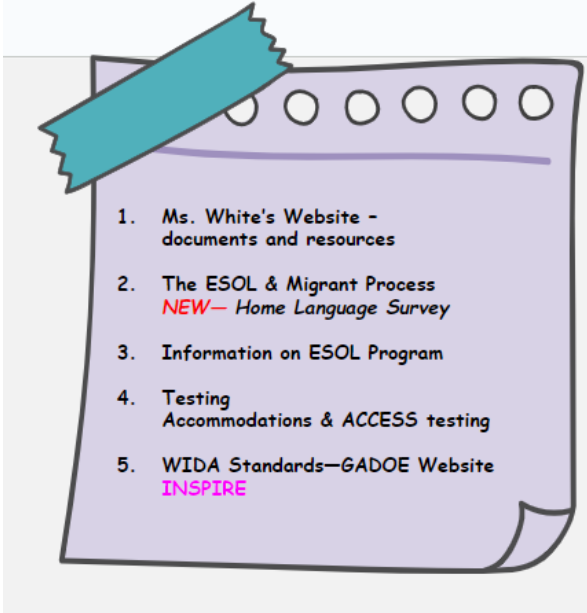




ESOL/Migrant Quick Access Guide



Contents/Agenda



2. The ESOL & Migrant Process

ESOL Process

1. Ms. White reviews all Home Language Surveys. → 2. If warranted, the student will be screened using the K Screener or WIDA Screener. → 3. If the student qualifies, he/she will receive ESOL services until he/she scores a 4.3-4.9 on the ACCESS Test. → 4. The student is exited and monitored for two years.

Migrant Process

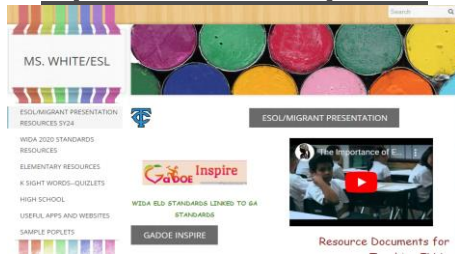
1. All Occupational Surveys will be turned in and reviewed by Josey Zavala & Laurie White. → 2. If the student qualifies, he/she will be served for three years. → 3. The family will be interviewed every year to see if there have been any new moves during the year or during school breaks. → 4. Resign for Migrant Program. →

****No qualifying moves in three years= Exit the program**

***** Migrant only students do not qualify for testing accommodations ---they do if they are Migrant & ESOL.**

1. Ms. White's Website— Documents and Resources

lapebbles.weebly.com



Please fill out the Evaluation and Assurances forms after the meeting.

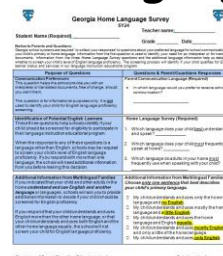
TC EVALUATION FORM

ASSURANCES FORM

These two forms are on the website. They will document that you received and reviewed the information in this newsletter during the PLC meeting.

New

Home Language Survey



This survey is distributed to all Kindergarten students and **NEW enrolling students to Telfair County**. There is a decision making process with this form, and Ms. White will inform everyone involved if the student will be tested for ESOL (English Speakers of Other Languages).

1. Completed surveys should be turned in at the main office at the school where the student attends. Ms. White will pick up the surveys from the office.
2. All surveys need to be reviewed by Ms. Laurie White to determine if a student needs to be screened.
3. After they are reviewed, the original surveys for Kindergarten will be returned to the teacher and the teacher will put them in the student's permanent record. All original surveys for new enrolling students will be placed in the students permanent record by Ms. White.

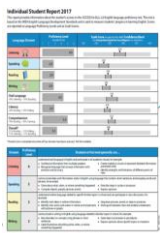

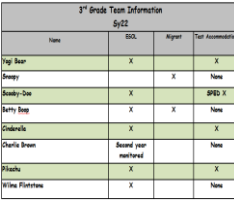


3. ESOL/Migrant Program Information

- Communicate with the ESOL teacher regarding the ESOL student's progress and class assignments.
- Collaborate with the ESOL teacher in assignment of Progress Report proficiencies and/or report card grades.
- Modify tests and assignments as needed and appropriate.
- Delivery models: ESOL—Pull out and Push in/ Migrant—Push in when possible.
- Ms. White's Schedule: Monday and Friday -- **Migrant**
Tuesday- Thursday-- **ESOL**
- **PLEASE SHARE YOUR LESSON PLANS WITH Ms. White—OnCourse & Google Sheets**
- **PARENT MEETINGS:**
***Please invite Ms. White to ALL ESOL and Migrant parent meetings.** I will do my very best to make the meetings. I will inform the meeting leader if I will not be able to attend.
This Includes: RTI, IEP, 504, EIP, & behavior meetings.
***Mrs. Zavala should be invited to any meetings with parents who have language barriers.

4. Accommodations

- Ms. White will distribute the ESOL team folders the first week of school. **TEAM LEADERS WILL PASS THEM OUT TO THE TEACHERS:**
These folders will include: Active ESOL & Migrant List, Student Access Score Reports, Testing Accommodations chart, and ACCESS Score Reports

1.  2.  3. 

1. Student ACCESS Score reports---Overall Proficiency Level score is used for assessing student's progress with their language acquisition.

