

OVERTON HIGH SCHOOL ESL

Faculty

Brad Scharff- Intermediate ESL Scharffmb@scsk12.org

Ryan Littman- Beginner ESL Littmanr@scsk12.org

Zachary Sherwood- High Intermediate ESL Sherwoodz@scsk12.org

Lionel Cortez- Advanced ESL Cortezl@scsk12.org

Arelene Braddock- Advanced ESL BraddockA@scsk12.org

Cassandra Morgan- Beginner ESL Morgancv@scsk12.org

Alejandra Ramirez- Bilingual Mentor Ramireza@scsk12.org




Case Load

Here is the updated ESL CaseLoad list:

https://scsk12.sharepoint.com/:x:/s/OHSStaff/ERsX-Y-1f15GmubXIMweposBnn_DDnkUpgyY-HPjps2pig?e=j6uM4q

WIDA TESTING DECISION

Parents will need to go into their Power School Portal to select if they want to take the WIDA test in March or not. WIDA test is in person and all four tests(Reading, Speaking, Listening, Writing) will be taken in 1 day. The picture below shows what parents will need to do. Please remind students to ask their parents to into power school and choose.



Parent Notification & Response- sent January 18

SCS ESL will send notification via text- leading parents to PowerSchool Parent Portal.

Madison Shivam Per

Navigation

- Optional Renewals 21-22
- 20-21 WIDA ACCESS Assessment
- Student Sign up below WIDA English Assessment. Options de aprendizaje del estudiante 2020-21
- Online Education
- 2020-21 Returning
- New Student Registration 2020-21
- Q1 Report Card

WIDA ACCESS is the state and federally mandated assessment for all English Learners. The assessment must be administered inside the school building.

The District will have appropriate health and safety protocols in place, including required masks for all students and staff and social distancing for all test-takers.

Please choose one:

I agree that my child can take WIDA ACCESS for one day inside the school building on the date my school designates we do so.

My child will not be taking the WIDA ACCESS this year due to my concerns around COVID-19. I understand that if my child does not participate, he/she will remain an English Learner until taking the WIDA ACCESS in the spring of 2022.

If your child will be taking the test in school, **please let us know if District transportation will be needed** to get your child to and from school.

Please note, transportation can only be provided for students who reside **outside of the Parent Responsibility Zone (PRZ)** (beyond 1.5 miles for elementary & beyond 2 miles for middle/high).

We live in the Parent Responsibility Zone (PRZ). I (or a family member) will bring my child to school on the test date my school provided to me.

My child currently receives District transportation for in-person learning and will ride the bus to and from school on test day.

My child is currently learning virtually and lives beyond the Parent Responsibility Zone (PRZ). He/she will need District transportation on test day

ELlevation Progress Monitoring Sight

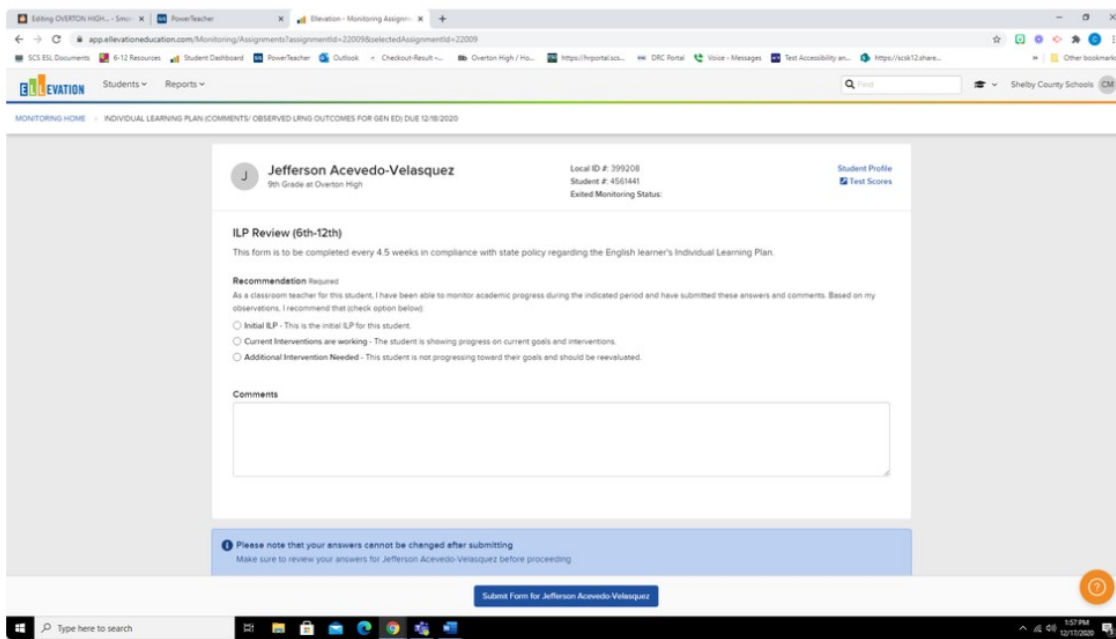
 **Ellevation Education...**

ellevationeducation.com

The only web-based software platform specifically designed for EL educators and the English Learners they serve.

