

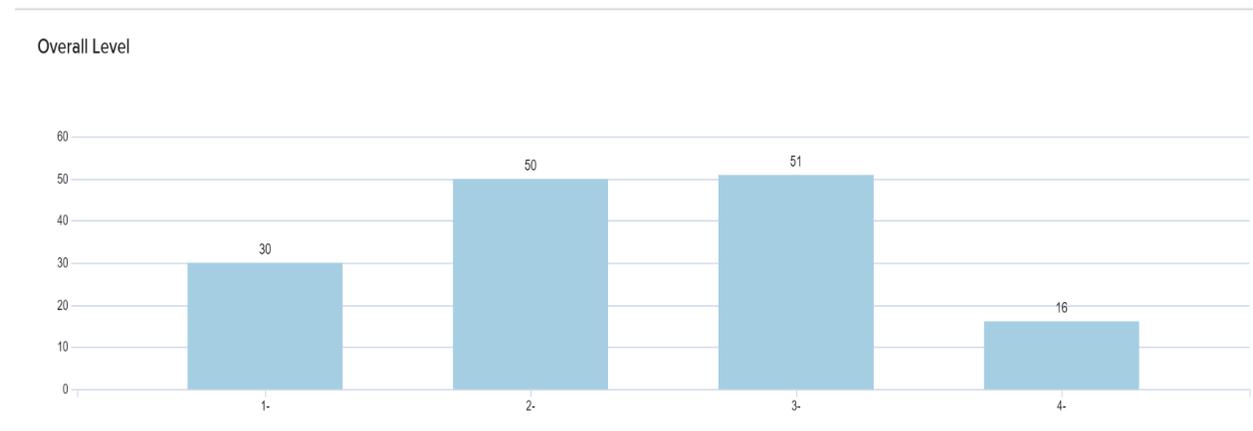


Ben F. Kolb Middle School English Learner Plan

2021-2022 School Year

EL Demographics

Kolb is currently serving 149 English Learners. A total of 30 Language Proficiency level 1, 50 level 2, 51 level 3 and 16 level 4. The goal is to support students to increase their level proficiency by 1 level and increase Reclassification rates by 5%. Historically, if students don't receive the provisions they need to reclassify, they remain long term English Learners. The Global Pandemic and distance learning have greatly affected our English Learners. It is evident in attendance, engagement, and academics.



Number of ELs by language: Spanish 119, Assyrian 1, Cambodian 1, Tagalog 2, Arabic 1, Vietnamese 1, Other 1

Student Population: 936 English Learners: 149

6th Grade	7th Grade	8th Grade
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38	59	52

Goals

1. Increase Literacy and numeracy
2. Increase college and career readiness
3. Provide weekly SEL lessons and supports
4. Increase reclassification rates

Specifications

1. We will increase numeracy and literacy through intensive interventions, teacher professional development, and after school tutoring.
2. We will increase college and career readiness by using the Naviance platform where students can assess and develop their college and career interests and goals.
3. We will use Project Wisdom weekly SEL lessons, daily quotes, and schoolwide PBIS expectations.
4. We will monitor students quarterly and help them set goals for reclassification.

English Learner Roadmap Principles

I. Assets-Oriented and Needs-Responsive Schools

Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

II. Intellectual Quality of Instruction and Meaningful Access

English Learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and scaffolding. English Learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

III. System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, preschool) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English Learners and their communities, and utilize valid assessments and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English Learners.

IV. Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster skills, language(s), literacy and knowledge for students needed for college-and career -readiness and participation in a global, diverse multilingual 21st century world.

