

## Project CARE

Project CARE (Children Attuned to Remaining in Education), a prevention-intervention dropout plan designed for K-12 implementation, consists of three phases: Awareness/Identification, Intervention, and Evaluation. The primary intent of Project CARE is to provide additional staff contact time with at-risk students for the purpose of encouraging positive achievements and improved school attendance. Project CARE is based on the premise that one concerned school staff member can make the difference between a student graduating or dropping out, passing or failing, becoming a productive member of society or becoming a burden on society. Project CARE involves kindergarten through grade 12 faculty. It emphasizes early identification of at-risk students and concentrates efforts of key faculty members to keep these students in school. This broad-based program focuses on developing a student's self-esteem and providing an optimal climate for learning.

## High School Diploma Requirements

### Beginning with the 2013-2014 Freshman Class

#### Alabama High School Diploma Requirements

The Alabama High School diploma removes the need for endorsements and the Alabama Occupational Diploma.

The recipient of this diploma must meet the following requirements:

- 24 units of credit in grades 9-12 and in certain courses in grade 8 as required by the Alabama State Board of Education and the Saraland City Board of School Commissioners.
- 2½ units of elective credit.
- 4 units of credit in English instruction.
- 4 units of credit in Mathematics to include Algebra I, Geometry, Algebra II with Trig or Algebra II, or CTE equivalent courses. The fourth math credit must be chosen from the *Alabama Course of Study: Mathematics* or CTE/AP equivalent courses.
- 4 units of credit in Social Studies to include World History, U. S. History I, U. S. History II, U. S. Government, and Economics or AP equivalent courses.
- 4 units of credit in Science to include Biology and a Physical Science. The third and fourth science credits may be used to meet both the science and CTE course requirement and must be chosen from the *Alabama Course of Study: Science* or CTE/AP equivalent courses.
- 1 unit of credit in Physical Education (LIFE/JROTC).
- ½ unit of credit in Health Education.
- 1 unit of credit in Career Preparedness.
- 3 units of credit in CTE and/or Foreign Language and/or Arts Education. Students choosing CTE, Arts Education, and/or Foreign Language are encouraged to complete two courses in sequence.

**In addition to the Alabama High School Diploma requirements stated above, all students must obtain online credit. The Career Preparedness course will satisfy the online experience requirement.**

#### Endorsements

Students must meet the above diploma requirements PLUS the specific endorsement requirements as follows:

#### *Advanced Honors Endorsement*

In order for Pre-AP/AP students to receive the Advanced Honors Endorsement, they must meet the diploma requirements PLUS the specific endorsement requirements as follows:

- Opt-out signatures required from student and parent/guardian.
- Students must pass core requirements at Pre-AP or AP level.
- Students must pass 4 years of English instruction at Pre-AP or AP level.
- Students must pass Algebra I, Geometry, Algebra II with Trigonometry, and one other Pre-AP or AP Mathematics course.

- Students must pass Biology I, Chemistry I, and two other Pre-AP or AP Science courses.
- Students must pass 2 credits in the same World Language.
- Students must pass class with online experience.
- Students must maintain a 3.2 GPA, have acceptable attendance, and an acceptable conduct record.
- Students must earn a minimum of 28 total credits.
- Student must pass all other Alabama High School Diploma requirements.

### ***Advanced Endorsement***

In order for students to receive the Advanced Endorsement, they must meet the diploma requirements PLUS the specific endorsement requirements as follows:

- Opt-out signatures required from student and parent/guardian.
- Student must pass all standard coursework.
- Students must pass Algebra I, Geometry, Algebra II *or* Algebra II with Trigonometry, and one other SDE approved Mathematics course.
- Students must pass 2 credits in the same World Language.
- Students must pass class with online experience.
- Students must earn a minimum of 28 total credits.
- Student must pass all other Alabama High School Diploma requirements.

### **Substitute Courses for Students with Disabilities**

#### **English:**

- English Essentials 9, 10, 11, and 12
- AAS English 9, 10, 11, and 12

#### **Mathematics:**

- Algebraic Essentials A&B
  - Geometry Essentials A&B
- Note: Students taking Algebraic Concepts in the ninth grade are not required to take Geometry B.**
- AAS Mathematics 9, 10, 11, and 12

#### **Science:**

- Life Skills Science I, II, III, and IV
- AAS Science 9, 10, 11, and 12

#### **Social Studies:**

- World History for Living
- US History for Living 10
- US History for Living 11
- Economics for Living
- US Government for Living
- AAS Social Studies 9, 10, 11, and 12

#### **Physical Education:**

- Adapted Physical Education



**Health Education:**

- AAS Pre-Vocational
- AAS Vocational
- AAS Community Based Instruction
- AAS Elective

