DCSS English Learner Parent Engagement Night

Tuesday December 14, 2021 @5:30
Presented by: the DCSS ESOL Teachers
Vision

Our VISION is to build a community of lifelong learners who become responsible individuals, independent thinkers, and productive citizens in a global society.

Mission

We will serve our community with excellence by:

• Helping our students reach their potential as we prepare them for college and career in a safe and supportive environment
• Recruiting, cultivating and retaining the best teachers, staff and administrators
• Providing a challenging curriculum and relevant learning opportunities
• Providing the highest quality instructional resources and tools
• Fostering a culture of continuous improvement

Beliefs

We believe that we must:

• Understand how children and adults learn and continue learning.
• Build communities of lifelong learners.
• Cultivate the leadership potential of every employee, student and parent in our school system.
• Be creative, energetic visionaries who respond quickly to diverse and evolving issues.
• Meet the diverse needs of all stakeholders (students, parents, employees and community).
• Maintain efficient and effective administrative processes for instruction, operations, human resources and sound fiscal management.
Agenda

• Welcome
• ACCESS for ELs
• Title III, Part A Supplemental Language Services
• Parent Interviews - January 2022
• Questions
Welcome Parents!
ACCESS for ELLs

All students who qualify for ESOL must take the ACCESS for ELLs or Alternate ACCESS every year to meet the federal requirement to measure English learners’ academic language proficiency.

ACCESS for ELLs assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies. ACCESS for ELLs measures the language domains of: listening, speaking, reading, and writing.

See ESEA/ESSA Section 111(b)(2)(B)(ix) and Section 111(b)(2)(G).
Students in Kindergarten take a paper format of the test which engages students with cards, books, and grade-appropriate test items. Students at this grade level take the test individually with a test administrator.
Alternate ACCESS for ELLs is a recently developed, individually administered test. It is intended only for English learners with significant cognitive disabilities that are severe enough to prevent meaningful participation in the ACCESS for ELLs assessment.

Participation Criteria:

1. The student has been classified as an EL.

2. The student has been classified as a special education student and is receiving special education services.

3. The student has a significant cognitive disability.

4. The student participates in the Georgia Alternate Assessment (GAA).
Why does my child have to take the test?

Your child is identified as an English language learner. Your child will take the test every year until his/her scores meet the criteria to exit the language support program. Contact your child’s school for more information on how your child was identified as an English language learner.
RESOURCES TO PREPARE FOR THE ACCESS FOR ELLS
Title III Supplemental Language Services

Lexia Core5 Reading is a research-proven, technology-based program that accelerates the development of fundamental literacy skills for students of all abilities in grades pre-K–5. Following a rigorous scope and sequence built for college and career ready standards, Core5 provides explicit, systematic instruction through personalized learning paths in six areas of reading.
Lexia® PowerUp Literacy® is designed to help struggling and nearly-proficient readers in grades 6–12 become proficient readers and confident learners. PowerUp helps educators simultaneously address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyze, evaluate, and compare increasingly complex literary and informational texts.
Title III Supplemental Language Services

Nearpod is a student engagement platform that can be used in the classroom. A teacher can create presentations that can contain Quizzes, Polls, Videos, Images, Drawing-Boards, and Web Content. They can also access many k-12 standards-aligned lessons. The children can access a teacher’s presentation through a code. The teacher can move the class through the presentation and let them interact with the media as they go.
Title III Supplemental Language Services

**Flocabulary** is a learning program for all grades that uses educational hip-hop music to engage students and increase achievement across the curriculum. Teachers use Flocabulary’s standards-based videos, instructional activities and student creativity tools to supplement instruction and develop core literacy skills.
Title III Supplemental Language Services

EL After School Tutoring

- Some schools provide English learner after school tutoring services.
Supplemental Language Services - English Learner Literacy Bus

- **Literacy Elevation Tutoring Program**
  - The ESOL Literacy Bus will be utilized to provide supplemental ESOL tutoring services for newcomers and struggling ELs after school and on Saturdays.

- **FastForward Express Tutoring Program**
  - The ESOL Literacy Bus will be utilized to provide supplemental tutoring services in the content areas for ELs that are on-track with learning the English language. The supplemental support will transpire after school and on Saturdays.

- **Summer Academic Acceleration Program**
  - The ESOL Literacy Bus will be utilized to provide supplemental ESOL tutoring services for ELs who did not move a performance band or regressed on the ACCESS for ELs assessment.

- **Parent ‘Brake’ Enrichment Program**
  - The ESOL Literacy Bus will be utilized to provide supplemental ESOL support for ELs and their parents through parent-friendly activities that will be designed and taught by a contracted DCSS ESOL Teacher. The program will include activities that parents and students can work on together while with the ESOL Teacher and activities/projects that can be taken home.

- **Navigation to Adult Literacy Program**
  - The ESOL Literacy Bus will be utilized to provide English language opportunities for the parents of ELs. A prescribed adult literacy program will be implemented and used to assist parents with attaining the English Language.
GaDOE Monitoring

• The Douglas County Title III, part A program will be monitored by the state on **January 21, 2022**.

• Selected parents will be interviewed about their child’s English language program.

• You will be asked questions about your child’s learning experiences as it relates to the ESOL program. The call may last about 20 minutes.

• Please talk to the state bilingual parent Liaison - Ms. Mariella Holmes about the great things that are happening in your child’s English language instruction program.
QUESTIONS
Thank you for attending this evening!

Have a wonderful holiday season!