ST. MARTIN PARISH

FEDERAL PROGRAMS DEPARTMENT

TITLE I SUPERVISOR

MELANIE TAYLOR

SUPPLEMENTAL SERVICES GRADES K-4, ENGLISH LEARNER PROGRAM, MIGRANT EDUCATION PROGRAM

Title I
2020-2021

IMPORTANT DATES:

Math Fair:

January 15, 2021-   St. Martinville High School

Title I Facilitator Meeting:

September 3, 2020- Federal Programs PD Lab @ 8:30 -11:30/ or Zoom

Title I Personnel Schedules Due:

September 11, 2020

Title I Binder Reviews:

Week of October 19th- 23rd

Week of February 22nd- 26th

Week of May 10th- 14th

Title I Tutoring Logs Due:

October 23, 2020

January 8, 2021

March 26, 2021

May 28, 2021

Fall Homeless and Poverty Documentation Due:
September 30, 2020

Spring Poverty Documentation Due:
February 26, 2021

Eureka Math
Teachers are strongly encouraged to follow the scope and sequence from the Louisiana Department of Education for grade specific mathematics. The Eureka curriculum has been written and designed to incorporate the Louisiana Student Standards, Math Shifts, and the eight Mathematical Practices.

SHIFTS FOR MATHEMATICS

1. **Focus:** Ensuring that instruction focuses strongly where the Standards focus
2. **Coherence: Think** across grades, and **link** to major topics within grades
3. **Rigor:** In major topics, pursue **conceptual understanding,** procedural skill and **fluency,** and **application** with equal intensity

8 MATHEMATICAL PRACTICES

1. **Make sense of problems and persevere in solving them.**
2. **Reason abstractly and quantitatively.**
3. **Construct viable arguments and critique the reasoning of others.**
4. **Model with mathematics.**
5. **Use appropriate tools strategically.**
6. **Attend to precision.**
7. **Look for and make use of structure.**
8. **Look for and express regularity in repeated reasoning.**

Calendar Math - Pre-K daily for fifteen to twenty minutes, Kindergarten through 6th grade daily ten to fifteen minutes. (aligned to Louisiana State Standards)

Math Facts should be reviewed daily for fluency.

ELA CONTENT LITERACY STRATEGIES

Content Literacy Strategies are instructional practices that combine reading, writing, and thinking with content material from the disciplines and teach students independent strategic reading and writing processes for content area learning. These strategies are derived from sound, evidence-based principles of literacy and learning and require teacher modeling, interaction, and monitoring. One or more of these strategies should be used daily **in all content areas**.

Brainstorming	RAFT Writing
Reciprocal Teaching	DR-TA – Directed Reading-Thinking Activity
SPAWN Writing	GISTing
Split-Page Notetaking	Graphic Organizers
SQPL – Student Questions for Purposeful Learning	Learning Log
Story Chains	Opinionnaire/Anticipation Guide
Vocabulary Cards	Professor Know-It-All
Vocabulary Self-Awareness	Process Guide
Word Grid	Questioning the Author (QtA)

Kindergarten to fourth grade schools in St. Martin Parish implement the English Language Arts Louisiana Student Standards put forth by the Louisiana Department of Education. Curricula may vary at different schools but should consist of one or two of the following resources; Success For All, Journeys, American Reading Company Core, IRLA and Foundational Skills Toolkit, and Guidebooks 2.0.

Louisiana Migrant Education Program

Migrant Family Search Form

School District: St. Martin   School Name:_____

School Year: 2020-2021   Student Name:_____

Dear Parents,

In order to better serve your children's academic needs, our program wants to identify students who may qualify to receive additional educational services. **The information you provide will be kept confidential.** Please answer the following questions and return this form to your child's school.

Have you moved/traveled in the past three years in order to do agricultural/fishing work?

☐ NO   ☐ YES (Please check all that apply below & complete contact information)

Picking vegetables, fruit, pecans, hay, soybeans, sugarcane, sweet potatoes, etc.

