



EL Students and Supports September 2020

The following are the classes, programs, and supports provided to EL students that have been adapted to virtual, blended, and in-person learning.

Courses

SEMESTER 1

- **ESL 10 and ESL 11/12 Course:** This course is designed for all new and returning 10th, 11th, and 12th grade English learners. This course is co-seated to ensure all EL students have access to an ESL class this semester that allows for daily check-ins, continued English acquisition, and time to work on assignments in other classes.
 - **Daily check-ins:** Check-ins in this class identifies students in need of support, students with attendance challenges, and students who are moving as expected. Based on the check-ins, the ESL Coordinator can identify the needs of the students more effectively and contact the family, Social Workers, and other stakeholders for support.
 - **English acquisition:** Much of this class time is dedicated to continuing to increase English proficiency. Students in this class are at varying levels of acquisition, requiring programs that are easily modified and self-paced. Students use Language Tree Online, English Central, and Scholastic Action magazine. These programs can and are expected to also be used outside of class time for autonomous learning.
 - **Help for other classes:** This course has dedicated time to complete assignments for other classes. This is generally the last 30 minutes of class once students have finished their ESL assignment for the day. This time is adapted to individual and small group needs. Additionally, when students need to complete assignments, tests, etc., teachers will often communicate this with the ESL Coordinator who then, assigns the students this work to be completed during this time. This also allows the students to have assistance on work for other classes as needed.
- **English Elective:** This course is for all new arrivers and 9th grade ESL students. This course is like the ESL class described above, with the main differences being an increased amount of support to students, lower levels of English proficiency, and increased amounts of help needed in other classes.
 - **Daily check-ins:** The focus this year has been to teach the students how to use a computer through the computer, and how to use applications such as Chrome, Gmail, Google calendar, Schoology, and other curricular programs. A daily log is maintained of

who is coming to class, who is participating, and who is having tech issues. The needs of the students are communicated to the appropriate department if necessary.

- **English acquisition:** Many of these students are at the beginner level of English. English Tree Online is used as a diagnostic test to indicate individual English language levels. Students work through the most basic modules to learn English. They dedicate time to work outside of class as well.
- **Help for other classes:** This time is used to work individually or in small groups on assignments for other classes, mainly focusing on Pre-Algebra, World Geography, and Health during the first semester.
- **Physical Science ESL:** This is the Freshman Science credit for 9th grade EL students at the beginning or low-intermediate level of English proficiency. This class is taught according to LA state Science standards, using the Savvas Physical Science curriculum. The class has modified pacing to allow for extra time to focus on scientific vocabulary and to break down concepts into smaller daily objectives while remaining on-level with state standards. Additionally, this class requires Math skills in the Physics units that align closely with skills required in Algebra and therefore allows for reinforcement of those skills.

SEMESTER 2-

- **ESL 2 and ESL 3:** This class includes students that need continued ESL class support from the cohort in ESL 10 and ESL 11/12. Those students that demonstrate a need for continued support in academics, socioemotional well-being, attendance, discipline, and/or English acquisition will remain in ESL class to receive those supports.
- **ESL 9:** This class includes the same cohort of students from English Elective in Semester 1 and will be a continuation of check-ins, language acquisition, and support for other classes. As students' progress in their English levels and basic skills, they will continue to Level 2 of Language Tree Online and will be introduced to English Central and Scholastic Action.
- **English I ESL:** This is a core credit class that allows beginning and low proficiency students to begin accessing the 9th grade ELA curriculum. Louisiana has stated that it is necessary for students to have immediate exposure to an on-level ELA curriculum regardless of their language proficiency, reading, or writing level. The 9th-grade HMH curriculum is followed with little to no skipping of assignments or texts. However, the pace is much slower and there are several scaffolds and modifications provided to allow students to access and discover deeper meaning and analysis of the text.
- **Native Spanish 3 and 4:** In addition to ESL classes, IHSNO also provides Native Spanish classes for beginning and low proficiency ELs. This course allows students to continue to build literacy in



their native language, which is beneficial both academically, culturally, and emotionally. At IHSNO, we communicate to these students that it is imperative that they acquire English as quickly as possible, but not be forced to stop developing high-level thinking and literacy skills in their native language. It also allows them to be interconnected as a community and with their culture during the difficult acclimation to a new country, language, and school system. Finally, this allows students to either continue to IB Spanish SL course as Juniors or explore a third language when they feel more comfortable with English in 11th grade.