2. Accommodations Chart---Accommodations are used in classroom and testing if the student's score deems it necessary. **IF ACCOMMODATIONS ARE USED ON TESTING--- ACCOMMODATIONS MUST BE USED IN THE CLASSROOM AS WELL. (GADOE Guidance Rules.)**
*****ACCOMMODATIONS ARE NOT OPTIONAL!**

The ESOL program has accommodation documentation (ESOL Testing Participation Committee Form) that is kept in the student's permanent record.

3. Team Information Chart---This chart has students listed that are served in the ESOL and/or the Migrant program. This chart will inform the teacher at the beginning of the school year whether the student gets accommodations or not. The Migrant Program does not allow accommodations. The student has to be ESOL only or ESOL and Migrant for that student to qualify for accommodations.

WIDA Performance Definitions
In the given level of English language proficiency, English language learners will process, understand, produce, or use:

6- Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content area at grade level • a variety of sentence lengths of varying lengths, complexity in extended oral or written discourse as required by the specified grade level • and/or written communication in English appropriate to English-proficiency peers
5- Bridging	<ul style="list-style-type: none"> • specialized or technical language of the content area • a variety of sentence lengths of varying lengths, complexity in extended oral or written discourse, including notes, reports or essays • and/or written language approaching comparability in that of English-proficiency peers when presented with grade-level material
4- Expanding	<ul style="list-style-type: none"> • specific and some technical language of the content area • a variety of sentence lengths of varying lengths, complexity in oral discourse or multiple related sentences or paragraphs • and/or written language with technical, philosophical, scientific, or literary content that do not impede the overall meaning of the communication when presented with oral or written contextual discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> • general and some specific language of the content area • supported sentences in oral instruction or written paragraphs • and/or written language with philosophical, scientific, or literary content that may impede the communication, but create enough of its meaning when presented with oral or written, narrative or expository discourse with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> • general language related to the content area • phrases or short sentences • and/or written language with philosophical, scientific, or literary content that often impede the meaning of the communication when presented with oral or multiple oral prompts, directions, questions or a series of statements with sensory, graphic or interactive support
1- Emerging	<ul style="list-style-type: none"> • general or specific representation of the language of the content area • words, phrases or chunks of language when presented with one-step commands, directions, "W" (what) or "yes/no" questions or statements with sensory, graphic or interactive support • and/or language with philosophical, scientific, or literary content that often impede meaning when presented with basic oral prompts, directions, questions, or simple statements with sensory, graphic or interactive support

WIDA Performance Definitions correspond with the student's Overall Proficiency Level. The levels are their Language Level NOT their Grade Level.
This chart is available for download on my website.

WIDA ACCESS Testing

Thank you so much for a wonderful SY23 Testing Year!!!!
Eleven students EXITED the ESOL program in SY23!

ACCESS Testing Window for SY24
1/10/24-3/1/24

Listening & Reading
Approximately 2 hours

Speaking-Each Student Tested Individually

45 minutes to 1 hour

Writing

60 -90 minutes

Tested in Grade Level groups

Tests to Administer

1 student= 4 tests

37 students= 148 tests

ACCESS is a state-mandated assessment, and must be administered during the testing window. A testing schedule will be provided to each teacher. Please try to avoid administering weekly classroom tests on the day of your ESOL students' ACCESS tests.

If changes need to be made to the testing schedule, please be flexible.

5. WIDA Standards GADOE website Inspire.



<https://www.youtube.com/watch?v=67827K2Msus>

*WIDA ELD Standards
Now available on Inspire—these standards are used for ESOL students and are now correlated with specific standards.*

<https://inspire.gadoe.org/>

- Go to GADOE Inspire
- Click on the standard you want for your subject
- Click on the Standard you want to teach
- On the right look for ELD standards
- Click on that ELD standard and it will give you that information
- They are still working on the website, so it may be some time before you see ELD standards attached to your course standard.

English Language Arts - Georgia Standards of Excellence

WIDA English Language Development Standard

Language Expectations by WIDA ELD Standard Statements

- ELD Standard 1: Language for Social and Instructional Purposes
- ELD Standard 2: Language for Language Arts
- Kindergarten
- Grade 1
 - ELD-LA.1.Narrate.Interpretive Multilingual learners will interpret informational texts in language arts by
 - Identifying main topic and/or entity and key details
 - Asking and answering questions about descriptions of attributes and characteristics
 - Identifying word choices in relation to topic or content area
- Grade 2-3
- Grade 4-5

WIDA NEW STANDARDS FRAMEWORK RESOURCES

WIDA--World-Class Instructional Design and Assessment
WIDA is a multi-state consortium focused on academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research, and professional development for educators. The WIDA ELD standards promote academic language proficiency in four content areas--listening, speaking, reading, and writing.

QUICK REFERENCE GUIDE TO THE NEW 2020 STANDARDS

CAN DO DESCRIPTORS--KEY USES EDITION

Can Do Descriptors and resources for the WIDA Standards are on page 2 of my website, along with many resources for accommodations.



Friendly Reminder:

Please fill out the Evaluation and Assurances forms after the meeting.

TC EVALUATION FORM

ASSURANCES FORM

*Thank you so much for working with me!!
Contact me if you have any questions!*

This free Microsoft word template is created by <http://www.worddraw.com>

Contact Information

Email: lawhite@telfairschools.org

Phone 386-212-6433

Website: <http://lapebbles.weebly.com>