☐

Working in a poultry farm

☐

Working in a dairy farm

☐

Working with bees/honey

☐

Working in a plant nursery, orchard, tree growing or harvesting

☐

Working with livestock such as cattle, hogs, alligator, crickets or turtle farming

☐

Working in commercial fishing, shrimping, crabbing or crawfish ponds

☐

Other similar work? Please explain:

_____

Parent (Guardian) Name:_____   Best time to contact you: _____

Telephone No._____

- -

Form Updated 5-28-20

Louisiana Migrant Education Program
Migrant Family Search Form

Distrito Escolar: <u>St. Martin</u>   Nombre de la Escuela:_____

Año escolar: <u>2020-2021</u>   Nombre del Estudiante:_____

Queridos padres,
Con el fin de atender mejor las necesidades académicas de sus hijos, nuestro programa quiere identificar a los estudiantes que pueden calificar para recibir servicios educativos adicionales. **La información que proporcione se mantendrá confidencial.** Responda las siguientes preguntas y devuelva este formulario a la escuela de su hijo.
¿Se mudó / viajó en los últimos tres años para realizar trabajos agrícolas / pesqueros?

☐ **NO**   ☐ **SI** (Por favor marque todo lo que corresponda a continuación y complete la información de contacto)

Recogiendo vegetales, fruta, nueces, heno, soya, caña de azúcar, camotes, etc.
☐

Trabajando en una granja avícola
☐

Trabajando en una granja lechera
☐

Trabajando con abejas/miel
☐

Trabajando en un vivero, huerto, cultivo o cosecha de árboles.
☐

Trabajando con animales como ganado, cerdos, lagartos, grillos o tortugas
☐

Trabajando en estanques de pesca comercial, camarones, cangrejos o fincas de crawfish
☐

Otro trabajo similar? Por favor explique:
_____

Nombre del Padre (tutor):_____   Cúal es la mejor hora para contactarle: _____

Número de teléfono._____

For District Use Only: Please return completed surveys to: melanie_taylor@saintmartinschools.org

_____ eligible for MEP   _____ not eligible for MEP

Form Updated 5-28-20

St. Martin Parish
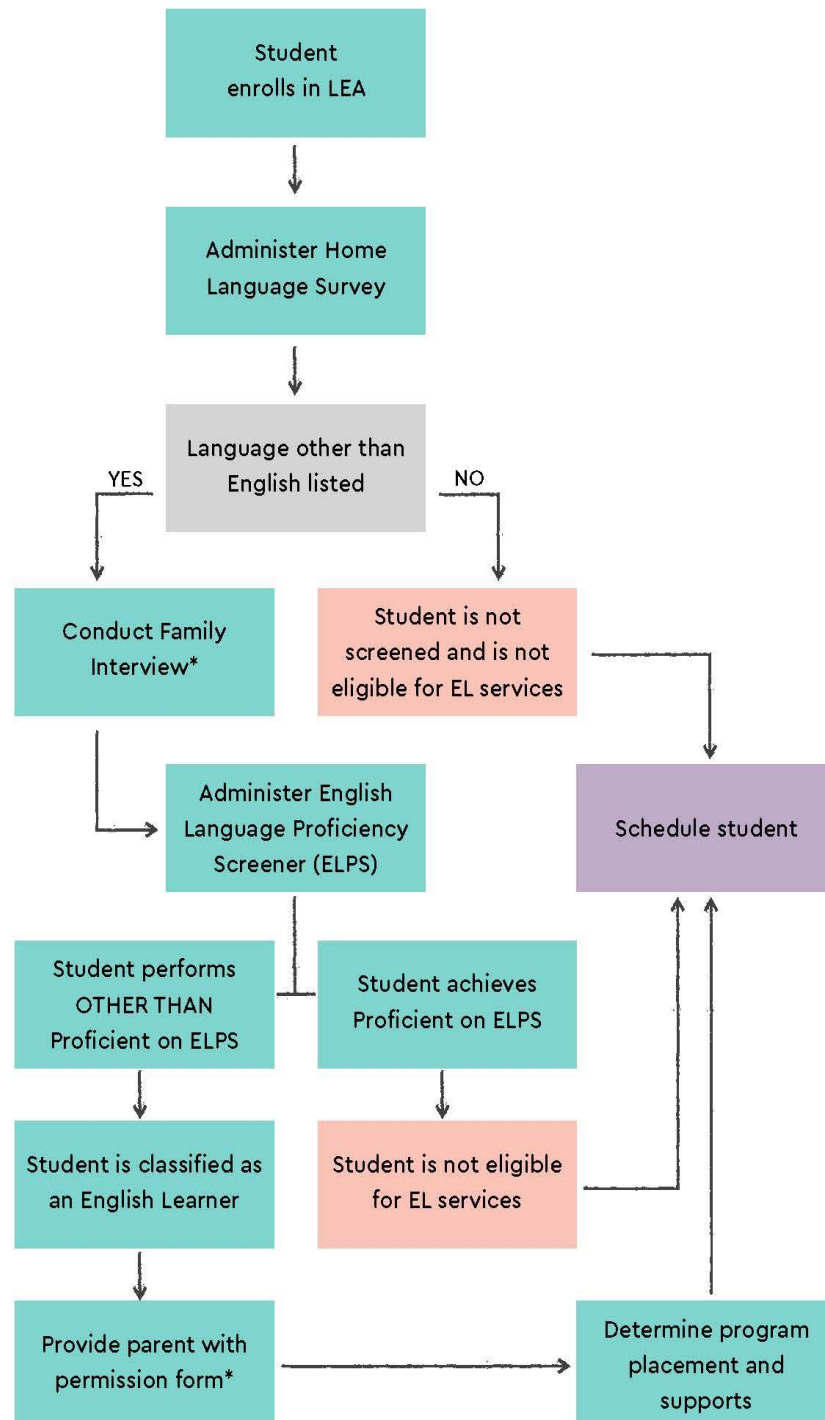# 2020-2021
Title III
English Learner Program