**Career Preparedness:**

- AAS Life Skills

**CTE/Foreign Language/Arts Education:**

- Two CTE courses and Workforce Essentials

**Electives:**

- Students earning core credit through Essentials/Life Skills courses are required to take Cooperative Education Seminar/Work-Based Experience
- AAS Pre-Vocational
- AAS Vocational
- AAS Community Based Instruction
- AAS Elective

**Alternate Achievement Standards Pathway**

If this exit document is chosen by the student's IEP Team, opt-out signatures are required from the student, parent/guardian, and LEA representative. The recipient of this certificate must meet this requirement:

- Complete courses based on the Alabama Extended Standards

**Note: A student with a disability can continue to receive special education services up to age 21 under IDEA until pathway requirements have been met.**

## **2011-2012 and 2012-2013 Freshman Classes**

**Alabama High School Diploma Requirements**

This diploma type includes multiple endorsement options. Each endorsement has specific requirements that must be met. The recipient of this diploma must meet the following requirements:

- 24 units of credit in grades 9-12 and in certain courses in grade 8, as required by the Alabama State Board of Education and the Saraland City Board of School Commissioners, including 18½ units of specifically required credit.
- 5½ units of elective credit.
- 4 units of credit in English instruction.
- 4 units of credit in Mathematics to include Algebra I, Geometry, and two (2) Mathematics electives.
- 4 units of credit in Social Studies to include World History, U. S. History I, U. S. History II, U. S. Government, and Economics.
- 4 units of credit in Science to include Biology, Physical Science, and two (2) Science electives.

- 1 unit of credit in Physical Education.
- ½ unit of credit in Health Education.
- ½ unit of credit in Fine Arts.
- ½ unit of credit in Computer Applications.

**In addition to the Alabama High School Diploma requirements stated above, all students must obtain online credit through one or more of the following options:**

- **ACCESS Distance Learning Web-Based (Online) Courses or Interactive Video Conferencing (IVC) Courses**
- **A course that incorporates online experience standards in the course requirements as defined by the ALSDE**

### **Endorsements**

Students must meet the above diploma requirements PLUS the specific endorsement requirements as follows:

#### ***Advanced Honors Endorsement***

- Opt-out signatures required from student and parent/guardian.
- Students must pass core requirements at Pre-AP or AP level.
- Students must pass 4 years of English instruction at Pre-AP or AP level.
- Students must pass Algebra I and Geometry as a year-long course.
- Neither Algebra 1A/1B nor Geometry A/B will meet the requirement.
- Students must pass Algebra II/Trigonometry and one other Pre-AP or AP Mathematics elective.
- Students must pass Biology I, Chemistry I, and two Pre-AP or AP Science electives.
- Students must pass 2 credits in the same World Language.
- Students must pass class with online experience.
- Students must maintain a 3.2 GPA, have acceptable attendance, and an acceptable conduct record.
- Students must earn a minimum of 28 total credits.
- Student must pass all other Alabama High School Diploma requirements.

#### ***Advanced Academic Endorsement (Default/Standard)***

- Student must pass all standard coursework.
- Students must pass Algebra I and Geometry as a year-long course.
- Neither Algebra 1A/1B nor Geometry A/B will meet the requirement.
- Students must pass Algebra II/Trigonometry and one other Mathematics elective.
- Students must pass 2 credits in the same World Language.
- Students must pass class with online experience.
- Students must earn a minimum of 28 total credits.
- Student must pass all other Alabama High School Diploma requirements.

#### ***Advanced Career/Technical Endorsement I (with Advanced Academic Endorsement requirements)***

- Students must pass Algebra I and Geometry as a year-long course.
- Neither Algebra 1A/1B nor Geometry A/B will meet the requirement.



- Students must pass Algebra II/Trigonometry and one other Mathematics elective.
- Students must pass 3 Career/Technical courses in a sequenced cluster (or 2 Career/Technical courses and another course related to the student's career choice).
- Students must earn a minimum of 28 total credits.
- Student must pass all other Alabama High School Diploma requirements.

***Advanced Career/Technical Endorsement II (doesn't require 2 years of foreign language)***

- Students must pass Algebra I and Geometry as a year-long course.
- Neither Algebra 1A/1B nor Geometry A/B will meet the requirement.
- Students must pass Algebra II/Trigonometry and one other Mathematics elective.
- Students must pass 3 Career/Technical courses in a sequenced cluster (or 2 Career/Technical courses and another course related to the student's career choice).
- Students must earn a minimum of 28 total credits.
- Student must pass all other Alabama High School Diploma requirements.

