


SOUTH CAROLINA
SCHOOL BOARDS ASSOCIATION

Building Equity for English Learners:

What's in Your District's Toolbox?

February 18-21, 2021
Hilton Head, South Carolina



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**Presenters**

**INSPIRING
POSSIBILITIES**
Horry County Schools



Angela Rush
Director of Professional Development and Standards



Melissa Westbury
Title III/ ESOL Coordinator



Kenneth Generette
Staff Attorney



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Building Equity for English Learners in Horry County Schools



Dr. Rick Maxey
Superintendent

Horry County Schools has more than 45,000 students (**over 5,000 who are English Learners**) and is South Carolina's third-largest school district. The district is made up of 56 schools within nine attendance areas.



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Getting started....



What's in Your District's Toolbox?



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Acronyms

LEP = Limited English Proficient

ELL = English Language Learner

EL = English Learner

ML = Multilingual Learner



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Accountability - School Report Cards & ESSA Growth Chart

Screener Level	Year 1	Year 2	Year 3	Year 4	Year 5 and thereafter until exited
1	1.9	2.9	3.8	4.1	4.4
2	2.6	3.2	3.8	4.1	4.4
3	3.3	3.6	3.8	4.1	4.4
4	4.1	4.2	4.3	4.4	4.4
Access - ALT	A1	A2	A3	P1	P1



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Accountability - School Report Cards

Top 5 Districts with largest English Learner Subgroups

District	% of ELs who met progress	# of ELs in subgroup
STATE	44.4%	64,386
Horry	60.2%	4,970
District A	48.1%	4,600
District B	42.3%	4,660
District C	39.6%	10,951
District D	37.8%	3,588

Horry County's English Learners' Progress is **15.8%** higher than the state average on the 2019-2020 State Report Cards.

<https://screportcards.ed.sc.gov/>



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Building Equity

What can **YOU** do as a Board Member to support Multilingual Learners?

Staffing



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HCS


Horry County Schools

INSPIRING
POSSIBILITIES

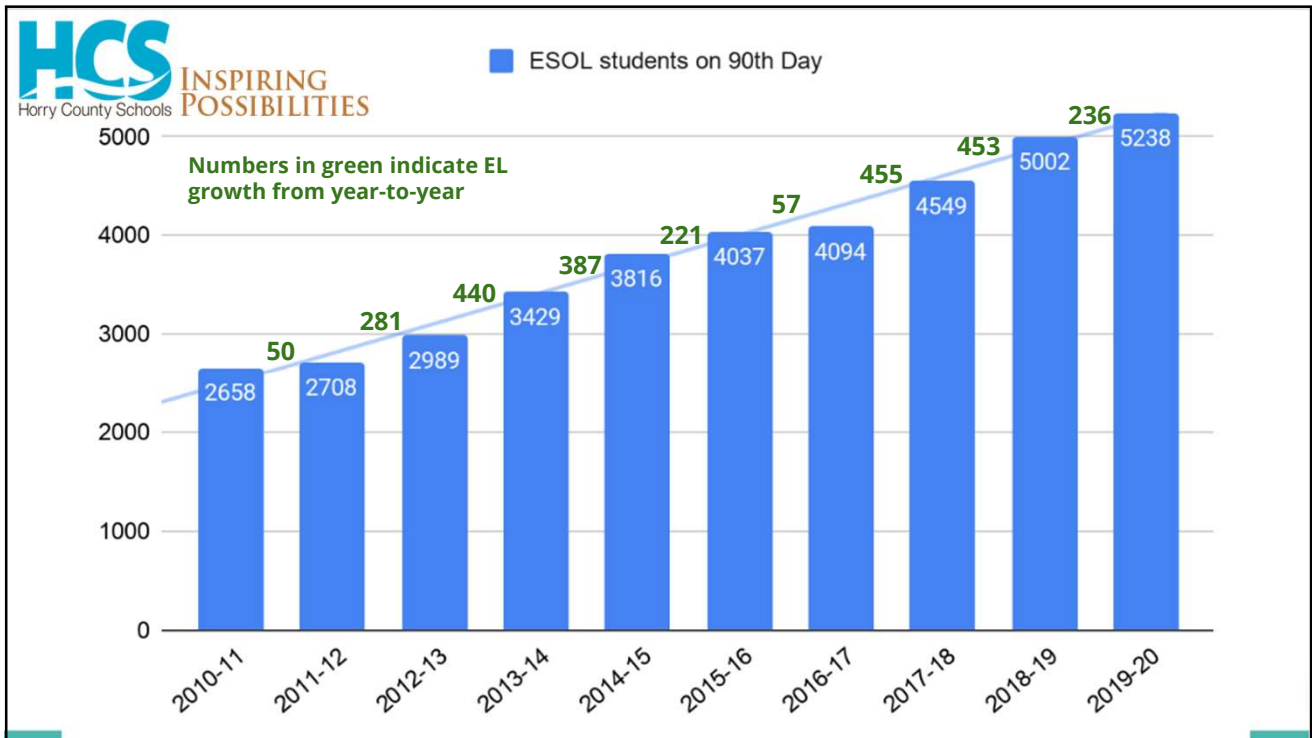
Diversity, Inclusion, and Access
for Multilingual Learners

