

Black Hills Special Services Cooperative  
**MAY 2018**  
SD State-Wide  
Title III and Migrant Consortia

South Dakota  
State-Wide  
Title III  
& Migrant  
Consortia



Supporting Equity  
in Education

Dear SD State-Wide Title III Consortium 2017-2018 Members:

What a lovely SD day! Now that the snow has melted... we are waiting for rain! Such is the South Dakota life!

On May 7<sup>th</sup> each district received their 2018 ACCESS score report. What a day to celebrate each and every step of progress – from programming to individual student success. Strong students mean confident and successful learners, mean a strong workforce, mean a strong South Dakota, and mean a strong society. Congratulations to all of you for your part in educating ALL of South Dakota's youth. Please see below for some guiding questions as your district reflects on the ACCESS Scores for the year.

Please remember, if your district is facilitating any professional development this summer through the Title III/Migrant Consortia, invite private school teachers from within your district boundaries to attend.

I am looking forward the upcoming workshops provided by the SD DOE, *Effective Core EL Plans*. This training will highlight the new accountability system for ELs in response to ESSA laws and guidelines. This is a great time to continue refining your EL Plan, revising your EL Plan in light of new laws, or get started on your EL Plan if ELs are new in your district.

Our ENL (English as a New Language) endorsement program will be beginning its fourth cohort this Fall 2018. If your district does not yet have an endorsed ENL teacher (or someone currently enrolled in the program), please contact [Gwyneth.witte@k12.sd.us](mailto:Gwyneth.witte@k12.sd.us) for further information. We have had about sixty practicing teachers successfully complete the program and are on track to have about another thirty-five complete the program in December 2018. Join us!

Please do check the final page for a more detailed list of our summer PD that has been planned so far.

With highest regard,

Gwyneth Dean-Witte, Ed.S.  
Title III/Migrant Consortia Coordinator  
[Gwyneth.witte@k12.sd.us](mailto:Gwyneth.witte@k12.sd.us)

### **Effective District CORE EL Programs workshop: SD DOE Go Sign Me Up**

Mitchell – May 10<sup>th</sup> at Ramkota. May 11<sup>th</sup> in Aberdeen and Rapid City. Please find all information on the SD DOE Title III website and SD “Go Sign Me Up”.

### **IMAGINE LEARNING FOCUS**

Thank you to all who joined in on at least one of the Title III Consortium Imagine Learning-sponsored trainings. They were so helpful in using end-of-year data to find out how our students have grown! There are also ways to use the Printable Teacher Resources for summer school and to help prevent that “summer slide.” Remember, do not erase your student data. When your student logs into Imagine Learning again at the beginning of the school year next Fall, they will be give a placement test and re-placed in the program. The program will use current data, as well as the new Fall placement test data, to make an appropriate placement for each student. Yes, they can use it during summer school. Contact Luis if you have questions.

**ACCESS SCORES ARE IN!** - This is your go to site:

<https://www.wida.us/Assessment/access20.aspx#scoring>

EXIT SCORE - 5.0 Composite/Overall score (no specific domain score requirements)

Use the following to guide your District EL Team discussions about your 2018 ACCESS Score reports.

1. **Share score reports with families.** Schedule a time to talk with families if possible. There is a “Parent Guide for ACCESS For ELs 2.0 Score Reports” translated into multiple languages on the WIDA Download library.
  - a. Keep a copy for your Cumulative Student files.
  - b. Include the WIDA Parent Guide for ACCESS for ELLs 2.0 Score Report (download library) in a language the parents can understand (download library).
  
2. Make copies of the ACCESS Reports and place in the **Cumulative Student Folder**.
  - a. Make copies of the ACCESS Reports and **give to the classroom teachers** and **ESL Teachers**. Who will share with the teachers what these scores mean?
  - b. Make sure each **district has a protocol** for who sends scores home to parents in a timely manner. This should be done before the end of the school year, perhaps with other assessment scores and/or report cards.
  
3. Language Acquisition Plans (LAPs) for 2017-18 can be written now or in the Fall of the school year. We have our LAP workshops in August.
  