***Career/Technical Endorsement***

- Opt-out signatures required from student and parent/guardian.
- Students can pass Algebra 1A/1B and Geometry A/B as four Mathematics credits.
- Students must pass 3 Career/Technical courses in a sequenced cluster (or 2 Career/Technical courses and another course related to the student's career choice).
- Students must earn a minimum of 24 total credits.
- Student must pass all other Alabama High School Diploma requirements.

**Note: Beginning with the 2012-2013 incoming Freshman Class, the Career/Technical Endorsement that adheres to the Regular Diploma math requirements will require the following math courses:**

- **Algebra Ia (ninth grade)**
- **Algebra Ib (tenth grade)**
- **Geometry (eleventh grade)**
- **Algebra II (twelfth grade)**

**The math courses must be offered in this order.**

***No Endorsement (Regular Diploma)***

- Opt-out signatures required from student and parent/guardian.
- Students can pass Algebra 1A/1B and Geometry A/B as four Mathematics credits.
- Students must earn a minimum of 24 total credits.
- Student must pass all other Alabama High School Diploma requirements.

**Note: Beginning with the 2012-2013 incoming Freshman Class, the Regular Diploma will require the following math courses:**

- **Algebra Ia (ninth grade)**
- **Algebra Ib (tenth grade)**
- **Geometry (eleventh grade)**
- **Algebra II (twelfth grade)**

**The math courses must be offered in this order.**

**Note: Beginning with the 2012-2013 incoming Freshman Class, the AOD Diploma will require the following math courses:**

- Algebraic Essentials A
- Algebraic Essentials B
- Geometry Essentials A
- Geometry Essentials B

**The math courses must be offered in this order.**

**Alabama Alternate Standards Pathway (Beginning with 2010-2011 Freshman Class)**

If this exit document is chosen by the student's IEP Team, opt-out signatures are required from the student, parent/guardian, and LEA representative. The recipient of this certificate must meet this requirement:

- Complete courses on the AAS Alabama Alternate Standards Pathway

**Note: A student with a disability can continue to receive special education services up to age 21 under IDEA until pathway requirements have been met.**

### **Determining Appropriate Diploma and Endorsement for High School Students**

The information below applies to high school students who are currently enrolled in the Saraland City School System and it applies to students who previously dropped out of high school and have returned.

**The exit documents offered to students who entered ninth grade in 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013 are outlined below.**

- Alabama High School Diploma
  - Advanced Honors Endorsement (28 credits)
  - Advanced Academic Endorsement (28 credits)
  - Advanced Career/Technical Endorsement I (28 credits)
  - Advanced Career/Technical Endorsement II (28 credits)
  - Career/Technical Endorsement (24 credits)
  - No Endorsement – Regular Diploma (24 credits)
  - Career/Technical Endorsement (24 credits)
- Alabama Occupational Diploma (24 credits)
- Graduation Certificate

**The exit documents offered to students who entered ninth grade in 2013-2014 and thereafter are outlined below.**

- Alabama High School Diploma
  - Advanced Honors Endorsement (28 credits)
  - Advanced Academic Endorsement (28 credits)
  - No Endorsement – Regular Diploma (24 credits)
- Essentials/Life Skills Pathway
- Alternate Achievement Standards Pathway

## **Response to Instruction (RtI) Overview**

Saraland High School has developed an RtI framework that is updated annually. The framework contains these components:

- Purpose of Problem Solving Teams (PSTs)
- Student Placement Procedures for PST
- Tier to Tier Transition
- Dismissal from PST Services
- Tier 2 Intervention
- Tier 2 Required Documentation
- Tier 3 Intervention
- Tier 3 Required Documentation
- Progress Monitoring Tools

All teachers and school administrators maintain a copy of the school's updated RtI framework and adhere to the guidelines presented in the document during PST meetings and classroom instruction.



Saraland High School Sign In Sheet

Date 11-16-16  
Topic RTI  
Purpose To discuss students on RTI  
and their progress  
Presenter/Administrator Mr. Ward

Teacher (Print Last Name & Sign/ Position

- |        |     |                       |     |       |
|--------|-----|-----------------------|-----|-------|
|        | 1.  | <u>Jeff Ward A.D.</u> | 16. | _____ |
| 2nd    | 2.  | <u>Jeff Whelan</u>    | 17. | _____ |
| Period | 3.  | <u>Ziffine Walker</u> | 18. | _____ |
|        | 4.  | <u>Dana Wickerson</u> | 19. | _____ |
|        | 5.  | <u>Cherishon</u>      | 20. | _____ |
|        | 6.  | <u>R. Carmichael</u>  | 21. | _____ |
| <hr/>  |     |                       |     |       |
|        | 7.  | _____                 | 22. | _____ |
| 3rd    | 8.  | <u>Sha Chin</u>       | 23. | _____ |
| Period | 9.  | <u>Robert Mungley</u> | 24. | _____ |
|        | 10. | <u>Paul H.</u>        | 25. | _____ |
|        | 11. | <u>L. Little</u>      | 26. | _____ |
|        | 12. | <u>Keith</u>          | 27. | _____ |
|        | 13. | _____                 | 28. | _____ |
|        | 14. | _____                 | 29. | _____ |
|        | 15. | _____                 | 30. | _____ |