Monitoring forms due 2/4, 3/10, 4/9, 5/12

Every 4.2 weeks core content teachers will need to be on the look out for an email from elevation to fill out a Monitoring form for their ESL kids. The form will look like the one in the picture.



Resources to help with Accomodations

How to help ELLs in the classroom

- Speak more clearly/slowly
- Keep sentences short
- Pictures, photographs, graphs, maps, charts, drawings, and objects to accompany your discussion
- Use gestures, charts, songs, etc.
- Provide a model process: (As you discuss the process of water taking on the form of ice -- show or draw a model of this process, as you describe it)
- Have growth mindset
- Build background knowledge and make it relevant to their lives (Don't make assumptions!)
- Provide opportunities for language practice (small group cooperative learning, think-pair-share, numbered heads)

How do I modify and accommodate for ELLs??

- provide word bank
- limit questions/ reduce answer choices
- Small group testing
- Read alouds
- Extended time
- prewriting/scaffolding
- Reduce # of objectives & key concepts.
- Focus on 2-3 key ideas
- Provide visuals such as graphic organizers: diagrams, timelines, story maps
- Provide hands-on activities, demonstrations
- Reduce amount of required reading and writing according to ELL's needs.
- Provide a study guide or notes before beginning the unit.
- Have non or very limited English ELLs consult a picture dictionary of content and high frequency words from the unit.
- Make connections to students' background
- Reducing homework

What Teachers "CAN DO": Linguistic Accommodations for Scaffolding Instruction

	Level 1	Level 2	Level 3	Level 4	Level 5
RECEIVING	• Use gestures, pictures, and objects to support instruction.	• Use simple, direct language.	• Use simple, direct language.	• Use simple, direct language.	• Use simple, direct language.
COMPREHENDING	• Use simple, direct language.	• Use simple, direct language.	• Use simple, direct language.	• Use simple, direct language.	• Use simple, direct language.
EXPRESSING	• Use simple, direct language.	• Use simple, direct language.	• Use simple, direct language.	• Use simple, direct language.	• Use simple, direct language.
CONNECTING	• Use simple, direct language.	• Use simple, direct language.	• Use simple, direct language.	• Use simple, direct language.	• Use simple, direct language.

How To Help ELL's in Classroom

Tips on how to work with ELL kids.

How do I Modify for ELL kids

Tips on how to modify work.

Teacher Can do statements

Lets you know what you can do for each ELL student at their level.

RESOURCES

The link below will take you to more ESL resources that will help you better server your ELL students.

[Sign in to your accou...](#)

scsk12.sharepoint.com

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Can understand and respond to simple spoken directions and questions.	Can understand and respond to simple spoken directions and questions.	Can understand and respond to simple spoken directions and questions.	Can understand and respond to simple spoken directions and questions.	Can understand and respond to simple spoken directions and questions.
READING	Can understand and respond to simple written directions and questions.	Can understand and respond to simple written directions and questions.	Can understand and respond to simple written directions and questions.	Can understand and respond to simple written directions and questions.	Can understand and respond to simple written directions and questions.
WRITING	Can understand and respond to simple written directions and questions.	Can understand and respond to simple written directions and questions.	Can understand and respond to simple written directions and questions.	Can understand and respond to simple written directions and questions.	Can understand and respond to simple written directions and questions.
Speaking (3 years)					
Reading (3 years)					
Writing (3 years)					

Quarter 2 Documentation for Failing Students

ESL board Department will be looking for work samples highlighting how accommodations and scaffolds were used to support students. Some simple accommodations you can use are: **Odds/Events**, Depending on their **WIDA Level** make them write that many paragraphs(**Level 1-1 paragraph, Level 2- 2 paragraphs** ect.), **Modified grading**.

You will upload the documents into folders located in teams labeled with that child's name. Each student is located inside their **Case Person's Folder**. Below you will find that **link** which will take you to the Special Population Folders in Teams. There you will click **ELL Evidence Folder** then you will see all the ESL teachers name, you will need to know whose case load that child is on. If you **do not know** please click on the **caseload spreadsheet**. Look for the student and it will tell you his case load person.

Folders to upload documentation


 **Microsoft Teams**

teams.microsoft.com



Overton High School

 1770 Lanier Lane, Memphis, T...

 morgancv@scsk12.org