4. **As an ELL Team, analyze scores and make decisions about ELD instruction for the coming school year.** To facilitate this discussion, I like to just sit down as a group and really dig through the ACCESS data. I love chart paper! Make a chart for the Team to see. Plot the scores in each of your schools or buildings. Where do we see trends, clusters, grade-levels that could go together for scheduling? Remember, each English Learner in your district needs specific language instruction with an endorsed ENL teacher – someone with the training in language acquisition. Consult your Title III Support staff as needed.
  - a. Plot scores for grade-level clusters on the CAN DO Descriptor Name Charts available on the WIDA website and [www.sdtitle3.org](http://www.sdtitle3.org).
  - b. Note, for each student, what domain is strong? Where is growth needed? How can we address that?
  - c. Do we have students reclassified to Monitoring Status? Who is in charge of that?
  - d. Who is teaching English Language Development (ELD)? What is our current model? Is it working? On what evidence do we base that decision?
  - e. Did our students show growth? On what evidence do we base that decision?
  - f. What resources are we using to teach English Language Development? Are the resources working? How do we know? Do we need to purchase?
  - g. In the self-contained and content classroom, what strategies are teachers using to build skills in academic language and English Language Development?
  
5. Do we have an **English as A New Language Endorsed teacher** providing ELD services? If not, what is our plan to get one?
  
6. What are our **Professional Development** needs?
  - a. For classroom/content teachers?
  - b. For our Colony Teachers?
  - c. For our ESL/ENL Teacher?
  - d. What Professional Development did we complete this school year? What do we need to attend next year?
  
7. Take care of the **current Monitoring Status students**. Collect evidence. Keep in Cumulative Folder. If students are on second year of monitoring, meet with EL Team to officially reclassify them as exited – let [Yutzil.becker@state.sd.us](mailto:Yutzil.becker@state.sd.us) know they should be removed from monitoring status. Do you have any students who have exited this year and will go on Monitoring Status? If yes, please send home with the ACCESS report the **Parent Notification Letter** found on the DOE Title III Website. (click here and scroll down to “Identification, Screening, Parent Notification, Program Model” Section: [Parent Notification Letter](#))

8. **Celebrate with students!** Share with students if they have been reclassified to Monitoring Status or show them what progress they have made. Students will also like to know which Domain they will really need to focus on in the coming school year as an area for growth.

### **Summer Slide and ELs – What can schools do to address this?**

Summer is the perfect opportunity to help English Learners close the achievement gap. According to Hallie Smith in her blog for *Scientific Learning, Fast ForWord* reading assistant, low-income students lose more than two months in reading achievement during the summer, while high-income students see reading gains during the summer. High and low income students lose math skills at more or less the same rate over the summer months. Lower-income students have less access to books in the summer. And summer is a time especially critical for ELLs as they may lose access to fluent English modeling and speaking opportunities.

How can we address this issue? There are a number of things teachers can do before school is out to help families keep up skills in English, even if the school can't offer a summer program. These are just a few...

#1 Introduce student to what's out there in media. Books based on movies come out in the summer – show movie trailers in the last days of school. Hand out books that connect to the movies. Challenge the students to read the book before seeing the movie.

#2 Have students develop a way to recommend books before summer begins. Help kids make a list of books with icons for rating books they recommend: Smile face, thumbs up or down, stars, etc) Post these on the school website or send home a list with kids.

#3 Model reading and discussion all summer long by sending out a newsletter or email to families (snail mail for families without internet).

#4 Take the class to the local library on a short field trip to show them how it works and sign them up for the summer reading program they offer. Native Eng speaking families may or may not need this, but ELL families will really benefit. Actually, native speakers who don't read in the summer ... well, this might just get them reading, too!

#5 Does your community have a local writing project, summer camp program, day-care? Help your English Learning families connect with these resources by sending home flyers – and translate at least a few of the main captions or info into Spanish. It usually doesn't work to translate the entire document, but a few main phrases go a long way! Give a phone number of someone at the school who can answer their questions in their first language – or invite families in to discuss. *Language Line* can be contracted for interpretation services.