Strategic Staffing

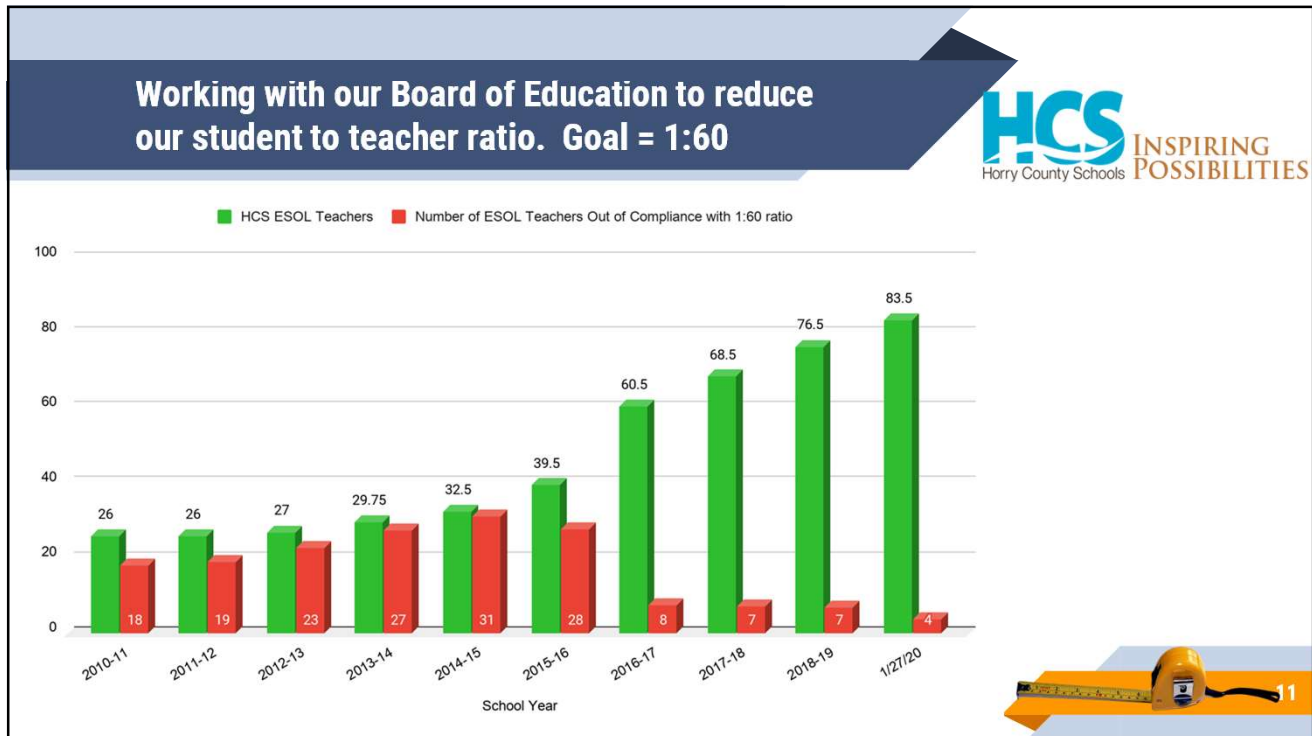
Collaborating with the Board of Education



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ESOL Teacher Allocations by Year

HCS Inspiring Possibilities
Horry County Schools

School year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021 (5291 on 11/16/20)
ESOL teachers needed for 1:60 Ratio	44	45	50	57	64	67	68	76	83	87	88
HCS ESOL Teacher Allocations	26	26	27	29.75	32.5	39.5	60.5	68.5	76.5	83.5	91.5
Number of Teachers HCS added by year	---	0	1	2.75	2.75	7	21	8	8	7	---
Number of additional teachers needed to be in compliance	18	19	23	27	31	28	8	7	7	4	0
HCS Ratio	1:102	1:104	1:111	1:115	1:117	1:102	1:68	1:66	1:65	1:63	1:58

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Recruitment Events such as our HCS Job Fair



- Virtual format this year
- Qualified Educators
- ESOL Booth
- Interviews held
- Open Contracts issued for the upcoming year



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ESOL COACHES

Each of our **four K-12 ESOL Coaches** (**funded .6 by Title III and .4 by General Funds**) provide support to schools in our district. They keep activity logs in order to ensure that Title III/ESOL responsibilities are documented.