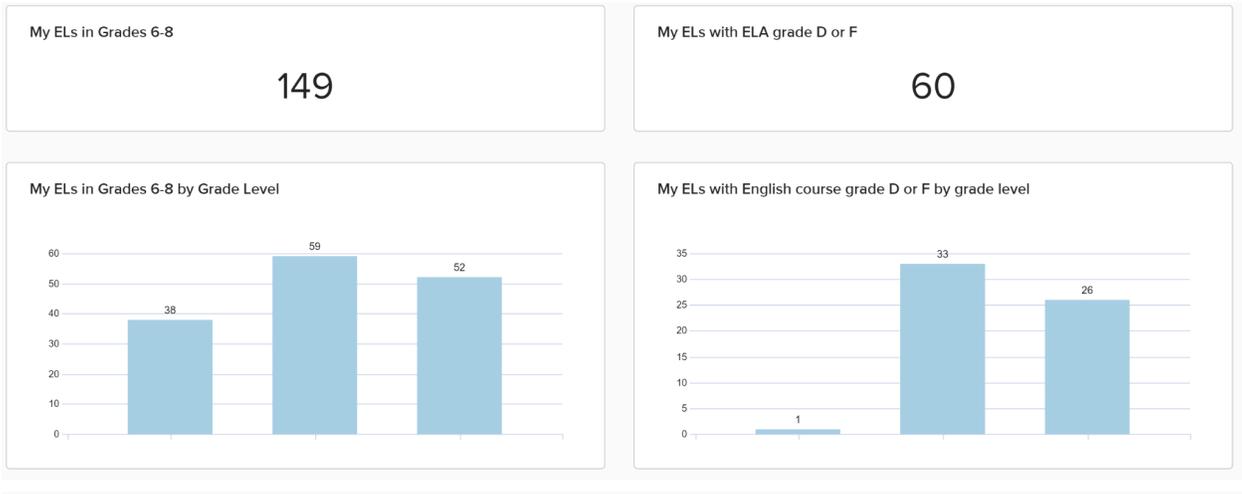
Disaggregated Data

Generally speaking, reclassified students are outperforming all other students. Current English learners, whether newcomers or LTELs, are being outperformed by all other subgroups overall. ELs generally do better in math than they do in English Language Arts. This is based on grades, iReady results, and CAASPP scores.

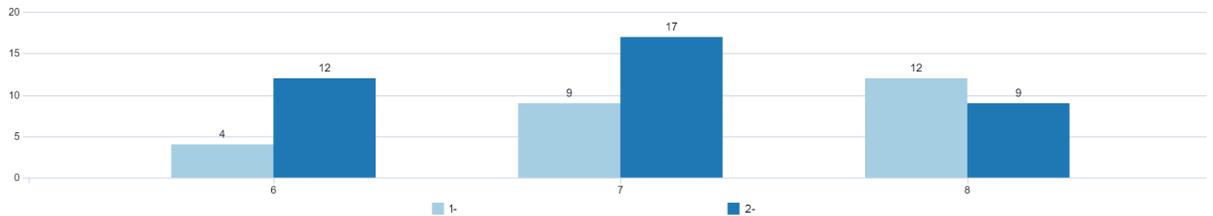
I. Data used to determine if English Learners are making progress toward English language proficiency and reclassification

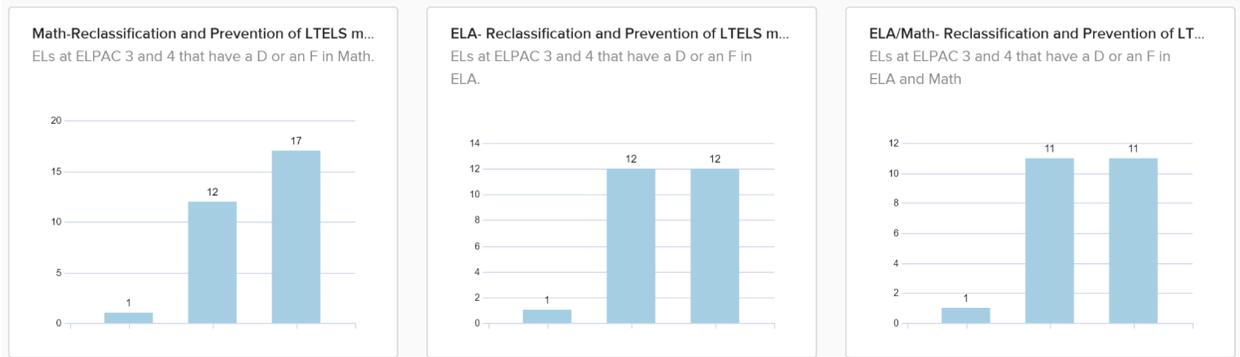
- a. ELPAC scores
- b. iReady scores in Reading OR CAASPP scores in ELA
- c. Grades in English and Math classes

English Learners Progress is Monitored at Kolb by the ELlevation data information portal as well as the PanoramaEd Student Success portal to include SEL survey results. These portals inform us of students' academic, attendance, behavioral and SEL survey results. EL students receiving D/F in ELA (60 out of 149 students) are at a higher rate than the rest of the student population receiving D/F in ELA (59 out of 787).



LTEs with ELPAC Level 1 or 2
Middle school LTEs with ELPAC levels 1 or 2.





Welcoming & Inducting New Students & Parents

The school welcomes new English Learners by having them meet with their counselor and are given a tour of the school as well as introduced to their new teachers. Our strategy currently in place for parents to know what their role is in being the parent of an English Learner is to invite them to get involved in ELAC. When students are enrolled in the school and classes are assigned by the counselor, teachers are notified by the counselor that they are receiving a newcomer English learner or LTEL.

