

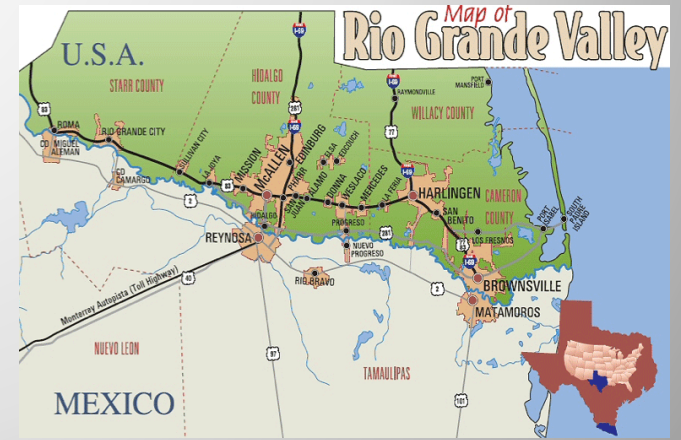
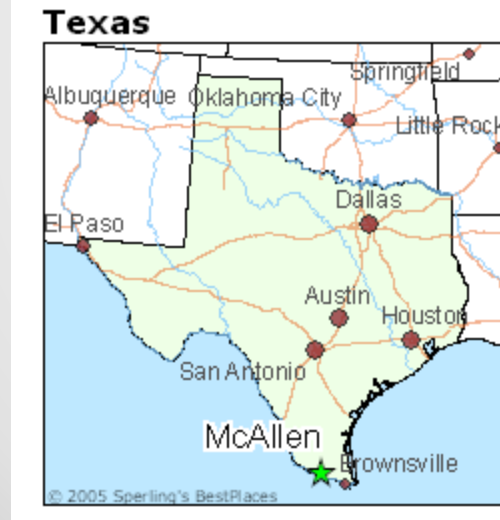
Implementing Individual Plans of Instruction for Struggling English Language Learners

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Houston, TX



- Located in the Rio Grande Valley on the border with Reynosa, Mexico
- Total student population: 4509
- Total English language learner population: 2558
- Economically Disadvantaged: 93 percent



Valley View ISD



RGV-Valley View

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."

- Lau v. Nichols, 1974



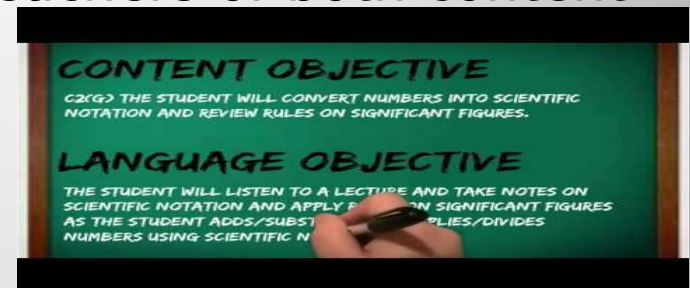
- English language learners have “double” the work of their English-proficient peers...

- Academics
- Language



ELLs' Needs at Elementary Level

- Research into what works for English language learners (ELLs) indicates that one of the keys to success is a consistent focus on content area language acquisition (Gibbons, 2002; Samway, 2006; Echevarria, Vogt, & Short, 2008; Zwiers, 2008).
- This approach emphasizes the need to intentionally make content comprehensible while developing academic language skills for students acquiring English as their second language.
- It also requires academic language instruction be integrated into all areas of instruction so that all teachers of ELLs understand their role as teachers of both content and language.



What the research says...

- English language learners benefit from content area instruction that is accommodated to their need for comprehensible input (Krashen, 1983; Echevarria, Vogt, & Short, 2008).
- ELLs benefit from academic language instruction integrated into content area instruction (Crandall, 1987; Snow, et. al., 1989).
- ELLs benefit from programs that hold high expectations for students for academic success (Collier, 1992; Lucas, et. al., 1990; Samway & McKeon, 2007).

Why focus on language development?



- Elementary schools must develop specialized programs for ELLs to focus on literacy development across content areas and languages.