ESOL Coaches work closely with school administration, ESOL teachers, and mainstream teachers. Professional development is provided to schools as appropriate. ESOL Coaches routinely submit school reports to school leadership teams.

Student data is analyzed and reviewed consistently with assigned schools in order to best schedule students for services and determine language growth goals with students and teachers.



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Building Equity

What can **YOU** do as a Board Member to support Multilingual Learners?

Staffing

Curriculum



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2 HCS INSPIRING POSSIBILITIES
Horry County Schools

Curriculum

Providing a comprehensive K-12 Curriculum

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Curriculum

ESOL Curriculum - Three Year Roll Out

- ▶ 2017 - 2018 K - 12 Newcomer Curriculum
- ▶ 2018 - 2019 Elementary Curriculum
- ▶ 2019 - 2020 Secondary Curriculum



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The selection process...

- Identifying vendors
- Forming a curriculum review committee
- Vendor presentations
- Voting



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Curriculum

- ▶ A curriculum committee reviewed materials from National Geographic/Cengage, Houghton Mifflin, and Pearson Education, Inc.
- ▶ National Geographic/Cengage was selected by 100% of the committee.
- ▶ Curricula were evaluated on:
 - ▶ Content Alignment (60%)
 - ▶ Instructional Strategies (30%)
 - ▶ General and Digital Characteristics (10%)

Official Voting Ballot—ESOL Curriculum 2017-2018

Please mark an X in the appropriate column to indicate the textbook series you wish to recommend **ESOL Newcomer Materials** in Horry County Schools.

Elementary		
PUBLISHER	NAME OF SERIES	RECOMMENDATION
Houghton Mifflin	Access Newcomer (Secondary-C-12)	
National Geographic/Cengage	Reach K-1 In the USA (Elementary) Inside the USA (Secondary)	
Pearson Education, Inc., p.a. Prentice Hall	Corporation Newcomer (Elementary) Keystone Keys to Learning (Secondary)	

COMMENTS:

NAME: _____ SCHOOL: _____

SIGNATURE: _____ DATE: _____

BALLOT # _____

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ELEMENTARY

ESOL CURRICULUM



Newcomer (2nd - 5th)

A	B	C	D	E	F
K	1st	2nd	3rd	4th	5th

MIDDLE SCHOOL



Newcomer



INSIDE A	INSIDE B	INSIDE C
Levels 1.8-2.9	Levels 3.0-3.9	Levels 4.0-6

HIGH SCHOOL



Newcomer



INSIDE A	INSIDE B	INSIDE C	21st Century 3	21st Century 4
Levels 1.8-2.9	Levels 3.0-3.9	*Levels 4.0-4.9	*Level 4.0-4.9	Levels 5-6

*21st Century Curriculum may be utilized when the class is scheduled with only 4.0-4.9 students (21st Century 3) and 5.0-6.0 students (21st Century 4).

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Ongoing PD for K-12 ESOL Curriculum



- **National Geographic Curriculum Consultants** conducted pre-conferences, modeled lessons, and provided feedback to **each** of our ESOL teachers. [Sample School Visit Schedule](#)
- Webinars/Training are scheduled with National Geographic Consultants (as needed).
- Each summer, ESOL Coaches and ESOL teachers work together to update our curriculum pacing guides, lesson plans, and enhance our technology resources. All Lesson plans include: Building Background, Building Vocabulary, Reading Strategies, Reading Fluency, Reading Supports, and Writing.



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Building Equity

What can **YOU** do as a Board Member to support Multilingual Learners?

