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Special points of interest:

- ◆ Program Annual Notification
- ◆ Portfolio Guidance
- ◆ ELL Goals 2014-15
- ◆ Links to ELL Information

*Tell me and I'll forget.
Show me and I may
not remember.
Involve me and I'll
understand.*

Native American Saying

Welcome back message...

Dear ELL Staff,
It is our great pleasure to welcome you to the 2014-2015 school year. I hope that your summer has been filled with fun family activities and relaxation. How quickly summer ends and we are now readily preparing for the start of another school year. This is always an exciting time of the year! We excitedly await welcoming our students and sharing stories and memories that have occurred during the summer break. I also would like to take this opportunity to thank many of you for helping out at the Summer Enrichment program, Parent Academy this summer. Our ELLs and their parents really enjoyed and appreciated the opportunities.

Some of you even took time out to attend Our Kids, Sheltered Instruction workshops, or helped train teachers over the summer. I sincerely appreciate your commitment as a life-long learner. Our challenge is to embrace and assure that our English language learners are properly prepared to meet the academic rigor necessary for their success, but we also strive to help them; especially with the newly arrived students, acculturate into a new environment. We have set some goals for the program and we challenge you to work together with us to meet the expected goals and fulfill our program's vision for the school year 2014-15.

Our district depends on parents and the community to collaborate, encourage and be involved in the education of students and to support the achievement of district's goals. As a program, we are committed to developing relationships with language minority communities to achieve these goals.

I am excited to have Cecilia and Cindra

on the support team as ELL curriculum coordinators. With their well of personal experiences and knowledge on English language learning and development, they will help us move our program's achievement forward.

We are all honored to be a part of this team of exceptional educators who are committed to the academic, social, and emotional success and well-being of every English language learner. We are here to serve and support you and your work. Please feel free to share your thoughts, questions or concerns about the program and our work to support you. Again, welcome and we look forward to serving and supporting you this school year.

Go ELL!

Sincerely

ELL Central Office Staff

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2014-15 ELL STAFF ROSTER

Bilingual Outreach Workers' Schedule

Annual Program Notification Letter

We are required to send an annual notification letter to all parents/guardians to inform them of their child's continued participation in the ELL program. The letter shares information about past ELDA scores, current levels of Math and Reading proficiency, and informs parents that their child will take the I-ELDA assessment for language development.

What you need to do:

- ⇒ Print the letter from SharePoint: [Annual Notification Letter](#)
- ⇒ Make copies for each ELL student on your school roster: [Monthly Roster in August](#)
- ⇒ Complete individual student information on each letter.
- ⇒ Make a copy of each student's letter and place this copy in student ELL portfolios.
- ⇒ Send the letters home with students.

Notes:

- These letters need to be sent home with students within the first 14 school days of the school year. They do not need to be returned to the school. The copy in students' portfolios is our evidence that letters were sent home to parents/guardians.
- You are encouraged to enlist the help of your BCOW to get these letters out to families.
- This notification is translated into seven major languages: [Annual Notification in Languages](#)

Meet Our New ELL Staff

Elementary ELL

Betsy DeBruin (Capitol View) from Colorado

Cynthia Bolar (Carver) from Monroe

Suzy Jones (King) New

Scott Hammonds (Madison) from Monroe

Kelly Militello (Moulton) from Scavo

Susan Stringer (Morris) New

Julie Vitek (Willard) from Willard

Lisa Wall (Findley/Samuelson) from Samuelson

Middle School

Lauren McCool (Merrill) New

Noemi Mendez (Harding) from McKinley

Todd Polansky (Hoyt) New

Ann Wilburn (Weeks) from Kansas

High School

Kate Oliver (Lincoln) back from Kofu Exchange

David Gatto (Roosevelt/Scavo) New

BCOW

Vanessa Avalos (Capitol View) Spanish

PORTFOLIO.....PORTFOLIO!

And we are required to do so.....Please follow the following direction for maintaining, transferring, returning and picking up your students' portfolios:

- ◆ Make sure they have an ELL portfolio for each ELL student on your school's roster. (you may not have all of them due to the mobility or transfer of school during the summer)
- ◆ Transfer all last year's 5th and 8th grade student portfolios to their new school. Please use the following links to find their new school and send them as soon as possible.
 - [Incoming 6 & 9 Graders](#)
- ◆ Return all students' portfolios that have graduated, exit, dropped, moved out of the district, etc. to the Placement Center for documentation.
- ◆ Pick up your new enrolled ELL's portfolios from the Placement Center.

Do not forget that BCOW can also support you with this work and we need to get it done by Friday, August 29.

- **ALL ELL STAFF MEMBERS MUST READ AND BE FAMILIAR WITH THE [LAU PLAN \(ELL GUIDE\)](#).**
- **BCOW MUST BEGIN TO USE THE COMMUNICATION AND TRANSLATION LOGS TO DOCUMENT ALL COMMUNICATIONS WITH PARENTS.**

Organizing k-5 ELL instructional groups

Below we have outlined some basic steps to organize your ELL groups for instruction with the Journeys ELL tab. The ELL tab in Journeys typically requires 30-45 minutes to cover daily concepts. These times align well with the LIEP (Language Instruction Educational Program).