## **Agenda**

### **Dyslexia Simulation and Overview**

**August 2016**

- I. Purpose of training – to meet the requirement of the AAC
- II. Alabama Administrative Code Changes pertaining to RtI and dyslexia
- III. Definition of Dyslexia – as recognized in the AAC
- IV. Dyslexia Simulation – modules to simulate what dyslexic students experience in classrooms
- V. Dyslexia in the Classroom – what to look for and how to accommodate

**ARI Dyslexia Simulation Training  
Saraland High School – Room 300**

**August 2, 2016  
8:00 am – 11:00 am**

**Agenda**

ARI Dyslexia Simulation Training

SDE ARI Specialist

Question and Answer

**Meeting Participants**

Name	School/Central Office	Position
Kristen Young	Saraland Elementary	Teacher
Jonathan Stinson	SHS	Teacher
Matt Williamson	SHS	Teacher
Colby Win Beasley	SHS	Teacher
Lauren Cunningham	SHS	Sped. Teacher
Priscilla Austin	SHS	Sped. Teacher
Colleen Edwards	SHS	teacher
JEFF Ward	SHS	Acst Prin
Jodie McKinley	SHS	Sped. Teacher
Cassandra Kelly	SHS	Para Educ.
Jeniece Steele	SHS	teacher
Marla Driver	SHS	teacher
Kelli Skidmore	SHS	teacher
Scott Croley	SHS	IP



Name	School/Central Office	Position
ANDREW RYAN	SHS	TEACHER
Justin McNeeloge	SHS	Teacher
Le'kiaz Ray	SHS	Para
ANDREW CRANE	SHS	TEACHER
Randall Larson	SHS	Teacher
Dana MADON	SHS	Teacher
Lyndsey Spradlin	SHS	Teacher
Lee Johnson	SHS	Teacher
Greg Cozad	SHS	Teacher
Bridget Wells	SMS	Teacher
Anison Nelson	SMS	Teacher
Anitra Skoglund	SHS	Counselor
Lauren Little	SHS	Teacher
Chelsea Baldwin	SHS	Teacher
Kandace Granae	SHS	Counselor
Rachel Granam	SHS	counselor
Shannon Smith	SHS	Teacher
Beverly Spondiko	SHS	Principal
Michael Smith	SHS	Teacher

**ARI Dyslexia Simulation Training**  
**Saraland High School – Room 201**  
**August 2, 2016**  
**8:00 am – 11:00 am**

**Agenda**

ARI Dyslexia Simulation Training

SDE ARI Specialist

Question and Answer

**Meeting Participants**

Name	School/Central Office	Position
Stacy Hall	SHS	SPED
Valerie Washburn	SMS	Teacher - SS 7/8
Mackenzie Yancey	SMS	Math - 7
Nancy Springer	SMS	Math - 8
Carolanne Greger	SHS	Science
Cory Wiggins	SHS	SPED
SHEA BLANCHARD	SMS	PARAPROFESSIONAL
Kaysie Meacham	SMS	science/Reading 6
Anna Lange	SHS	English 10
Sonya Yates	Central Office	Dyslexia/Homebound
Dana Wilkerson	SHS	Teacher - Math
Summer Huff	SHS	Teacher - Math
Rachel Roberts	SHS	Teacher - Science
Devin Roberts	SHS	Teacher Math