TITLE III
ENGLISH LEARNER (EL)
2020-2021

- EL students must be provided with meaningful access to all curricular and extra-curricular programs.
- EL students **must** be provided with classroom facilities comparable to those provided to non-EL students
- EL students must have access to qualified teachers and sufficient resources to ensure meaningful participation in the curriculum.
- Schools **must** provide information regarding policies, school activities, programs and services to parents in a language that they can understand. Translation requests can be made by contacting assigned EL Coach or district EL Supervisor, Melanie Taylor.
- Students are **not** to be used as translators or messengers for such information.
- The Home Survey on the student registration sheet **must** be filled out by every student in the district. It **must** be completed in the areas of:
    1. Birth Place
    2. Country of Origin
    3. Date of Entry to the US
    4. The language first learned by the student
    5. Language other than English spoken at home
    6. Language used most often by the student

- Any student/parent who marks that another language is spoken at home should be screened for English Language Proficiency. The LDOE approved screening tool, **English Language Proficiency Screener (ELPS)** will be used and will be administered by district EL Coaches. Once the student is registered, the school should complete the process within two weeks.
- All EL students **must** be in an approved intervention program that supports both language acquisition and academic proficiency. Interventions may include READ 180, System 44, Imagine Learning, iReady, or other computer assisted program with adult supports.
- District EL Coaches will work closely with school staff and content teachers to integrate the Connectors for English Learners for close alignment with the LA Student Standards for English. The focus will be on providing support for ELs to meaningfully engage in content area curriculum and instruction within the content area classroom. District Coaches will work with school staff to build capacity of content area teachers to engage ELs in the core content area curriculum.

ENGLISH LEARNER (EL) IDENTIFICATION FLOWCHART

This process must be completed within 30 school days of student enrolling.

Student enrolls in LEA

↓

Administer Home Language Survey

↓

Language other than English listed

YES →

Conduct Family Interview*

↓

Administer English Language Proficiency Screener (ELPS)

Student performs OTHER THAN Proficient on ELPS → Student is classified as an English Learner → Provide parent with permission form* → Determine program placement and supports

Student achieves Proficient on ELPS → Student is not eligible for EL services → Schedule student

NO → Student is not screened and is not eligible for EL services → Schedule student

DEPARTMENT of EDUCATION
Louisiana Believes

* Examples of these documents can be found in the English Learner Library or through your district's EL program director

Registration

1. Complete EL information on school registration form. School personnel must provide assistance and contact district EL Coach if translation is needed.
   a. Principal designee will assist parent/guardian in completing the registration form.
   b. Principal designee will review the registration to examine if the parent/guardian indicates if the student is an EL student.
2. Principal designee will upload into JCampus(Webpams) Doc Archives the completed *__registration form and Birth Certificate__* (*__no later than 48 hours from enrollment date__*).
3. District EL Supervisor will contact assigned district EL Coach with student information to schedule student screening. EL Coach will communicate screening results to school coordinator/counselor.