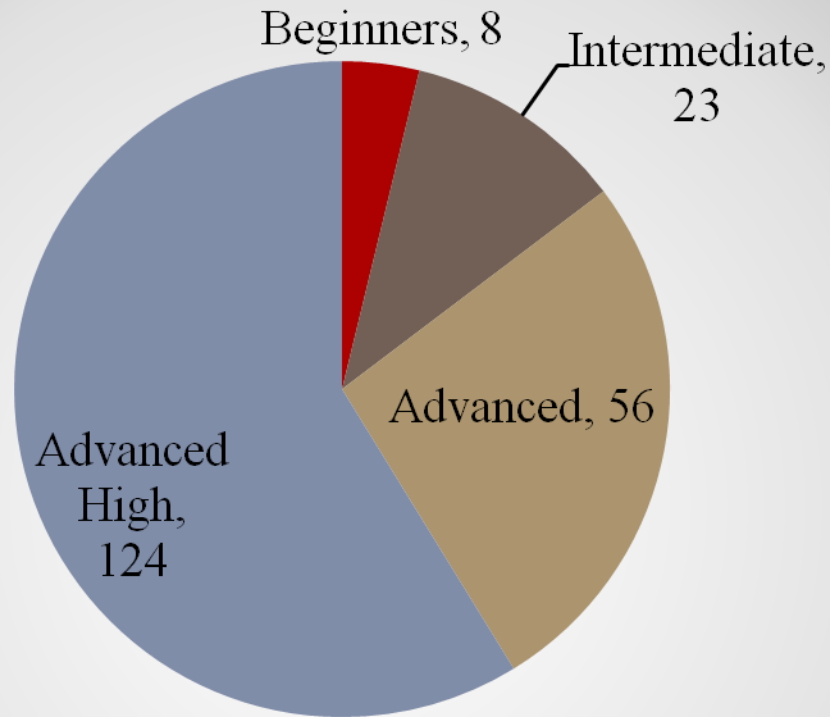
- A program targeted at ELLs transitioning from a bilingual education program to an ESL program should include classes that help to develop a strong foundation in academic language in both English and the students' native languages, and content-area courses that focus simultaneously on content and literacy learning.

Struggling ELLs Transitioning from Elementary to Secondary

Total Number of Students	312
Total Number of ELLs	211
First Year Monitor	28
Second Year Monitor	63

Population Breakdown

5th Grade Campus Data



English Proficiency Levels 5th Grade Campus Data

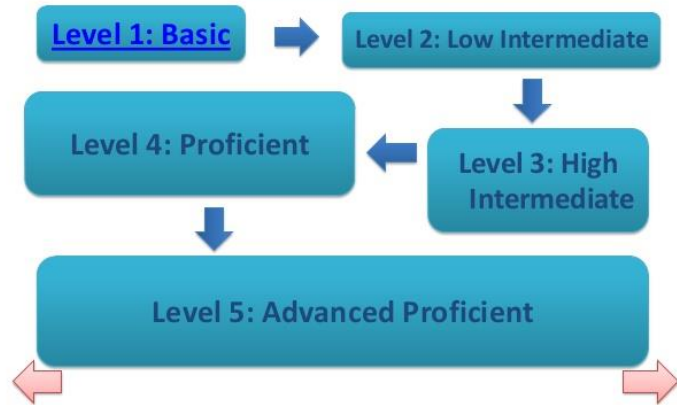
- The Individual English Language Learner Plan (IELLP) is a written plan that specifies what happens instructionally for struggling English language learners...



Individual English Language Learner Plan

- The mission of the school implementing the IELLP is to ensure that our ELLs achieve high academic standards, attain high levels of proficiency in English, and embrace linguistic and cultural diversity.

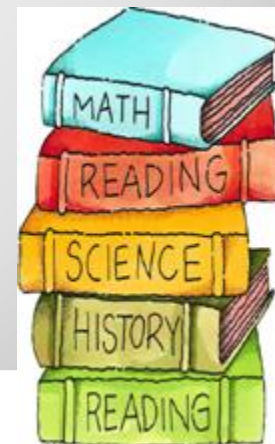
Stages of Language Proficiency



IELLP Mission Statement

- Work collaboratively with students and their parents to provide academic support.
- Address the affective, linguistic, and cognitive needs of the students.
- Monitor progress in English language attainment.
- Monitor academic achievement.
- Ensure that the students are challenged to perform at a level commensurate with their linguistic proficiency and academic potential.
- Provide for accommodations in instruction in order to address the language proficiency levels of the students across content areas.

IELLP Goals



- Student Identification Information
- Student's Strengths and Weaknesses
- Multiple Assessment Data
- Instructional Supports
- Benchmarks
- Documentation of Communication



Elements of the IELLP

- Who qualifies for an IELLP?
 - Campus leader analyzes data of students, discusses students with previous campus personnel, and prioritizes needs...



Identification of Students

- Student Name: _____ Student ID: _____
- Campus: _____ Grade Level: _____
- Entry Date to US Schools: _____ Years in US Schools: _____
- Elementary Campus: _____ At Risk Indicator(s): _____

- Previous Year's State Assessment Results:

- Reading/ELA: _____ Mathematics: _____ Writing: _____ Science: _____ Social Studies: _____
Eng/Span Eng/Span Eng/Span Eng/Span

- Previous Year's Grades:

- Reading/ELA: _____ Mathematics: _____ Writing: _____ Science: _____ Social Studies: _____
Eng/Span Eng/Span Eng/Span Eng/Span

- Most Recent TELPAS Results:

- Year: _____
- Listening: _____ Speaking: _____ Reading: _____ Writing: _____ Composite: _____

- Most Recent OLPT Results:

- Date: _____
- Score: _____ Level: _____

Student Identification Information

- How do struggling students best learn?