Parent Engagement:

How parents are encouraged to attend English Learner Advisory Committee meetings

- Flyers/announcements are posted on school doors/windows/digital sign outside
- Social Media and school website have flyers posted digitally and on PeachJar
- BlackBoard phone calls are sent out
- Parents are called personally to be invited
- Invites sent via Remind App

Trainings offered to parents through ELAC

- Committee roles and responsibilities
- Reclassification criteria
- Use of ParentVue and Google Classroom
- Bullying and Nurturing Parenting classes.

Equity & Access

I. Academic Programs that are available to English Learners at our school site

1. ELD I
2. Middle School College and Career Prep (Elective)
3. AVID for those who meet the requirements

II. Ensuring equitable access for English Learners to advanced instructional programs

- a. Building academic vocabulary
- b. Use of visuals to represent learning
- c. Use of language objectives to guide learning opportunities
- d. Oral language practice
- e. Use of supplemental instructional materials/curriculum
- f. Use of digital platforms to make content comprehensible (BrainPop ELL, NearPod, Blooket, etc.)

III. Steps taken when English Learners are not making progress

- a. Teachers write a plan of intervention
- b. Teachers offer after school tutoring and/or support
- c. An RFA is submitted if students are in need of social-emotional support

Social Emotional Needs

I. S.E.L. supports Kolb has in place to support English Learners

- Be F.R.E.S.H. SEL training- strategies for building wellness and relationships.
- Weekly PBIS lessons taught by teachers to all students through Project Wisdom.

Staffing and Professional Development

I. Kolb Middle School provides professional development opportunities for

teachers to improve their instructional practices and expertise in teaching English learners.

- EL Shadowing
- SIOP/SDAIE strategies
- Language Objectives training

Funding

Title I (including Title I: Parent Involvement), EL Supplemental, and Extended Learning Opportunity funds are used to provide:

- Site funds are used for supplemental instructional materials and supplies
- Teacher professional development
- Parent involvement/training/workshops
- Child care, if needed

Other

Other actions Kolb puts in place to assist E.L.'s in making academic progress

- Reaching out to parents regarding student attendance.
- Create & Distribute a quarterly newsletter send to all EL Parents that includes
 - How can My child Reclassify
 - Highlight students who have Reclassified
 - Services provided by the school
 - Pictures with contact information of our site S.E.L.F. and Administrators
 - Welcoming & Inviting parents to our ELAC meetings.

ACTION TEAM: Mrs. Garcia, Mrs. Smith, Mr. Nava, Mr. Uy, Mrs. Ross, Mrs. Torres, Mrs. Alba

The action team will meet once a month to monitor progress of English Learners.

Action	Responsible	When
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Attendance- will be monitored to help identify potential barriers students might experience accessing their education.	Mrs. Torres, Attendance Clerk	Every Monday
Communication- Google meets, phone calls, in-person meetings will be held in a language parents can understand. Ensure families have access to information in the language they can understand.	Mrs. Garcia, Asst Principal Mrs. Smith, ELA Coach Translator	Scheduled when needed
School Advisory Committees- Kolb will conduct five ELAC meetings during the 2021-2022 school year. Parents will be invited to engage in conversations regarding school planning.	Mrs. Garcia, Asst Principal Mrs. Smith, ELA Coach	A minimum of 5 times per year
Professional Development- Teachers will receive professional development on the EL Roadmap, language objectives, and EL/reclassification monitoring.	Mrs. Garcia, Asst Principal Mrs. Smith, ELA Coach	TBD
ELD- Designated ELD instruction will be provided for newcomer students who are 3 years or less in the US. Integrated ELD instruction will be provided for long-term ELs (4 years or more) in mainstream classes.	Teachers	Monday-Friday
Intervention- Students that receive a poor progress report will be provided interventions/ support.	Mrs. Garcia, Asst Principal Mrs. Smith, ELA Coach Teachers	Summer Session Student Support hour
First Instruction- Teachers will provide rigorous initial instruction with scaffolds to support the different language proficiency levels.	Teachers Mrs. Smith, ELA Coach to support teachers with strategies	Every day
Instructional Materials- Students will be provided with the learning tools that they will need in order to be successful.	Teachers, Administrator, Project Clerk	In classroom

White boards, dry erase markers, pencils, paper, technology, headphones, etc.		
Conferences with students- to check on SEL and academic progress.	Teachers	SEL-Weekly Academic-Once a month
Conference with students- to determine reclassification status and set goals.	S.E.L.F.	Quarterly