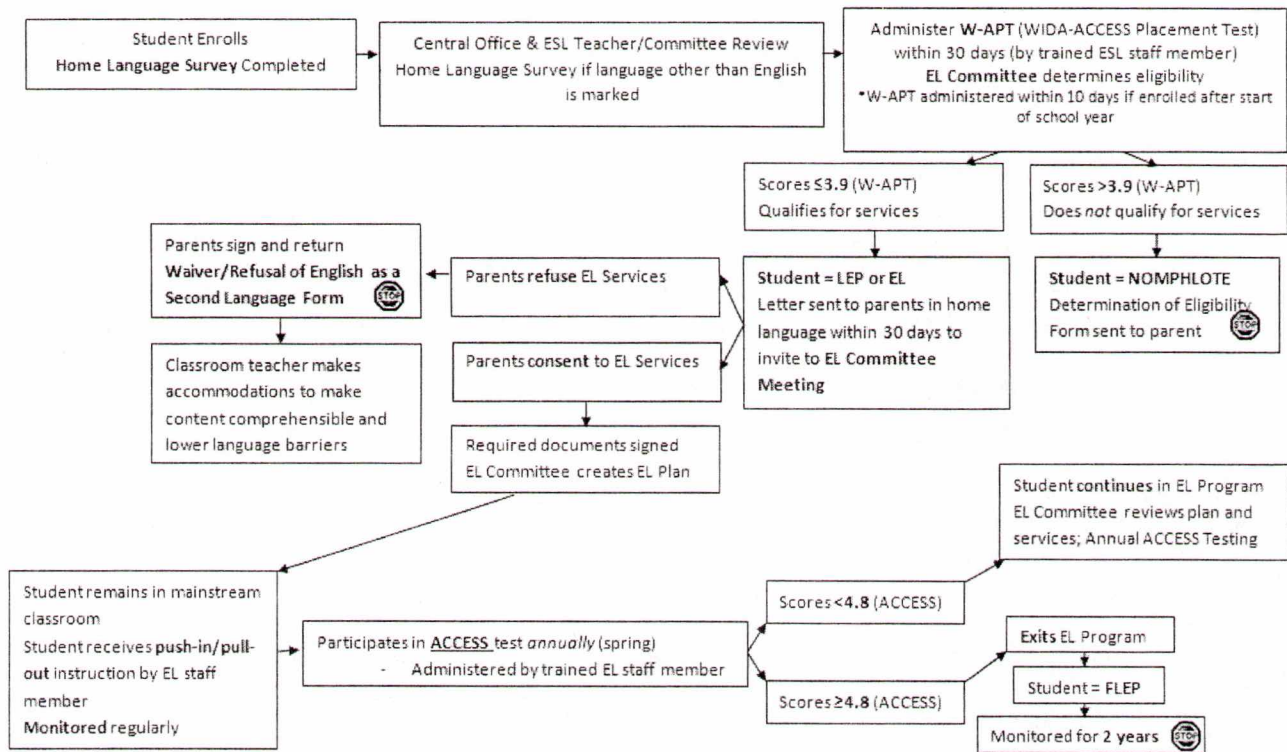


Name	School/Central Office	Position
Brian Finnigan	Saraland H.S.	Assistant Principal
Darrell McCullum	Saraland H.S.	Teacher
Daphne Hany	ALVA	Teacher
Drew Inman	Saraland H.S.	Teacher
Sharie Whitlock	Saraland H.S.	teacher
Makenzie Easley	SHS	teacher
Tracey Edge	SHS	teacher - Social Studies
Tiffani Walker	SHS	teacher
B. Carmichael	SHS	teacher
Janna Conlin	SES	teacher
Tiffany Gibbs	SES	LMS
Deily Schlotman	SES	teacher
Kristen Young	SES	Teacher
Emily Malone	SHS	Teacher
Matt Parkin	SHS	Teacher



# Saraland City Schools English Learner Program

## EL PROGRAM OVERVIEW



## What is our responsibility to English Learners (ELs)?

All minors must be permitted to enroll in public education no matter their immigration status or availability of residency documentation (*Plyler v. Doe*, 1982), and schools and teachers must make appropriate accommodations and provide resources to meet the linguistic and academic needs of Limited English Proficient students (*Lau v. Nichols*, 1974). These plans must be based on educational theory, monitored, assessed, and reviewed to be sure that all needs are met and that students are receiving necessary academic and linguistic services and accommodations (*Castañeda v. Pickard*, 1981).

The content area teacher is the main source of English Language Development and must make appropriate accommodations to ensure that students develop the necessary language skills to be successful learning grade level content. Furthermore, appropriate accommodations must be made to ensure that the content is made comprehensible at students' levels of English proficiency.

## State EL Instruction, Standards, & Assessment

**WIDA** (World-Class Instructional Design and Assessments) – consortium of states including Alabama; provides language/content standards; provides standardized EL Testing (W-APT to identify students as ELs; ACCESS for all students receiving EL Services)

## Reminders for Teachers

**Comment 79** – iNow code used to identify students' grades as accommodated based on Limited English Proficient needs; should be entered by content teacher each quarter if student receives accommodations in order to demonstrate content mastery; Limited English Proficient students cannot be given failing grades if appropriate accommodations are not evident and documented.