Initial Screener

- District EL Coach/Supervisor will screen the student using the ELPS (within 2 weeks after the enrollment date)
  a. If student qualifies the student will begin services. An SBLC meeting will be held to determine appropriate services for individual student according to EL Plan.
  b. SBLC must review student progress annually and ensure proper documentation on each individual (RTI process). Documentation will be maintained in WebPams and in student EL folder.

EL Student Program Requirements:

1. School Building Level Committee (SBLC) will develop an educational program to meet each child's individual need through both academic and language services.
   - SBLC will provide instructional programs which foster the child's success in core content subjects addressing current standards. In addition to core curriculum, SBLC will place EL student in an intervention program to support academic and language progress. Programs may include Read 180, System 44, Reading elective course, iReady Intervention, Imagine Learning, etc.
   - SBLC will provide teaching staff with appropriate curriculum guides along with supplementary materials and instructional methods designed to support ELs.
   - District EL Coaches will provide additional coaching supports and resources.
   - Students who are Opted-Out of EL services by parents must continue to be monitored. Students will still receive accommodations as per the EL Accommodations Plan. Students are still required to take the ELPT as well as other state assessments A copy must be kept in the student's folder and a copy sent to Melanie Taylor. A new opt-out form must be signed on a yearly basis.
   - High school instructional programs: newly arrived non-proficient English Learners will not be placed in highly language dependent courses (such as American History or advanced courses). **EL students are not to be placed in any CCRC program until after 2 consecutive semesters in high school.** The EL student must develop a degree of competency in the English language in order to succeed in advanced courses. Schedules must reflect the unique needs of the EL student.

   2. English Proficiency Assessment:
      a. EL (SPED) students will continue to take the ELPT assessment as long as they qualify for EL services. **Students Opted Out by parent MUST take state mandated English Language Proficiency Test/ELPT.**
      b. SBLC along with district staff will monitor ELPT assessments yearly to determine exit criteria for English proficiency.
      c. EL students with disabilities who are unable to meet exit criteria within a **four year or more period,** may be removed from EL student services through SBLC.

High Stakes Testing

1 All EL students will take all state mandated tests such as LEAP, EOC, ACT, Work Keys,   etc., in addition to the state mandated English Language Proficiency Test (ELPT).

2. During high stakes testing, the accommodations cannot be different from accommodations used in the classrooms during instruction and assessments, as documented on EL Plan, or IAP/IEP.

3. In reference to grading policies, EL students who are unable to comprehend the language of instruction, should not be assigned failing grades in the content area subjects. The student should be assigned grades based on cooperation, effort, and participation in class work to the degree that his/her English Language Proficiency allows. A description may be added behind such grades (for example, "D, EL")

4. **Students should be expected to**:
   - Pay attention in class
   - Follow directions
   - Have required materials
   - Participate in class activities
   - Complete homework assignments
   - Show progress

5. Grading at the secondary level should be simplified according to an EL's English Proficiency level, and teachers should provide concreteness by extensively using graphic materials.

6. Evaluations of student progress should be made in terms of successful mastery of the skills outlined in the state's LA Student Standards.

7. Evaluations should be developed according to the child's level of English Proficiency determined by the English Language Proficiency Test (ELPT). EL Connectors are aligned to LA Student Standards and should be used in the design of instruction and assessment.

8. Accommodations must be provided to students who require supports. In assigning grades for content courses, teachers should scaffold and differentiate instruction, weighing end-of-semester or end-of year evaluations more heavily than those at the beginning of the school year.

9. Performance assessments and assessment portfolios can be used as documentation for assigning a grade.

Exiting of English Learner Services Criteria (as it relates to Bulletin 111/Sec 4001)

To exit, a student must score proficient in all tested domains • This means a 4 and/or a 5 in each domain

• All 4's = exit

• All 5's = exit

• Combination of 4's and 5's in all of the 4 domains = exit

English Learner/SPED Students	
Students with disabilities who are unable to meet the above exit criteria after four years or more in EL status because of their disability, as decided only by consensus of the members of the school building level committee (SBLC), may be exited from EL status (but will still be required to take statewide assessments).	

Students who are exited must be monitored for two years and provided supports as needed