Placement</p> <ul style="list-style-type: none"> Home Language Survey, W-APT screener Based on the results of this screening, schools will consult with the parents or guardians as to the appropriate ELA program for the student <p>Direct Programming</p> <ul style="list-style-type: none"> ELL staff monitors progress through observation, formative assessments (<i>Avenues, Inside, and Edge</i> assessments, etc.), and summative assessment (ACCESS, TCAP, and unit tests) ELL teachers collaborate with classroom teachers to ensure academic progress in all subject areas ELL staff maintain ELL Plans in Alpine Achievement to document progress and interventions <p>LEP-4 and Monitor Status</p> <ul style="list-style-type: none"> LEP-4 and FEP-5 students may be placed out of direct ESL instruction into core classroom ELL staff will monitor academic progress, maintain ELL Monitor Plans in Alpine Achievement, and collaborate to ensure academic success 	<p>Professional Development</p> <ul style="list-style-type: none"> ELL teachers receive training to work as ELD collaborators and consultants in their schools ELL teachers receive training in sheltered instruction & academic language development (SIOP) <p>Sheltered Instruction</p> <ul style="list-style-type: none"> ELL staff train and collaborate with classroom teachers to implement and increase sheltered instructional (SIOP) strategies in the classroom Sheltering makes grade-level content accessible to ELLs and promotes academic language development Sheltering includes the use of strategies, such as graphic organizers, vocabulary development, and cooperative grouping, and can benefit all students, especially those who are reading below grade level or have difficulty with academic content <p>Additional Student Support</p> <ul style="list-style-type: none"> ELL consultation with core teachers when ELL students are not succeeding MTSS process to implement, monitor, and document targeted interventions ELL consultation with SPED department when students are dual-identified