- It is crucial to talk with students about their strengths and weaknesses...

Student Information

- Schools must give due diligence when selecting teachers who will provide the instruction to ELLs on an IELLP...
 - Teachers must realize their role as teachers of both content and language.
- It is crucial to choose committee members who are advocates for ELLs...

A GREAT TEACHER
Takes a Hand, Opens a Mind
and Touches a Heart



Identification of Key Teachers

- There is a need to intentionally make content comprehensible while developing academic language skills...
- It is necessary that academic language instruction be integrated into all areas of instruction...



Instructional Supports

Environment

- Preferential Seating
- Peer Tutoring
- Visual Charts/Cues
- Tape-Recorded Discourse

Presentation

- Individual/Small Group
- Manipulatives
- Simplified Language
- Frequent Checks

Management

- Positive Reinforcement
- Cooperative Learning Groups
- High-Interest Topics
- Extended Time

Assignments

- Extra Examples/Models
- Oral Prompts/Cues
- Project-Based Assignments
- Adjusted Reading Level Materials

Materials

- Tape-Recorded Text
- Supplementary Materials
- Graphic Organizers
- Pre-Taught Vocabulary

Class Assessment

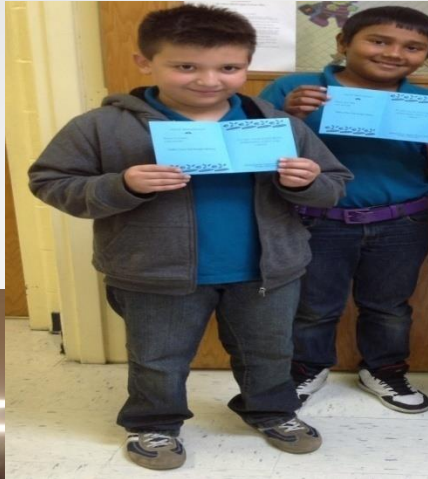
- Oral Responses
- Open-Book
- Bilingual Dictionary/Glossary
- Student Choice Format

Classroom Accommodations

- It has been demonstrated that parent participation in the education of students is essential for academic success...



Importance of Parent Involvement



Importance of Affective Domain

Based on % students' local assessment scores...	Difference in Scores from 1 st to 3 rd Six Weeks Assessments
<u>Subject</u>	<u>5th Graders</u>
Reading	+21.09%
ELA/SLA	+19.25%
Mathematics	+11.80%
Science	+23.74%
Social Studies	+8.50%

Benchmarks – ELLs

- Each three-week period, committee convenes to review:
 - Student grades
 - Student feedback
 - Teacher feedback
 - Parent feedback
- Each six-week period, committee convenes to review:
 - Same as three-week review, plus
 - Benchmark scores
 - Accommodations

Documentation

- The communication process is an integral part in the planning, reviewing and revising of the IELLP...
- Teacher collaboration is ongoing to ensure that coordination of instruction is reinforced during various time allocations...

COMMUNICATION IS



Communication

Subject	Total # Students	# Students at Level II Attainment	Percentage Passing
Reading	110	88	80
Mathematics	110	83	75
Science	30	24	80

STAAR 2015 Results

- “I think that it’s a program that motivates students to become academically better. It also gets the parents involved to motivate their kids. I have been able to see a positive change; not only in their grades, but also in attitude. They have been bringing their homework assignments and completing their class assignments. I think that this program is very effective. One main key that I have seen between the school and parents is communication and all of us working together for one main goal: students’ academic success.”

- **Campus Principal**

Some Reactions...

- “It is a very good program. Students are able to feel more connected with the campus. They don’t feel alone in their education anymore. I feel a connection with them, and they look very motivated.”

5th Grade science Teacher

Some Reactions...

- “Estoy fascinada porque me doy cuenta de que le ponen atención a mi hija.”

Mother of a student with IELLP

Some Reactions...

- “Yo he visto que la niña le está echando ganas. Está progresando.”

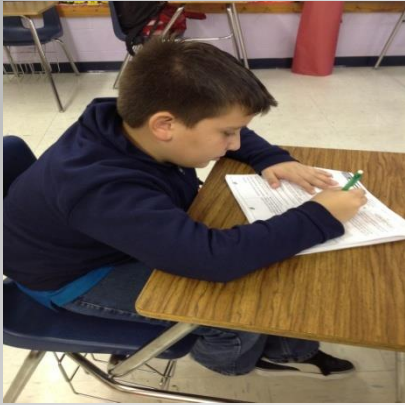
Mother of a student with IELLP

Some Reactions...

- **“People really cares about me.”**

Student with IELLP

Some Reactions...



Our ELLs Engaged in Learning

- *"Action without planning is the cause of all failure. Action with planning is the cause of all success."*

- Brian Tracy



Final Thought

“Building Bridges of
Knowledge,
One Student at a Time”



- Questions?
- Comments?
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 - memeyers@vviewisd.net

Thank you!