**TRANSACTION** – online document translation program subscribed to by the state and the SBOE; federal, state, and local documents can be found in several languages; teachers can log-in, select and fill in documents, and print (EL staff may also translate some documents for Spanish speakers)

## Saraland City Schools English Learner Program

**\*\*Federal law requires teachers of ELs to provide accommodations and modifications to make content accessible and enable ELs to succeed in the classroom. Documentation of accommodations and modifications made in the classroom should be available.\*\***

### Content Standards, English Language Development Standards & Language Objectives

Content Standards	EL Development Standards	Language Objectives
Standards that describe what students should know and be able to do in core academic subjects at each grade level	<p>“WIDA's standards outline the progression of English language development and exemplify how to teach academic language within the context of content area instruction.” (WIDA.us)</p> <p>Standard 1: Social and Instructional Language Standard 2: Language of Language Arts Standard 3: Language of Math Standard 4: Language of Science Standard 5: Language of Social Studies</p>	<p>Inform ELs what specific academic language skills are necessary to be successful with grade-level content</p> <p>Helpful for all students, not just ELs</p> <p>Domains: Listening, Speaking, Reading, and Writing</p>

### Making Objectives for English Learners: Model Performance Indicators (MPI)

EL strategies should be incorporated into each lesson, activity, and assessment. Students’ English Proficiency Level should be considered when creating, implementing, and assessing objectives and assignments. ELs also benefit from seeing language and content objectives at the beginning of a lesson or activity. \*MPIs should enhance content objectives, not replace them.

Consider **three** parts when writing objectives for ELs:

**language objective/domain**, content objective, and *support/accommodation*.

- The student will **orally name** the capitals of European countries while *pointing/looking at a map*.
- The student will **write two sentences** describing each step in a plant life cycle using *picture cards and word banks*.
- The student will **read aloud** descriptions of geometric shapes *to the class after pre-reading the text*.
- The student will **restate** a partner’s response using paraphrasing expressions with *a phrase bank/notes/following model in book*.

### Making Assessments for English Learners

Make sure that written assessments are linguistically appropriate and incorporate similar strategies used in instruction and practice activities.\* Authentic assessment tools such as projects, drawings, and observations in addition to accommodated traditional formats are most appropriate.\* Provide ELs with rubrics for expected language quality and quantity when possible.

- The student will demonstrate mastery of content standard by accurately **completing a multiple-choice test** with *narrowed choice options/extra time/oral answers/translation dictionary/reading aide/reduced questions/etc.*

### What considerations should be made when assigning grades for English Learners?

- Is an I-ELP in place? Was the student’s Language Proficiency Level considered?
- Were accommodations made to lower the language barrier?
- Did the activities assess content mastery rather than reading comprehension/language?
- Were authentic assessment methods used to evaluate EL student’s learning of content?
- Were all content objectives included in the student’s instruction?
- What level of mastery on content objectives did the student demonstrate?

\*Remember to indicate accommodated EL instruction/assessment with *iNow* Comment 79



# Alabama Alternate Assessment

## School Report

SARALAND HIGH

Grade: 10

Test Date: Spring 2016

Sys-Sch#: 187-0635

System: SARALAND CITY

### Reading

Number Tested: 1		
Mean Total Score: 81.0		
Maximum Possible Score: 120		
Achievement Level	Number	Percent
Level I	1	100
Level II	0	0
Level III	0	0
Level IV	0	0

Content Standards	Points Possible	Mean Points Earned	Mean Complexity	Mean Level of Assistance	Mean Mastery
Identify the middle/climax and end in a story	30	21.0	1.0	3.0	3.0
Sequence three events from a story	30	18.0	1.0	2.0	3.0
Read and comprehend a periodical	30	21.0	2.0	2.0	3.0
Identify one foundational United States Document	30	21.0	2.0	2.0	3.0

### Mathematics

Number Tested: 1		
Mean Total Score: 30.0		
Maximum Possible Score: 120		
Achievement Level	Number	Percent
Level I	1	100
Level II	0	0
Level III	0	0
Level IV	0	0

Content Standards	Points Possible	Mean Points Earned	Mean Complexity	Mean Level of Assistance	Mean Mastery
Compare the length, weight, or volume of two or more objects	30	0.0	0.0	0.0	0.0
Identify an amount based on percentage using a chart	30	9.0	1.3	1.3	2.0
Compare cost of two items when given the price for each item	30	21.0	2.0	2.0	3.0
Determine if two numerical expressions are equal or not equal	30	0.0	0.0	0.0	0.0

### Science

Number Tested: 1		
Mean Total Score: 56.0		
Maximum Possible Score: 90		
Achievement Level	Number	Percent
Level I	0	0
Level II	0	0
Level III	1	100
Level IV	0	0

Content Standards	Points Possible	Mean Points Earned	Mean Complexity	Mean Level of Assistance	Mean Mastery
Describe the relationship between action and reaction	30	21.0	2.0	2.0	3.0
Identify safe laboratory procedures	30	18.0	1.0	2.0	3.0
Identify the purpose of basic scientific instruments	30	17.0	1.0	1.7	3.0

Level I: Does Not Meet Standards    Level III: Meets Standards  
Level II: Partially Meets Standards    Level IV: Exceeds Standards

Mean Total Score is based on raw scores.