Staffing

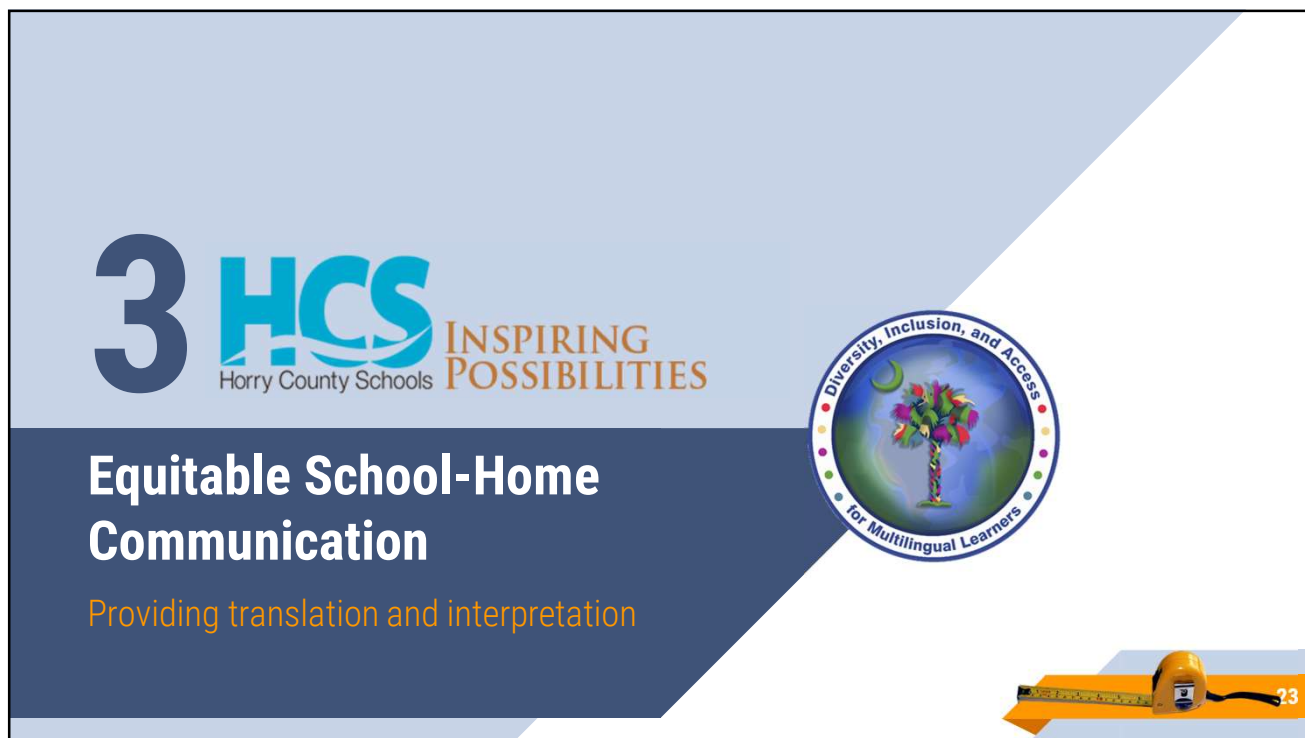
Curriculum

Translation Needs



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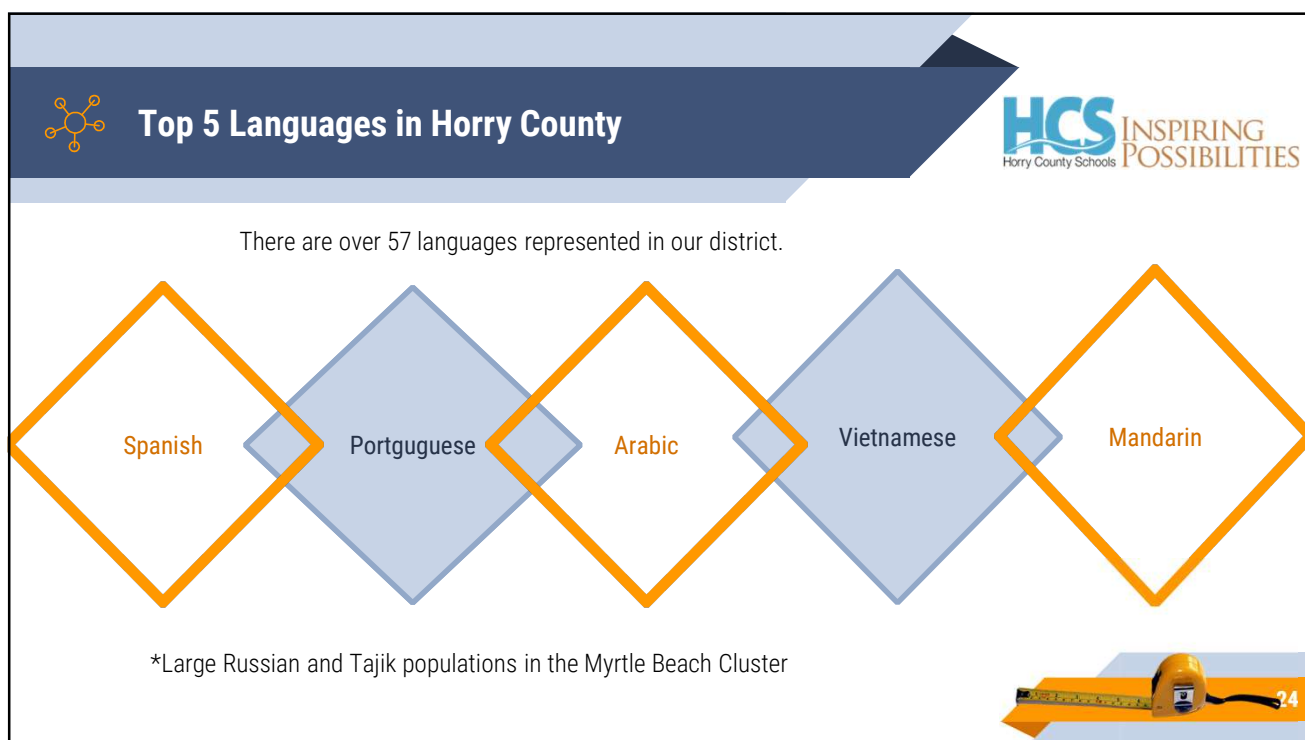
3 HCS INSPIRING POSSIBILITIES
Horry County Schools

Equitable School-Home Communication
Providing translation and interpretation

Diversity, Inclusion, and Access
for Multilingual Learners

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Top 5 Languages in Horry County

There are over 57 languages represented in our district.

Spanish Portuguese Arabic Vietnamese Mandarin

*Large Russian and Tajik populations in the Myrtle Beach Cluster

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Home Language Survey (HLS) - Online Registration

Home Language Survey

عرض باللغة العربية (View in Arabic)

查看中文 (View in Chinese)

Посмотреть на русском (View in Russian)

ver en español (view in Spanish)

日本語で見るNihongo de miru (view in Japanese)

auf deutsch ansehen (view in German)

mtazamo kwa kiswahili (view in Swahili)

한국어로보기 hangug-eolobogi (view in Korean)

- Federal mandate requires that all LEAs identify students whose home language is other than English.
- The HLS is a legally binding document that is administered once during a student's initial enrollment.
- The HLS is the first step in the two-part identification process for multilingual learners.

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Providing Translation During School Closures



Fifth Grade Choice Board

Directions: Review all activities and return your choice board.

Junta de Elección de Kindergarten Días 31-35 (Semana del 4 de mayo)