#6 Encourage some reading in the first language, too! We value the first language as much as English as research shows that if students stop learning literacy in their first language, the development in the new language slows down, too.

Of course, offering a summer program is the best fix of all! Allow kids to come for the morning, provide transportation, send home library books, provide field trips and ton of hands on activities!!! And LOTS OF ORAL LANGUAGE! But how to pay??? Many organizations offer grants. Seek out your community foundation for donations. Have a fundraiser. Budget in the spring for the next summer. Providing these continued learning opportunities will only strengthen programming and create more successful learners over-all and in the long run!

Organizations that offer grants: 21<sup>st</sup> Century Community Learning Centers, Title I Supplemental Education Services, The Child Care and Development Fund, Temporary Assistance for Needy Families

### **ESL TEACHER FOCUS**

This month, I hope you take special time to celebrate learning with your students. It is a crazy time of year but reflecting and celebrating on learning is one of the most valuable activities to include in classroom culture. Our English Learners have spent the school year doing “double-duty”, that is learning both content and language at the same time. Despite many factors, every little piece of learning demonstrates tons of energy, effort, and drive.

## Content Teacher – Sheltering Instruction

**When is Instruction EL-Friendly?**

**Unchunked Instruction**



Too much information for ELs to process at a time.

**Chunked Instruction**



ELs can process content when it's segmented into manageable units.

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**4 Ways to Chunk Instruction**

**Add Images**

Use images to represent ideas.



**Interactions**

Let ELs discuss ideas to process content (pairs, small groups, individual work).



**Technology**

Let ELs use apps & tech to process content & demonstrate their understanding.



**Intervals**

Plan various activities per lesson (group vs individual; research vs create)



EmpoweringELLs.com

I am sharing another Bathroom Brief with you! Such good info in a short Infographic.

<https://www.empoweringells.com/bathroom-briefs/>

Also, some wonderful workshops are available for Content Teachers, K-12, through the TESOL International Self-Study offerings. These classes speak directly to content teachers, especially in the high school level. Credit can be earned for renewal and you'll develop your understanding about working with language learners in your specific content area.

Click – <http://www.tesol.org/attend-and-learn/online-courses-seminars>

- \*ESL For Secondary Math Teacher
- \*ESL for the Secondary Science Teacher

Enjoy! 😊

### Online Courses

#### Self-Study

These courses offer you a self-paced, individualized learning experience. You can register at a time that best fits your schedule.

- [ESL for the Secondary Mathematics Teacher](#) **NEW!**
- [ESL for the Secondary Science Teacher](#) **NEW!**

## TECHNOLOGY CORNER

[Lindsay.Frankenfeld@k12.sd.us](mailto:Lindsay.Frankenfeld@k12.sd.us)

### Technology Tools to Support English Learners

By Lindsay Frankenfeld

On April 21 I had the opportunity to present “Technology Tools to Support SLIFE” at the MinneSlife conference. If you are interested in learning more about the tools, please explore this website I made for workshop participants: <http://slifetech.edublogs.org/>. It's also on the SLIFE page on our [sdtitle3migrant.org](http://sdtitle3migrant.org) website. The tools include Edublogs, QR codes, Nearpod, Storybird, InsertLearning, Flocabulary, Readworks, Padlet, EdPuzzle, and Copyright free images. I introduced the tools, then gave some time for participants to explore. When you click on each ‘card’ or ‘box’ on the site, you'll see some links to help guide exploration of the tools. I used a free version of Edublogs (one of the tools, which is free for any educator!) so I could only add links to videos, not embed them. But as you'll see - it works - and it could be a great resource to support students in your classroom.

A tool I'd like to highlight here is QR codes, which can be used for differentiation in the classroom. If a student has a phone - or an ipod or other tablet, they can hold the device up to a QR code that is on a screen or printed and it will take them directly to a website, audio file, or document. These could be L1 supports, scaffolds like key vocabulary or sentence frames, or videos or websites that offer background information on a topic. You see the links here <http://slifetech.edublogs.org/2018/04/03/qr-codes/> for an Android QR Code Reader, Apple QR Code Reader, QR Code Generator, and an article from Emerging Ed about how to use QR codes in the classroom. Once you have the QR Code Reader, try it! The QR code on the right will take you to a “padlet” link where I shared all of these tools, in a different format than the Edublog:



## HUTTERITE COLONY AND MULTI-GRADE Teaching Focus – [tanya.vitek@k12.sd.us](mailto:tanya.vitek@k12.sd.us)

As we close out another year some of you may be already planning for Summer School and looking for some fun innovative ideas. Below are 3 resources to check out for incorporating fun, inexpensive STEM activities. If you are not planning a Summer School no problem! These resources are also great for afterschool programs or year-round STEM activities for your classroom.

SCIENCE EXPERIMENTS AND STEM ACTIVITIES - <https://littlebinsforlittlehands.com/>

This is **YOUR guide to STEM activities and science experiments** all year round, STEM is a hot topic because it's everywhere! STEM stands for science, technology, engineering, and math. You **CAN** make **STEM activities** exciting, educational, and inexpensive for young kids. Build a love for learning and a solid base for understanding key concepts later on.

*TeachEngineering*, <https://www.teachengineering.org> is a searchable, web-based digital library collection comprised of standards-based engineering curricula for use by K-12 educators to make applied science and math come alive through engineering design in K-12 settings. The *TeachEngineering* collection provides educators with \*free\* access to a growing curricular resource of activities, lessons, units, maker challenges, and sprinkles for use in informal education settings.

For age appropriate Primary grade *STEM activities*, <https://thestemlaboratory.com>. They have tons of freebies for subscribers! Once you join their free email list, you will have access to activities.

\*\*Don't forget to register for N.D./S.D. Hutterite Colony & Multi-grade Conference. Brookings, SD. Register at: [www.escweb.net/nd\\_seec](http://www.escweb.net/nd_seec) Session IDs: 38261 & 38262

\*\*Be watching for WIDA ACCESS Reports- Printed and Online week of May 7, 2018.

## SEPARATING DIFFERENCE FROM DISABILITY [Jean.Larson@k12.sd.us](mailto:Jean.Larson@k12.sd.us)

### *RTI2 as an Opportunity*

Response to Intervention is a far-reaching framework for offering academic and behavioral assistance for all students. More specifically, the goal of RTI is to reduce the number of students experiencing academic and behavioral issues, including those that are eventually labelled as “disabled”. In fact, it was founded on the principles that all students can learn and that most academic issues can be remedied with early identification and appropriate interventions. When implemented properly, Rtl utilizes school resources such as personnel, instructional programs, effective teaching and assessment practices. Too often RTI is implemented as a formal intervention as a means to special education evaluation, rather than a system of monitoring and intervention that students move in and out of intervention.

**RTI2 is:** A focus on effective instruction in the general education classroom, a data driven process, encompasses educational services outside of the classroom, and a process to determine if the child responds to data drive interventions.

**RTI2 is NOT:** A system to identify what is “wrong” with the student, a Pre-referral system only, a holding place for students who struggle with academics and behavior, special education placement, or an additional period of instruction.

### **Core Components of RTI2 include:**

1. High quality classroom instruction
2. Research based instruction
3. Universal screening
4. Continuous instructional monitoring
5. Research based interventions
6. Fidelity of program implementation
7. Staff development and collaboration

- 8. Process monitoring and intervention
- 9. Parent involvement
- 10. Specific learning disability determination

For further reading: Response to Intervention and English Learners - *Making it Happen*, by Jana Echevarria and MaryEllen Vogt: *The SIOP Model*

**Migrant Support to Schools and Students – [bobbie.kilber@k12.sd.us](mailto:bobbie.kilber@k12.sd.us)**



**New and Exciting Feature in Migrant Literacy Net**

Migrant Literacy Net is now set up to auto-assign tutorials to students, based on screener results!!