## EL Teacher Duties and Best Practices

### Ever wonder what an EL teacher does?

- ❖ Analyze AMAO data across district and school to drive instruction
- ❖ Assess students, using the WIDA English Language Screener (W-APT or WIDA MODEL).
- ❖ Every student having any language other than English on their home language survey must be screened. The screener may take up to 70 minutes, depending on the student's language proficiency level, and is administered individually.
- ❖ As a best practice, write plans for newly identified EL students
- ❖ Schedule Entry LEP committee meeting for each newly identified EL student.
  - Meetings are usually 30-60 minutes
  - The Committee may include the ESL teacher, the classroom teacher, The LEA and the parents of the students.
- ❖ As a best practice, update plans for all active returning students.
  - Schedule LEP committee meeting for each active returning student:
  - Meetings are usually 15-30 minutes.
  - The Committee includes the ESL teacher, the classroom teacher, the LEA and the parents of the students.
- ❖ As a best practice, write exit and monitoring plans for students in the 2-year monitoring process.
  - Schedule Exit and Monitoring committee meetings for each student.
  - Meetings are usually 15-30 minutes.
  - The Committee includes the ESL teacher, the classroom teacher, and the parents of the students.
- ❖ Create updated tracking logs for current EL students, monitored students, immigrant, migrant, (including updated status: FLEP, FLEP1&2, LEP1&2,) Partner with Administrators on Policy & Law, Teachers on Instruction, Secretaries on Policy, Interpreters on Communicating, Parents on Community Resources
- ❖ Prepare Information for the classroom teachers to include:
  - A copy of WIDA student assessment scores
  - A copy of student accommodations developed in the committee meetings
  - School-related forms
  - WIDA Standards
  - WIDA Can-Do Indicators for the grade level
- ❖ Train teachers on the WIDA Standards
- ❖ Create testing schedules /orders for WIDA ACCESS for ELLs
- ❖ Gather data for the ALSDE Reports
- ❖ Support and collaborate with teachers and parents when needed
- ❖ Assist with standardized testing as requested
- ❖ Plan parent events each year
- ❖ Evaluate EL Program
- ❖ Serve on district and school committees supporting all students
- ❖ Attend Professional Development for latest updates on law, policy, instruction
- ❖ Teach students English Language Acquisition through Pull-Out or Coaching
- ❖ Learn Grade Level Standards and Classroom Instruction (CCRS, ARI, AMSTI, etc.)

**Your ESL Teacher should be a valuable resource in all aspects of education!**

*Handout C*

Special Education Numbers as of 11/18/2016

Autism – 33

Developmental Delay – 13

Emotional Disability – 1

Hearing Impairment – 6

Intellectual Disability – 9

Multiple Disabilities – 3

Other Health Impairment – 61

Specific Learning Disability – 126

Speech Language Impairment – 65

Traumatic Brain Injury – 2

Total served under IDEA – 319

Gifted Students – 252 (Gifted does not fall under IDEA)

**Progress Monitoring Tools**

***Academic Performance***

High school teachers will use *STAR Reading* as the progress monitoring tools for reading. *STAR Math* will be used as the progress monitoring tools for math.

***Behavior Performance***

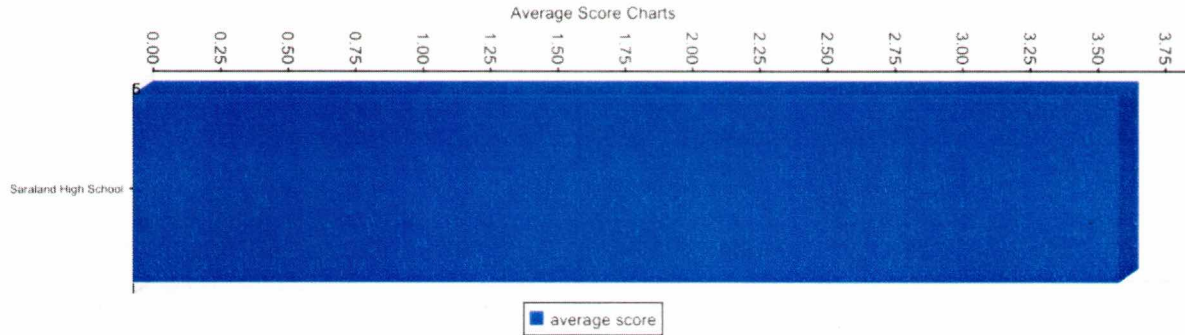
High school teachers will use the Behavior Report to Parents and the SDE Progress Monitoring Data Management Calculator as the progress monitoring tools for behavior. During the PST meetings, language arts, math, science, and social studies teachers will discuss students exhibiting potential behavior concerns.