1. Access your school ELL roster on SharePoint [ELL with Read and Language Prof in August 2014](#)
2. Create class lists (K-5) by using information on your ELL roster. [K-5 LIEP \(service model\)](#)
3. For each individual grade, organize students by ELDA levels (1-6). It is also helpful to color code your students for easier grouping. See the K-2 and 3-5 LIEP for proficiency level color codes.
4. The goal is to group students in similar language and reading proficiency levels.
5. Optimal small group numbers are 6-8 students.
6. After you have grouped students by ELDA proficiency, determine if they are/are not reading proficient, and group students by similar language and reading proficiency levels.
 - a. Check to see if any students have an IEP, since you will need to communicate with Special Education staff about group time availability. ELL students are required to have contact with ELL teachers daily, according to LIEP (Language Instruction Educational Program).
 - b. Contact time with an ELL teacher cannot be reduced and/or replaced with Special Education time.

Example: First Grade ELL Groups

| | Teacher 1 | Teacher 2 | K-2 LIEP - daily (small group w/Journeys ELL tab lessons) |
|-------------|--|--|---|
| 10:30-11:00 | Intermediates Advanced Intermediates | Intermediates Advanced Intermediates | Starting: 45-60 minutes ESL Beginning: 45-60 minutes ESL Early Intermediate: 30 minutes ESL daily |
| 11:00-11:45 | Beginners Early Intermediates | Starting | Intermediate: 30 minutes ESL daily Advanced Intermediate: 20-30 minutes ESL daily / optional monitoring Transitional: ESL support as required |

Newcomers and beginners may be grouped with students from adjacent grades to meet time requirements for ELL instruction. For example, if you do not have an entire hour to meet with a level I student, that student could have 30 minutes of ELL group time with grade level classmates, and receive 15-30 minutes in a Newcomer group.

Transitional students who are reading proficient may be monitored to ensure they continue their academic progress. A strong monitoring plan would include continual communication with classroom teachers, monitoring of grades and reading proficiency reports on Infinite Campus, as well as periodic opportunities to meet with an ELL teacher to assess language skills in all four language domains.

BUSINESS (MUST DO) ITEMS

- ⇒ Please send annual notification letters by Sept. 3. Remember to make a copy and place in student portfolios.
- ⇒ Make sure you have an ELL portfolio for each student on your roster. (Done by Aug 29)
- ⇒ Please send your daily schedules to your Curriculum Coordinator by Sept. 5, to arrange a first meeting.
 - ⇒ Elementary teachers to Cindra Porter.
 - ⇒ Secondary teachers, to Cecilia McDonald.
 - ⇒ BCOW to Laura Secory.
- ⇒ Cindra, Cecilia, Laura will make one set of staff schedules for Elizabeth.

| Date | Event |
|---------------------|---|
| August 20 | 1 st Day of School (regular schedule) |
| September 1 | No School |
| September 3 | Deadline to send out Annual Notification Letter |
| September 3 | Middle/High School PLC Secondary BCOW PLC |
| September 5 | Teacher schedules sent to Cindra or Cecilia BCOW's sent to Laura |
| September 17 | Elementary PLC |
| September 24 | CV, Moulton, RV Fall Break begins |

ELL Goals in 2014-15

Goal 1: Align ELL Instruction with Main Classroom Instruction

- ◆ Teachers will be able to define CCSS.
- ◆ Teachers will be able to explain how ELL Instruction fits into the CCSS.
- ◆ Teachers will be able to write lesson objectives that are connected to CCSS and language development needs.

Goal 2: Prepare English Learners with skills they can use to access content in the Main Classroom

- ◆ Teachers will be able to see the "bigger picture" of language skills connected to CCSS skill development.
- ◆ Teachers will be able to identify academic skill language that students will need to access outside of the ELL classroom.
- ◆ Teachers will be able to differentiate language instruction to meet academic and language development of students.

Goal 3: Introduce new Language Proficiency Standards for the state of Iowa

- ◆ Teachers will develop a better understanding of the IELC benchmarks students should meet when they enter schools.
- ◆ Teachers will be able to access the new language standards and connect current understanding of CCSS and ELL lesson plans with language proficiency standards.

Goal 4: To increase ELL Language Proficiency and Academic Achievements

- ◆ All ELL exceed the typical growth measured by the IA Assessment.
- ◆ Increase the Annual Measurable Achievement Objective I from 50.1% to 53% in 2014-15.
- ◆ Increase the Annual Measurable Achievement Objective II from 17% to 19% in 2014-15.
- ◆ Increase the Annual Measurable Achievement Objective III: 3-5 Reading from 42.7% to 45.7% and Math from 49.5% to 51.5%; 6-8 Reading from 36.79% to 39.76% and Math from 40.43% to 43.43% and I th grade Reading from 13.04% to 17% and Math from 31.06% to 34.06% in the school year 2014-15.

Goal 5: To increase the communication between homes and schools and ELL parents participation

- ◆ Increase the outreach work with the language minority communities.
- ◆ Create more learning opportunities for parents so they can have a better transition into a new society.