

Noble Academic English Language Learners

ELL Education Program Description

Description: The ELL Education Program is designed for non-native speakers of English who have difficulty with written or spoken English. This program provides an appropriate Language Instruction Educational Program to help students succeed in academic subjects and learn English,

Instructional Goals of ESL Education: To meet Academic Standards for grade promotion and to become more proficient in English.

In Kindergarten: Teachers use very carefully structured social interaction to promote English language development. The Kindergarten WPAT Test is administered to assess the English language level of each child and track his/her first year progress.

In Grades One through Eight: New students are given the grade level WAPT to see where they are at for Speaking, Listening, Reading, Writing, Oral Language, Literacy, and Comprehension. These scores are given to the Homeroom Teacher, as well as to the Intervention Teachers so that they can plan accordingly as to what interventions, if any need to be made for the students as to their language acquisition.

RTI Pull-out Model: ELL students at the beginning to intermediate level; i.e. levels 1 & 2; are pulled out of their regular classroom instruction for Special Small Group Instruction with their Intervention Teacher. The main focus of Pull-Out Groups is to build English language, literacy skills and building background knowledge, so the children may better function and be successful in the mainstream classroom. Learning in smaller groups permits children to build their confidence in Reading, Writing, Listening, and Speaking English. During this process, they will adapt the mainstream curriculum and/or use ELL materials, while only speaking English.

ELL Model Descriptions: At Noble Academy, SIOP or Sheltered English Instruction Protocols is the instructional approach used to make academic instruction in English understandable to ELs, and to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in Mathematics, Science, Social studies, and other subjects.

In the primary grades, the teacher focuses mainly on the mainstream Reading curriculum. They build the child's background knowledge by making information relevant. They use realia to enhance learning of vocabulary and comprehension.

Upper Elementary and Middle School Pull-Out Groups focus on building background and vocabulary for mainstream classroom content area classes. They not only focus on just the Reading and Writing curriculum, but also the Math, Science, and Social Studies core subject areas. The SIOP methods are important for all grade levels and English learning levels.

Push-in Team Teaching Model: In this model, the Intervention Teacher works with the Mainstream Teacher in the classroom. They collaborate together and plan lessons using the SIOP strategies that best meet the needs of their multilevel ELL students. The Intervention Teacher's main focus is to assist ELLs to better understand mainstream curriculum and assignments. This is done by breaking into small groups for

discussions, Scaffolding exercises, building background, and. etc. Sometimes the Intervention Teacher may tutor individual students. It is a team effort, Instruction is in English, and materials are the same as for mainstream students. The Push-In Team Teaching Model is for all grades levels (kindergarten through eighth grade), and all ELL levels (first through sixth grade).

****Sheltered Instruction Observation Protocol: This method is used in all mainstream classrooms at Noble Academy. Teachers have received and/or are in the process of receiving, on-going training to effectively implement the SLOP instruction strategies when teaching in their content areas. Teachers use English as the language of instruction. Strategies are designed to make content-material comprehensible to EL.Ls. Teachers identify and post content and language objectives for each lesson. Their lessons are built to meet a Minnesota State Standard. Teachers systematically work on building background, expanding vocabulary, and scaffolding (adapting) lessons to improve comprehension and build English language skills. Teachers use graphs, pictures, graphic organizers, multimedia materials, study guides, outlines, labeled pictures, and other realia to reach student at their individual levels.

Exit Procedures: Students remain in the ELL Education Program until they reach proficiency in academic English. Proficiency is based on teacher knowledge of the student (ELP, proficiency at Transitional level) and test scores. The tests consist of the ACCESS (score of at least four in Reading, five in Writing, *and* four/five in Speaking), MCA II (meet or exceed grade level standards in Reading and Writing), and 1v EA (percentile of at least 41 in Math and Reading). On the average, it takes about five— seven years for English Language Learners (ELLs)-in the district to be exited from the program, depending on individual circumstances. Parents may remove their child from the program at any time by sending a written request to the school. It is recommended that you carefully weigh the impact of this decision.

Special Education Services: For students with disabilities requiring a Language Instruction Educational Program, ESL must be included in the student's individualized Education Program (IEP),

Regular Instruction Program for Students Fluent in English: In regular instruction Programs, instruction is in English at all times; native language is not used; and no English as a second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion.