

**SOMERSET COUNTY PUBLIC SCHOOLS**  
**PROGRESS TOWARD MEETING PERFORMANCE STANDARDS**

**I.D.iii**  
**Attaining English Language Proficiency**

**No Child Left Behind Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**No Child Left Behind Indicator 2.1: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.**

**Limited English Proficient Learners Developing and Attaining English Language Proficiency**

This section reports the progress of Limited English Proficient learners in developing and attaining English language proficiency. School systems are asked to provide information on Annual Measurable Achievement Objectives (AMAO) I and II:

- AMAO I is used to demonstrate the percentages of English Language Learners *progressing toward* English proficiency.
- The AMAO II is used to demonstrate the percentages of English Language Learners *attaining English proficiency* by end of each school year.

**Note:** Because progress of Limited English Proficient students in attaining proficiency or better in reading and mathematics is included in Section I.D.i, Maryland School Assessment, and in Title III, Part A, only a discussion of progress toward attaining English proficiency is required here. *Where responses in this section are similar or linked to those provided under Section I.D.i, local school systems may reference with page numbers or copy and paste as appropriate.*

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**Attaining English Language Proficiency (continued)**  
**AMAO I – Progressing Toward English Proficiency**

Instructions:

1. Using Table 3.1 on the next page, provide the number of students who are included in the reporting requirement.

<b>Worksheet #1.A Number of Students to be Included in the AMAO I Calculation</b>	
<b>Column 1*</b>	<b>Column 2</b>
Number of students who were reported on the October 31, 2006 student data file.	Number of students from Column 1 who were still enrolled as of March 28, 2007 (first day of testing window) <b>AND</b> completed the summative LAS test. <b>Enter the result as “N” in Table 3.1.</b>
71	64

*\*The total of Columns 2-4 must equal Column 1*

**Accounting for Untested Students**

2. Local school systems must assess all English Language Learners.<sup>4</sup> In Worksheet #1. A above, if Column 1 did not equal Column 2, then complete the following:

<b>Worksheet #1.B Accounting for Untested Students</b>	
<b>Column 3</b>	<b>Column 4</b>
Number of students from Column 1 who were still enrolled as of March 28, 2007 (first day of testing window) <b>AND did not</b> complete the summative LAS test.	Number of students from Column 1 who were not enrolled as on March 28, 2007 (first day of testing window).
2	5

3. Please explain the reasons for students reported in Column 3 above.

One of our 7<sup>th</sup> grade students moved to Florida near the time of testing and did not complete transfer forms before the March 28, 2007 testing window opened. Although this student had left the system, no transfer documents came from Florida so technically the student was enrolled in the SCPS system. The other student not completing the LAS testing was excessively absent and could not complete the test during the testing window.

<sup>4</sup> Title III of the No Child Left Behind Act, Section 3116 (c)(2).

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**Attaining English Language Proficiency (continued)  
 AMAO I – Progressing Toward English Proficiency**

**Worksheet #1.C: Number of Students Who Met the Target**

Using the students identified in Worksheet #1.A in Column 2, list by grade the number of these students who scored 15 scale score points higher on their overall test score in the Spring 2007 administration of the LAS compared to their scores on the October 31, 2006 pre test score file. **Enter the Total Number Who Met the Target to Table 3.1.**

<b>Grade:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b> (Number who met target)
<b>Number who met target</b>	<b>2</b>	<b>13</b>	<b>11</b>	<b>4</b>	<b>1</b>	<b>8</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>N/A</b>	<b>2</b>	<b>N/A</b>	<b>N/A</b>	<b>48</b>

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AMAO I – Progressing Toward English Proficiency**

<b>Table 3.1 System AMAO I, 2006-2007</b>			
	N	Number Who Met Target	% (% = $\frac{\text{Number Who Met Target}}{N}$ )
Total	64	48	75%

\*Note: In order for a local school system to meet the System AMAO I, 2006-2007, **at least 40%** of students must meet grade-specific targets for English Language Proficiency.

- Using Table 3.2 on the next page, provide the number of students who are included in the reporting requirement.

<b>Worksheet #2: AMAO II Calculations</b>			
<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>
Number of students who were reported on the October 31, 2006 student data file <b>AND</b> were tested on the summative LAS-Links April 2007	Number of students from Column 1 who enrolled on or before October 31, 2004 (i.e. have received ESOL services for at least two years or more)	Number of students from Column 1 who enrolled between November 1, 2004 and October 31, 2006 and were placed at proficiency Level 3 or higher	Add the numbers reported in Column 2 and Column 3 to get the Total N. <b>Enter the result in Table 3.2.</b>
<b>64</b>	<b>37</b>	<b>2</b>	<b>39</b>

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**Attaining English Language Proficiency (continued)  
AMAO II – Attaining English Proficiency**

**Worksheet #3: AMAO II Calculations**

Using the students identified in Worksheet #2 in Column 4, list by grade the number of these students who scored greater than or equal to the **overall** target scale score by grade provided below. Enter the Total Number who met the target in Table 3.2.

<b>Grade: Target Score:</b>	<b>K 463</b>	<b>1 485</b>	<b>2 505</b>	<b>3 513</b>	<b>4 516</b>	<b>5 521</b>	<b>6 525</b>	<b>7 528</b>	<b>8 531</b>	<b>9 533</b>	<b>10 539</b>	<b>11 539</b>	<b>12 539</b>	<b>Total (Number who met target)</b>
<b>Number Who Met Target</b>	<b>0</b>	<b>6</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>26</b>

***Note:** These tables represent system-level accountability. A student must be withdrawn from the school system in order to be considered not continuously enrolled.*

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**Attaining English Language Proficiency (continued)  
AMAO II – Attaining English Proficiency**

<b>Table 3.2 System AMAO II, 2006-2007*</b>			
	N	Number Who Met Target	%
<b>Total</b>	<b>39</b>	<b>26</b>	<b>67%</b>

\*Note: In order for a local school system to meet the System AMAO II, 2006-2007, **at least 20%** of students must meet grade-specific targets for English Language Proficiency.

**A. IDENTIFY THE PRACTICES, PROGRAMS, OR STRATEGIES WHICH ATTRIBUTE TO THE PROGRESS OF ENGLISH LANGUAGE LEARNERS TOWARDS ATTAINING ENGLISH PROFICIENCY:**

The many ELL related challenges in 2005 created an awareness of the need to closely examine the school systems ELL program. An ELL program review committee was established in the fall of 2006. The central office instructional staff along with the school level ELL staff met monthly to examine the services provided to ELL students and to look at the effectiveness of those services based on available data.

The committee released its finding in June of 2007. The immediate concern was that the program was understaffed due to an increase in the ELL population. Another concern was that due to the amount of time required to collect and organize documentation, the current staff had a limited amount of time to provide intervention to students. There is a need to develop an efficient process of gathering data, and documenting skill levels and specific interventions for each student. The committee also recognized the need to identify intervention strategies that work with ELL students.

As a result of the committee's work, an additional position was included in the budget for 2007-2008 in order to meet the needs of our growing population. Under the guidance of the *Reading First* Regional Coordinator, specific reading intervention programs were identified to help improve ELL students reading proficiency. These programs were also included in the program budget. The final piece will be for the committee to continue to meet and design a process of documentation to be used by all staff members. This will be done in the fall of 2007.

**1. Hiring Qualified Staff**

In 2006, the ELL staff consisted of 2 certified teachers and one part time Spanish speaking tutor. There were 64 students in 6 different schools being serviced in the ELL program. In April of 2007, a part time teacher was added to work in the southern schools which housed 45 of the students. In addition, a Spanish speaking instructional assistant

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was hired at one of the elementary schools. Although not hired as part of the ELL staff, the assistant provided many services for the Hispanic students and their families.

Specific Implemented Master Plan Action Steps in this area were:

- 1.4.1 Evaluate staffing regarding the growing needs of the ELL student population.
- 1.4.2 Evaluate the effectiveness of the types of services ELL teachers provide.

**2. Revised Core Program with Specific Intervention Strategies**

All ELL students in Somerset County have access to the regular core curriculum in all content areas. The ELL program focuses on teaching students to understand their academic assignments and to use language in socially and culturally appropriate ways. This requires identification, testing, and providing specific services and interventions for each student. Services provided use a “plug in”, or inclusion model, for the secondary students and a “pull out” or “plug in” model at the elementary level. Both models emphasize the four core areas of Speaking, Listening, Reading, and Writing. In an effort to increase student proficiency, reading intervention was used for students at one elementary school. At another, the Spanish speaking teaching assistant was utilized to work with Hispanic students. One elementary school used “*Leap Frog*” as an intervention through home and school connections with their ELL students and families. Another elementary school used the Oxford Picture Dictionary with ELL students.

Specific Implemented Master Plan Action Steps in this area were:

- 1.4.2 Monitor the types of services the ELL teachers provide
- 1.4.4 Monitor Best Practice teaching strategies to increase language acquisition of ELL students
- 1.4.5 Monitor ELL teachers’ use of content based materials and technology to increase student achievement.
- 1.4.7 Monitor and evaluate the impact of school day interventions on student growth and achievement.
- 1.4.8 Analyze data on the impact of interpreters on student achievement.

**3. Professional Development for ELL and Regular Ed Teachers**

The school system encourages all teachers to participate in high quality professional development in their respective areas. The ELL staff must look to outside sources for opportunities related to their specific area. Salisbury University offers a Master’s degree in Teaching Students of Other Languages (TSOL) and therefore has a department which offers courses and other services to staff members. Other opportunities are found by attending state and national conferences related to ELL. All ELL teachers are required to attend the same professional development as other classroom teachers in their schools. In 2006, they attended a series of sessions on Systematic Instruction, Phonemic Awareness, Phonics, and Sight Words (SIPPS) to better enable them to deliver high quality reading intervention. ELL teachers also attended Language Essentials for Teachers of Reading and Spelling.

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It is important that high quality professional development is also provided to assist regular classroom teachers in making modifications and reinforcement for the English Language Learner. Sessions were conducted by two teachers who recently received Masters Degrees from the TSOL program at Salisbury University. They shared specific techniques and strategies that teachers can use within the regular classroom to help ELL students be successful. In addition, twenty teachers from Somerset County attended an ELL session provided by Salisbury University.

Specific Implemented Master Plan Action Steps in this area were:

- 1.4.3 Maintain teacher participation in Salisbury University’s collaborative in service and workshop programs
- 1.4.4 ELL teachers are included in all regular education professional development

**4. Increased Parent Communications**

Somerset County Public Schools continues to value parent and community participation including families of ELL student. All schools send communications home in the first language of the student in order to keep parents and families informed. This strategy resulted in a high percentage of participation in school activities by ELL parents.

Specific Implemented Master Plan Action Steps in this area were:

- 1.4.8 Maintain interpreters for non-English speakers as needed
- 2.1.21 Increase Parental involvement by sending communications in their first language.

**B. RELATED RESOURCES**

<b>RELATED RESOURCES FOR ELL</b>	
<b>Staffing</b>	
<ul style="list-style-type: none"> <li>• Hired two certified ELL teachers</li> </ul>	<p><b>Cost:</b> \$ 101,800 <b>Source:</b> Thornton</p>
<ul style="list-style-type: none"> <li>• Staffed one bilingual tutor and one bilingual assistant</li> </ul>	<p><b>Cost:</b> \$ 21,336 <b>Source:</b> SS/HS: (\$ 6,505) Title I: (\$14,831)</p>
<ul style="list-style-type: none"> <li>• Hired an additional part time teacher in April 2007</li> </ul>	<p><b>Cost:</b> \$2, 880 <b>Source:</b> Thornton</p>
<b>Professional Development</b>	
<ul style="list-style-type: none"> <li>• Provided professional development through a partnership with Salisbury University’s TSOL department</li> </ul>	<p><b>Cost:</b> \$0 <b>Source:</b> SU Staff time</p>

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<b>RELATED RESOURCES FOR ELL</b>	
<ul style="list-style-type: none"> <li>• Provided in house training and follow up for regular ed teachers on strategies to use teaching ELL students</li> <li>• Assigned ELL staff to participate in the Systematic Instruction, Phonemic Awareness, Phonics, and Sight Words (SIPPS) Reading Intervention training sessions</li> </ul>	<p><b>Cost:</b> \$0 <b>Source:</b> Staff Time</p> <p><b>Cost:</b> \$0 <b>Source:</b> Staff Time</p>
<ul style="list-style-type: none"> <li>• Assigned ELL staff to participate in the LETRS, Language Essentials for Teachers of Reading and Spelling, along with elementary teachers of reading.</li> <li>• Assigned ELL staff to participate in the Maryland Institute of Beginning Reading along with elementary teachers of reading.</li> <li>• Assigned ELL staff to participate in the Scientific Based Reading Research along with elementary teachers of reading.</li> <li>• Assigned ELL staff to participate in Differentiated Instruction, Part I and Part II, along with elementary teachers of reading.</li> </ul>	<p><b>Cost:</b> \$ 2,064 <b>Source:</b> <i>First Reading</i></p> <p><b>Cost:</b> \$ 390 <b>Source:</b> <i>Reading First</i></p> <p><b>Cost:</b> \$ 390 <b>Source:</b> <i>Reading First</i></p> <p><b>Cost:</b> \$0 <b>Source:</b> <i>Reading First</i></p>
<b>Core Program</b>	
<ul style="list-style-type: none"> <li>• Used <i>Reading First</i> Curriculum at the Elementary grades</li> <li>• Monitored ELL students with higher proficiency levels</li> <li>• Provided classroom and assessment accommodations for ELL students</li> <li>• Modified students' schedules at the secondary level to allow scaffolding of courses demanding higher level of proficiency of the English Language</li> </ul>	<p><b>Cost:</b> \$ 7,888 <b>Source:</b> <i>Reading First</i></p> <p><b>Cost:</b> \$0 <b>Source:</b> Staff Time</p> <p><b>Cost:</b> \$0 <b>Source:</b> Staff Time</p> <p><b>Cost:</b> \$0 <b>Source:</b> Staff time</p>
<b>Intervention</b>	
<ul style="list-style-type: none"> <li>• Provided small group reading instruction using <i>Reading First</i> intervention programs.</li> </ul>	<p><b>Cost:</b> \$0 <b>Source:</b> Staff Time</p>

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<b>RELATED RESOURCES FOR ELL</b>	
<b>Materials, Supplies &amp; Equipment</b>	
<ul style="list-style-type: none"> <li>Implemented The <i>Leap Frog</i> Language First Program and Spanish/English Pictionary with <i>Leap</i> pads</li> </ul>	<b>Cost:</b> \$ 5,000 <b>Source:</b> Community Foundation Grant
<ul style="list-style-type: none"> <li>Implemented use of the Oxford Picture Dictionary</li> </ul>	<b>Cost:</b> \$ 297 <b>Source:</b> Title II
<ul style="list-style-type: none"> <li>Applied <i>Reading First</i> Intervention materials</li> </ul>	<b>Cost:</b> \$ 3,800 <b>Source:</b> <i>Reading First</i> Grant (\$2,600) Title III: (\$1,200)
<b>Community Involvement</b>	
<ul style="list-style-type: none"> <li>Assured communication to Spanish speaking parents occurred in their first language</li> </ul>	<b>Cost:</b> \$352 <b>Source:</b> Title III

**B. IDENTIFY WHERE PROGRESS TOWARDS ATTAINING ENGLISH PROFICIENCY BY EACH DOMAIN IS INSUFFICIENT OR WHERE CHALLENGES ARE EVIDENT:**

**Language Acquisition Scales “LAS” 2007 Proficiency Score Distribution**

The tables below illustrate the proficiency distribution scores for the 64 ELL students in 2007. The overall score is an average of the four domain scores. A proficiency level of 4 or higher is considered proficient in any area.

<b>Table 4.1 Proficiency Level by Grade Band</b>						
Proficiency Level	Grade Band	Overall	Speaking	Listening	Reading	Writing
5	Elem	34.6	51.9	40.3	30.7	26.9
	Middle	44.4	33.3	33.3	33.3	33.3
	High	0	0	0	0	0
4	Elem	21.1	26.9	23	11.5	9.6
	Middle	0	11.1	11.1	22.2	0
	High	0	0	0	0	0
3	Elem	17.3	19.2	30.7	21.1	15.3
	Middle	22.2	33.3	11.1	0	33.3
	High	33.3	0	0	33.3	0
2	Elem	26.9	19.	5.1	26.9	21.1
	Middle	11.1	22.2	22.2	0	33.3
	High	66.6	100	33.3	33.3	66.6
1	Elem	0	0	1.9	11.5	26.9
	Middle	22.2	0	22.2	33.3	0
	High	0	0	66.6	33.3	0

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<b>Table 4.2 Proficiency Levels by Percentages of Students</b>					
<b>Proficiency Level</b>	<b>Overall</b>	<b>Speaking</b>	<b>Listening</b>	<b>Reading</b>	<b>Writing</b>
<b>5</b>	34.3	46.8	37.5	29.6	28.1
<b>4</b>	17.1	23.4	20.3	12.5	7.8
<b>3</b>	18.7	20.3	26.5	18.7	17.1
<b>2</b>	26.5	9.3	9.3	23.4	25
<b>1</b>	3.1	0	6.2	15.6	21.8

<b>Table 4.3 Number of Students at each Proficiency Level by Years of Service</b>								
<b>Proficiency Level</b>	<b>Years of Service</b>							
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>5</b>		3	7	5	2	3	1	1
<b>4</b>		5	5					
<b>3</b>	3	3	4	1				
<b>2</b>	6	6	3	2				
<b>1</b>	1	1	1		1			

**1. The percentage of students proficient in Listening is insufficient and one of the weakest domains for the high school students.**

Language Acquisition test results show that 42.2% of the ELL students were not proficient in Listening. Of the 64 students tested, 17% scored lower in Listening than any of the other domains. Although only 36.8% of the elementary students were not proficient, the area of greatest concern is at the high school level. All of the high school students tested scored below the proficient level in Listening. An added concern is that 2 of the 5 high school students have been in the program for at least 4 years and remain not proficient in Listening. These students have difficulty responding to idiomatic expressions and understanding of academic and social situations.

- 1) We are challenged to increase secondary classroom teachers' awareness and sensitivity to the listening learning barrier.

**2. The percentage of students proficient in Speaking is insufficient and one of the weakest domains for the high school students.**

In 2007, 70.2% of all ELL students and 78.8% of elementary ELL students were proficient in Speaking. Of the 64 students tested, 63% scored higher in Speaking than any other domain. Speaking is the strongest domain for the elementary students and the second highest domain for the middle level students. The concern in this area is at the high school level. All of the high school students tested scored below the proficiency level in Speaking. An added concern at this level is that 2 of the 5 high school students have been in the ELL program for at least 4 years and remain below the proficiency level in Speaking. These students have difficulties asking questions, giving directions and paraphrasing events.

- 1) We are challenged to avoid confusing Speaking proficiency with proficiency in Reading, Listening and Writing.

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**3. The percentage of students proficient in Reading is insufficient and one of the weakest domains for the high school students.**

2007 Language Acquisition scores show that 57.9% of all ELL students tested are not proficient in Reading. 38% of the students tested scored lower in Reading than any of the other domains. Although Reading is of concern at all levels, it was the strongest domain for the middle level students. 55.5% of the middle level ELL students were proficient in Reading. The area of greatest concern is at the high school level with 0% of the students' proficient. The ELL students need additional considerations and recommendations for reading instruction due to the linguistic, cognitive, and academic variables that compound the process of reading.

- 1) We are challenged to motivate ELL students to read independently in order to increase their proficiency.

**4. The percentage of students proficient in Writing is insufficient and the weakest domain for every grade band.**

Writing proficiency levels of our 64 students on the Language Acquisition Scales test is the lowest of the four domains. Only 35.9% of all ELL students are proficient in Writing, including 36.5% of elementary students, 33.3% of middle level students and 0% of high school students. Writing was the lowest scoring domain for 41% of the students tested in 2007. Many ELL students do not have sufficient reading skills or have experienced enough exposure to text to produce writing tasks at grade level. For these students the writing process must be broken down and build upon their personal experiences.

- 1) We are challenged to prioritize Writing proficiency for ELL students as a means to increase proficiency in the other three domains.

**C. CHANGES OR ADJUSTMENTS THAT WILL BE MADE TO ENSURE SUFFICIENT PROGRESS OF ENGLISH LANGUAGE LEARNERS TOWARDS ATTAINING ENGLISH PROFICIENCY:**

<b>PROGRAMS, PRACTICES, &amp; STRATEGIES TO ENSURE ELL PROGRESS IN ATTAINING ENGLISH LANGUAGE PROFICIENCY</b>	
<b>Staffing</b>	
<ul style="list-style-type: none"> <li>• Hire an additional ELL teacher to improve the student to teacher ratio.</li> </ul>	<p><b>Amount Budgeted:</b>\$54,209 <b>Source:</b> Thornton <b>Timeline:</b> August 2007</p>
<ul style="list-style-type: none"> <li>• Assign ELL program supervision to the Assistant Superintendent and <i>Reading First</i> Coordinator</li> </ul>	<p><b>Amount Budgeted:</b> \$0 <b>Source:</b> Staff Time <b>Timeline:</b> August 2007</p>
<ul style="list-style-type: none"> <li>• Hire a part time Bilingual tutor.</li> </ul>	<p><b>Amount Budgeted:</b>\$2,100 <b>Source:</b> Title III Grant <b>Timeline:</b> Sept. 2007</p>
<ul style="list-style-type: none"> <li>• Hire an additional reading intervention assistant</li> </ul>	<p><b>Amount Budgeted:</b> \$ 24,000</p>

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<b>PROGRAMS, PRACTICES, &amp; STRATEGIES TO ENSURE ELL PROGRESS IN ATTAINING ENGLISH LANGUAGE PROFICIENCY</b>	
at one elementary school	<b>Source:</b> <i>Reading First</i> <b>Timeline:</b> Fall 2007 <i>Duplicated Reference</i>
<b>Core Program</b>	
<ul style="list-style-type: none"> <li>Reduce class size for ELL students at the primary level in Reading by assigning ELL teacher to one Reading Instructional Group</li> </ul>	<b>Amount Budgeted:</b> \$0 <b>Source:</b> Staff Time <b>Timeline:</b> August 2007
<ul style="list-style-type: none"> <li>Monitor teacher time spent with students to maximize instruction</li> </ul>	<b>Amount Budgeted:</b> \$0 <b>Source:</b> Administrator time <b>Timeline:</b> August 2007
<ul style="list-style-type: none"> <li>Use of <i>Reading First</i> Curriculum in the Elementary grades</li> </ul>	<b>Amount Budgeted:</b> \$0 <b>Source:</b> Staff Time <b>Timeline:</b> 2007-2008
<ul style="list-style-type: none"> <li>Provide classroom and assessment accommodations for ELL students within the regular classroom</li> </ul>	<b>Amount Budgeted:</b> \$0 <b>Source:</b> Staff time <b>Timeline:</b> 2007-2008
<b>Intervention</b>	
<ul style="list-style-type: none"> <li>Use of small group reading instruction using Reading First intervention programs.</li> </ul>	<b>Amount Budgeted:</b> \$0 <b>Source:</b> Staff Time <b>Timeline:</b> 2007-2008
<ul style="list-style-type: none"> <li>Monitoring progress of ELL students with higher proficiency levels</li> </ul>	<b>Amount Budgeted:</b> \$0 <b>Source:</b> Staff time <b>Timeline:</b> 2007-2008
<ul style="list-style-type: none"> <li>Modify secondary students' schedules to allow scaffolding of courses demanding higher level of proficiency in the English Language</li> </ul>	<b>Amount Budgeted:</b> \$0 <b>Source:</b> Counselor time <b>Timeline:</b> 2007-2008
<ul style="list-style-type: none"> <li>Support English Language Learners in the regular classroom ("Plug-in" service)</li> </ul>	<b>Amount Budgeted:</b> \$0 <b>Timeline:</b> 2007-2008
<ul style="list-style-type: none"> <li>Provide individual or small group skill building in Reading, Listening, Speaking, and Writing through the ELL teacher ("Pull-out" service)</li> </ul>	<b>Amount Budgeted:</b> \$0 <b>Source:</b> Staff Time <b>Timeline:</b> 2007-2008
<b>Materials, Supplies &amp; Equipment</b>	
<ul style="list-style-type: none"> <li>Purchase the <i>Leap Frog</i> Language First Program for use at an additional elementary school</li> </ul>	<b>Amount Budgeted:</b> \$5,000 <b>Source:</b> Title III <b>Timeline:</b> Fall 2007
<ul style="list-style-type: none"> <li>Purchase the <i>Oxford Picture Dictionary</i> for each ELL elementary student</li> </ul>	<b>Amount Budgeted:</b> \$ 585 <b>Source:</b> Title III <b>Timeline:</b> Fall 2007
<ul style="list-style-type: none"> <li>Purchase <i>Secondary English Literacy Series</i></li> </ul>	<b>Amount Budgeted:</b> \$6,000

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<b>PROGRAMS, PRACTICES, &amp; STRATEGIES TO ENSURE ELL PROGRESS IN ATTAINING ENGLISH LANGUAGE PROFICIENCY</b>	
	<b>Source:</b> Thornton <b>Timeline:</b> Fall 2007 <i>*Duplicated Reference</i>
<b>Community Involvement</b>	
<ul style="list-style-type: none"> <li>• Promote the use of the Parent Resource Centers for families of ELL students</li> </ul>	<b>Amount Budgeted:</b> \$0 <b>Source:</b> Staff Time <b>Timeline:</b> 2007-2008
<ul style="list-style-type: none"> <li>• Publish school communication in the parents first language</li> </ul>	<b>Amount Budgeted:</b> \$0 <b>Source:</b> Staff Time <b>Timeline:</b> 2007-2008
<ul style="list-style-type: none"> <li>• Use of the Spanish speaking staff and volunteers to help translate and work with parents at school conferences.</li> </ul>	<b>Amount Budgeted:</b> \$22,000 <b>Source:</b> Title I: (\$15,000) Title III: (\$ 7,000) <b>Timeline:</b> 2007-2008

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**ELL CLARIFYING QUESTION RESPONSE**

**Identify specific strategies that will be used to address the challenges identified on pages 122 & 123 of the Somerset Master Plan Update.**

**Challenges identified are:**

- 1. We are challenged to increase secondary classroom teachers' awareness and sensitivity to the Listening learning barrier.**
- 2. We are challenged to avoid confusing Speaking proficiency with proficiency in Reading, Listening and Writing.**
- 3. We are challenged to motivate ELL students to read independently in order to increase their Reading proficiency.**
- 4. We are challenged to prioritize Writing proficiency for ELL students as a means to increase proficiency in the other three domains.**

Each of the identified challenges will be addressed through professional development, collaboration between ELL and the regular classroom teachers, small group instruction and providing appropriate materials. It should be noted that in order to address these challenges the focus will be on providing teachers with the awareness and skills necessary to work effectively with ELL students.

High quality professional development will be provided throughout the school year through a partnership with Salisbury University's TESOL department, MSDE technical assistance and SCPS Reading Coaches and ELL teachers. Afternoon Professional Development (APD) sessions at the secondary level will focus on strategies and activities teachers can use to overcome the listening and learning barrier. Teachers will be encouraged to use listening activities on a regular basis to strengthen this skill in their students. ELL staff will work with regular education teachers to understand the misconception that students who seem to be able to speak English do not necessarily have the understanding needed to be proficient in the other domains. A new initiative this year will be to provide secondary teachers training in the Reading First SIPPS intervention program and LETRS modules 10-12. These programs will provide teachers with strategies and materials to implement when teaching reading and writing. The school system is placing a renewed emphasis on teaching writing to all students this year. This emphasis will benefit all students, including English Language Learners.

Collaboration between ELL teachers, Reading Coaches and the regular classroom teacher is another strategy being used to address each of the above challenges. Reading Coaches will be providing some of the professional development described above and will monitor the implementation of the strategies by both ELL and regular classroom teachers. They will also serve as a resource for assistance with the SIPPS program and implementation of LETRS strategies. ELL teachers serve as supports for the classroom teachers when they are implementing strategies with bilingual components. In addition, all ELL teachers are working with secondary core subject teachers to acquire a deeper understanding of subject area content. This will help them to provide assistance to students when co-teaching or implementing the "plug-in" model. ELL teachers will also work with the classroom teachers to design strategies to ensure solid literary instruction.

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As a response to an increasing ELL population, the school system increased the ELL staff by hiring an additional certified teacher, an assistant to work with ELL students and a bilingual tutor. The addition of this staff resulted in smaller student to teacher ratios and therefore, smaller class sizes. A smaller student to teacher ratio helps to build better relationships between students and staff. Teachers can place a greater emphasis on Listening activities and individual reading and writing activities. Students who are more literate in their native language can also be paired with students that are having difficulties which will aid them in the development of English Literacy.

Another strategy used to address the challenges of the ELL program will be to provide culturally appropriate materials to classroom teachers. The use of these materials will help build connections with the students. Providing relevant cultural materials will help build interest and motivate students to read more, ultimately increasing their proficiency level.

All of the above strategies are being used to address the challenges of a very small ELL population in the school system. It is therefore important that the strategies implemented benefit students in other subgroups as well.

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