Screeners were designed to identify reading needs within

the 5 strands of literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension. After the students complete the screener (which is available in English and Spanish), the auto-assigned tutorials can be found within their success plans.

Please contact me today if you would like to learn more about utilizing

Migrant Literacy Net. This is a free resource for ALL South Dakota educators, students, and their families!

**Welcome to the Migrant Literacy NET!**

All of these resources are supplemental instructional tools designed to facilitate student success. The resources have all been field tested across multiple states and are free for use by instructional staff for students. All lessons and online tutorials are mapped to Common Core State Standards and WIDA standards. Online student tutorials and online reading needs screeners are available in both English or Spanish.



VERB TENSES AT-A-GLANCE	GRAMMAR GALLERY
<p><b>Verb Tense #1</b></p> <p>When do we use this verb tense?</p> <p>How do we form this verb tense?</p>	<p><b>SIMPLE PAST</b></p> <p>to describe an action or condition that began and ended in the past—before the present time</p> <ul style="list-style-type: none"> <li>Add -ed or -d to the end of the base form of most regular verbs. walk → walked live → lived</li> <li>Change the spelling of some regular verbs. stop → stopped study → studied</li> <li>Irregular verbs do not follow any rules. run → ran write → wrote</li> </ul>
<p>Practice using the simple past verb tense with a partner.</p> <p>1. Point to a picture.</p> <p>2. Make a statement about the picture using the simple past verb tense. Follow the example.</p>	

**GRAMMAR GALLERY FOCUS**

Our friends from Grammar Gallery share a quick resource – easy to use and helps support both “form and function” of language use. Don’t get tense when it is time to teach verb tense. This helpful resource is a quick and easy review to use with your students... think morning Meeting... ☺

For the full resource, click on the following (or copy and paste in your web address bar).

[http://www.grammargallery.org/simpast\\_apr.pdf](http://www.grammargallery.org/simpast_apr.pdf)

**STAY CONNECTED**

WEBSITE: Do not forget to check the SD Title III Migrant website. This is full of resources, videos, and links that can support your work.

TWITTER: @sdtitle3

FACEBOOK: SD State-Wide Title III Consortium 2017

FACEBOOK: Colony Teachers Collaborate

## **Professional Learning Opportunities**

\*\*Register for all Title III/Migrant Consortium Workshops at <http://www.eventbrite.com/o/sd-state-wide-title-iii-consortium-11100444974> . Or on our website: [www.sdtitle3migrant.org](http://www.sdtitle3migrant.org) . Click “workshops”.

### **June 2018**

#### ***Colony and Multi-Grade Teaching Conference, BROOKINGS!!!***

TWO May 31 from 9:00am -4pm and June 1, Register at: [www.escweb.net/nd\\_seec](http://www.escweb.net/nd_seec)

#### **Self-Paced Book Studies Offered by our SD Statewide Title III/Migrant Staff**

through Dakota Wesleyan University this Summer

Grad. Credit Options Available at a Reduced Cost for Educators

COST: \$70 per credit through Dakota Wesleyan University

Four Options. Register at <https://store.dwu.edu/NonDegreeCredit/> No “code” needed.

**Regional Workshops:** register at [www.sdtitle3migrant.org](http://www.sdtitle3migrant.org), click on “workshops”

Brookings, June 4 &5 – Classroom Instruction that Works

Aberdeen, June 12 &13 – Classroom Instruction that Works

LAP workshop TBD – coming late summer or early fall

Grammar Gallery TBD – coming late summer or early fall

**World Famous Jill Eggleton Institute**, June 11-14. Contact [reach.usiouxfalls.edu](mailto:reach.usiouxfalls.edu). Call 605-331-6781. Excellent literacy workshop!

**We will be pleased to see as many of you as possible at the:**

1. State-Wide Title III and Migrant Consortia Kick-Off  
080118TitleIII/Migrant Title III/Migrant Consortia Kickoff
2. EdCon080118 SD Department of Education Annual Conference

\*\*Register for each of these events at: <https://southdakota.gosignmeup.com/Public/Course/Browse>