

Tolleson Elementary School District No. 17

ELD Program Summary

The Tolleson Elementary School District's English Language Development Committee was formed in response to the ELD mandate from the state which requires that ELL students be grouped by language proficiency for four hours a day. The twenty one members of the ELD Committee met eleven times beginning in November to review the requirements of the mandate and to build a framework for how the requirements will be implemented in our district during the 2008-2009 school year.

Committee Members

District Office	
Mona Arredondo	ELL Coordinator
Sheryle Cortez	Career Ladder/301 Coordinator
Joanne Fimbres	Finance Specialist
Beth Jacobson	Executive Director of Curriculum and Instruction
Ramona Lomeli	Administrator for Human Resources
Traci Sawyer-Sinkbeil	Human Resource Specialist
Wanda Williams	Administrator for Special Programs
Sheely Farms	
Tamara Andersen	Teacher of Special Education
Natalie Avelar	Librarian
Ewan Brawley	Assistant Principal/Director of School Improvement
Cynthia Cruz	Teacher of Special Education
Laura Hans	Reading Coach
P.H. Gonzales	
Laura Cerimele	Teacher of Second Grade
Claudia Espinoza	Reading Coach
Mike Hans	Psychologist
Myna Medina	Teacher of First Grade
Juan Medrano	Principal
Desert Oasis	
Krystal Armstrong	Reading Coach
Marilynn McKibbin	Teacher of Kindergarten
Bethany Schraml	Teacher of Third Grade
Arizona Desert	
Vanessa Delgado	Reading Coach

ELD Committee meeting dates: November 26, December 3, December 10, December 17, January 7, January 14, January 28, February 2 (Saturday workday), February 11, February 25, April 14

The committee's recommendations are as follows:

Classroom Organization

ELL students will be assigned to an ELD homeroom for their four hours of ELD instruction. Flexible groupings will be utilized to meet specific needs of students based on their language levels.

Sample of State Mandated Time Allocations
Elementary School Levels

Students Testing at AZELLA Pre-Emergent and Emergent

Conversation 45 minutes	Grammar 60 minutes	Reading 60 minutes	Vocabulary 60 minutes	Pre-Writing 15 minutes
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Students Testing at AZELLA Basic

Conversation 30 minutes	Grammar 60 minutes	Reading 60 minutes	Vocabulary 60 minutes	Writing 30 minutes
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Students Testing at AZELLA Intermediate

Conversation 15 minutes	Grammar 60 minutes	Reading 60 minutes	Vocabulary 60 minutes	Writing 45 minutes
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In seventh and eighth grade

If numbers of seventh and eighth grade students are under twenty, they may be placed on an ILLP (Individual Language Learner Plan). Students on an ILLP still must receive two hours of instruction in listening and speaking outside of the non-ELD classroom.

After the four required hours of ELD, students will either remain with their homeroom for content instruction in the areas of math, science and social studies, or they may join non-ELD classrooms for this content instruction. This will depend on the number of students at each grade level and each school site. Students will attend lunch and specials according to the schedules set up at each school site.

Assessment

Students entering kindergarten will be assessed according to the AZELLA prior to the start of school. Screening dates will be advertised and an assessment team will be formed. Students entering the district after the first day of school without AZELLA test scores on file will be placed in a homeroom classroom with the understanding that placement may change after test results are received and reviewed. Arrangements will be made for each school to have a procedure to test students upon entry to our district in order to expedite appropriate placement.

All ELL students are tested at the end of the school year on the AZELLA. Students who have made exceptional progress as determined by the teachers and ongoing assessment may be tested mid-year for possible placement in a non-ELD classroom.

Curriculum Materials

The model may look different at each school site depending on the number of ELL students at each grade level, but the actual curriculum in the classroom will be consistent from site to site.

K-3

Resources to facilitate ELP (English Language Proficiency Standards) and the DSI (Discrete Skills Inventory):

Houghton Mifflin: *Houghton Mifflin Reading*

- supports vocabulary, reading, and conversation
- series will be enhanced with trade books correlated to each story

Houghton Mifflin: *Houghton Mifflin English*

- supports grammar, writing, and conversation

4-8

Resources to facilitate ELP (English Language Proficiency Standards) and the DSI (Discrete Skills Inventory):

Sopris West: *Language! Focus on English*

- supports conversation, vocabulary, writing, grammar, and reading

*Content can be used as a vehicle to teach the language standards inside the four hour block.

Pre-emergent and emergent students in grades K-8 will need intervention in the area of conversation to meet their specific language needs. This intervention may be provided by the school's Reading Interventionist in the form of a pull-out. The materials listed above may be used as resources for these students. The three additional resources listed below will also be available:

Mondo: *Let's Talk About It!*

Houghton Mifflin: *Oral Language Picture Cards*

Sopris West: *Everyday English for Non-English Speakers* a component of *Language! Focus on English*

*ELD teachers **will** have access to district adopted curriculum materials.

Professional Development

Eighteen of the district's professional staff attended three days of the ELD training provided by the Office of English Language Acquisition Services on April 25, 26, and 27.

Three days of training will be provided over the summer on July 10, July 11, and July 14. National presenter, Catherine Brown, will provide training on the first two days and the third day will be used for correlating materials and resources to the DSI and ELP standards. Ongoing training will be scheduled on designated district staff development Wednesdays. These trainings will focus on effective instructional strategies to teach reading, writing, vocabulary, grammar, and conversation. Training will also focus on the implementation of resources designated for the ELD program.

The state requires two days of training in the fall and two days in spring. More information is needed from the state regarding the dates and structure of these trainings.

Parent Meetings

We will hold two informational meetings with parents to discuss the implementation of the ELD program in our district. These meetings will be held on:

Monday, May 19 at 6:00 p.m. at Desert Oasis Elementary School

The district will provide transportation from Sheely Farms to Desert Oasis at 5:45 p.m.

Wednesday, May 28 at 6:00 p.m. at P.H. Gonzales Elementary School

The district will provide transportation from Arizona Desert to P.H. Gonzales at 5:45 p.m.

Both presentations will provide a:

- brief overview of the state requirements
- review of common questions and answers (see attached)
- time for questions and answers

Simultaneous translation will be provided at both meetings.

Future

As we continue through the spring and summer, members of the ELD committee will do the following:

- Meet with the teachers designated to teach in ELD classrooms
- Develop a plan to utilize formative assessment data to monitor student progress in the ELD classrooms
- Develop a report card and progress report that accurately reflect the expectations in the ELD classroom
- Establish procedures to assess students prior to the beginning of the school year and after the school year begins