Programs

- **Language Tree Online English Language Development Program:** Language Tree is a highly recommended and accredited online resource for instruction and support of new arrivals, beginning, and intermediate ELs at the high school level. The program effectively supplements in-class ELD/ELA instruction by helping teachers better understand the specific literacy gaps of their English learners by beginning with a standards-based diagnostic assessment. It also provides personalized one-on-one standards-based online instruction and classroom activities to reinforce skills critical for academic success based on Diagnostic Test results and at an appropriate level for individual students.
- **English Central:** English Central is a leading provider of online English practice and has Academic English programs that start at the most basic level and move towards full fluency. Courses include engaging YouTube videos, focused vocabulary practice, and online speaking practice with feedback on how to improve pronunciation. This program also allows students to practice speaking, even when they are at home during virtual learning. No matter when students arrive, they can begin working at their appropriate level and advance through the set sequence at their own pace. English Central is used in all ESL classes.
- **Scholastic Action:** Action is designed to support challenging ELA standards with authentic texts that help students in reading, writing, speaking, and listening, and language domains. Articles range from a 5th to 8th-grade reading level and are designed to engage secondary level students. Reading and exercises support specific Common Core ELA standards. Action provides a rich array of tools to support the EL students in the classroom, including vocabulary slideshows with visual and audio pronunciation, questions crafted specifically for ELs, articles at three different Lexile levels for differentiation, engaging videos, and text to speech options. The lessons allow students to continue to acquire academic English while simultaneously practicing ELA Common Core standards and filling knowledge gaps in content areas including ELA, Science, and Social Studies. Action magazine is used in all ESL classes.
- **Savvas Realize Physical Science Online Text and Curriculum:** Savvas Realize is an online curriculum that includes a Teacher book, student books, student workbooks, quizzes, and



assessments in both English and Spanish. The program provides a scope and sequence and materials for Physical Science that is vertically aligned to the other Science classes to which ELs will matriculate.

- **HMH Collections:** HMH is the tier 1 ELA curriculum adopted by IHSNO that is used for English I ESL class. It is imperative that students are exposed to the on-level curriculum within their first year to familiarize themselves with the content. HMH provides specific EL supports.

Student and Teacher Supports

- **Tulane Tutoring:** Tulane tutoring is a well-established program that has continued to help ELs stay on track with grades. Tulane students tutor IHSNO EL students to acquire their required service-learning hours through the Tulane Service-Learning Department and Hispanic Studies class. Tutors are helping students with both content and technology. Tutors are matched with students based on tutors' academic interests and students' academic needs.
- **EL Accommodations:** All EL students receive accommodations offered through the LDOE outlined in the State Checklist [here](#). Students receive extra time on assignments and tests, word to word dictionaries on assignments and tests, and modified or shortened assignments and tests on an as needed basis according to individual levels and needs. IHSNO teachers analyze student levels, previous work, and individual levels to determine what accommodations students will receive. This ensures students who need accommodations are receiving them, and students who do not need accommodations are being challenged to work on level with their peers.
- **Teacher and Department Collaboration:** IHSNO faculty and staff have adopted the very important and inclusive framework that all teachers are ESL teachers and all faculty and staff are responsible for the academic achievement, support, and well-being of ELs. As such, there is a well-established communication system between departments/teachers and the ESL Coordinator. The collaboration covers ideas for modifying assignments and assessments, providing scaffolding, creating plans for extra time and extra help especially with missing assignments, identifying individual student needs and plans, communicating with families, communicating with students, and a myriad of other support needs that arise.
- **Progress Report and Report Card Check-Ins:** Another long-established procedure in the ESL department is tri-weekly grade check-ins when progress reports and report cards are released. After students complete a reflection form, they meet individually with the ESL Coordinator to review grades and missing assignments and to create an action plan to complete missing assignments. Constant monitoring of grades and teaching students to self-monitor and maintain progress has been the most effective procedure for matriculating and eventually graduating students.