# SHS Survey Evidence Standard 3.12

## STANDARD 3: TEACHING AND ASSESSING for LEARNING

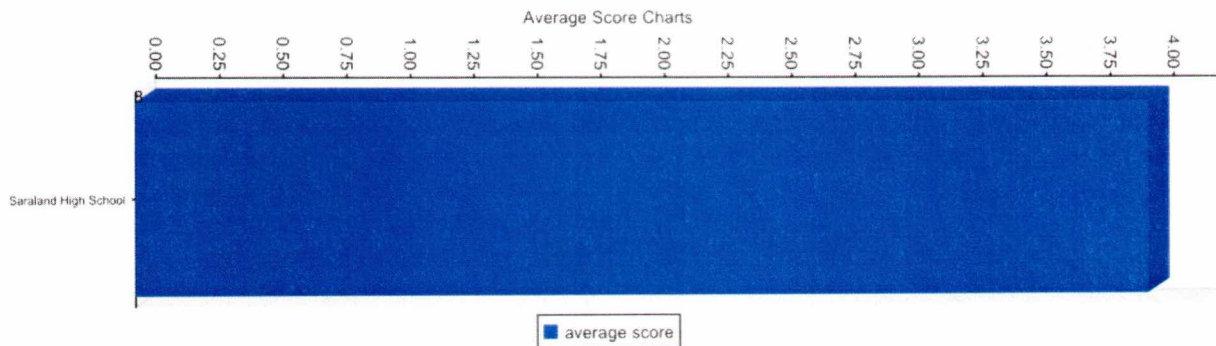
### Students



### 3.12 Indicator

Standard 3 states the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For indicator 3.12, SHS provides and coordinates learning support services to meet the unique learning needs of students. According to the high school student survey results, the average score for this indicator was 3.67 in May 2016 and decreased slightly to an average score of 3.47 in December 2016. While a small decrease, the results still show students believe the school has achieved this indicator.

### Parents

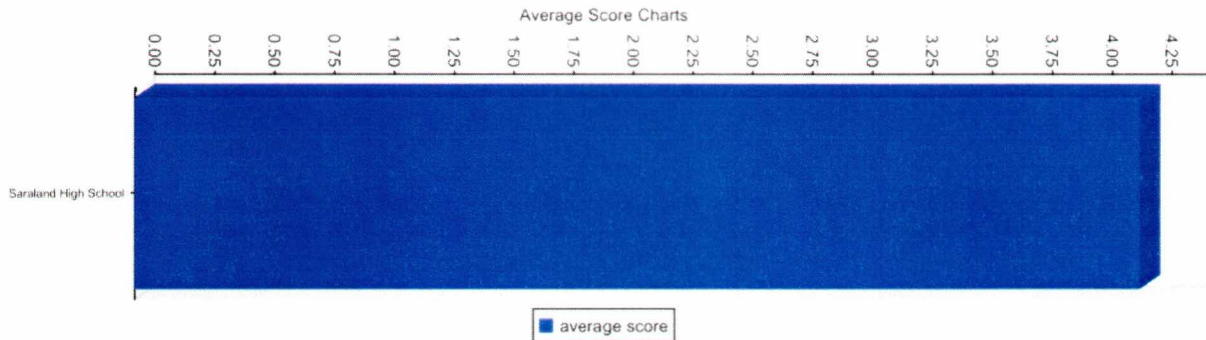


## SHS Survey Evidence Standard 3.12

### 3.12 Indicator

Standard 3 states the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For indicator 3.12, SHS provides and coordinates learning support services to meet the unique learning needs of students. According to the parent survey results, the average score for this indicator was 3.88 in May 2016 and increased to an average score of 4.07 in December 2016. Therefore, the results show parents believed the school has achieved this indicator.

### Staff



### 3.12 Indicator

Standard 3 states the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For indicator 3.12, SHS provides and coordinates learning support services to meet the unique learning needs of students. According to the staff survey results, the average score for this indicator was 4.25 in May 2016 and increased to an average score of 4.33 in December 2016. Therefore, the results show the staff believed the school has achieved this indicator.