Instrucciones: Revise todas las actividades. Marque la escritura según sea necesario. Al finalizar cada día, devuelva su junta de elección.

Must Do: Return your choice board

Deberes: Lea durante la semana del 4 de mayo.

Parental Signature: _____

Activities:

- Math (Choose one activity):**
 - Make a poster (in Spanish) with 2-4 shapes and their names in Spanish. Use this poster as a reference for family members to identify shapes.
 - Shapes include:
 - Triangle
 - Rectangle
 - Square
 - Circle
 - Parallelogram
 - Hexagon
 - Octagon
 - Star
 - Heart
 - Cloud
 - Star
 - Heart
 - Cloud
- Science/Social Studies (Choose one activity):**
 - Choose a local animal or plant. It can be a bird, a fish, a tree, a flower, or a rock. Draw a picture of it and write its name in Spanish. Write a short paragraph about it in Spanish.
- Reading/Writing (Choose one activity):**
 - Read a book or article about a topic you are interested in. Write a short paragraph about it in Spanish.
- Art (Choose one activity):**
 - Draw a picture of a place you like to visit. Write a short paragraph about it in Spanish.
- Physical Education (Choose one activity):**
 - Do a physical activity for 10 minutes. Write a short paragraph about it in Spanish.

Additional Information:

- Digital Choice:** Choose an article to read and write a short paragraph about it in Spanish.
- Parental Signature:** _____

Student Choice Boards were translated into the District's **Top 5 Languages** and by request for additional languages.

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Translation and Interpretation Tools



[Google Docs](#)

[Google Translate](#)

[Say Hi](#)



[Talking Points](#)

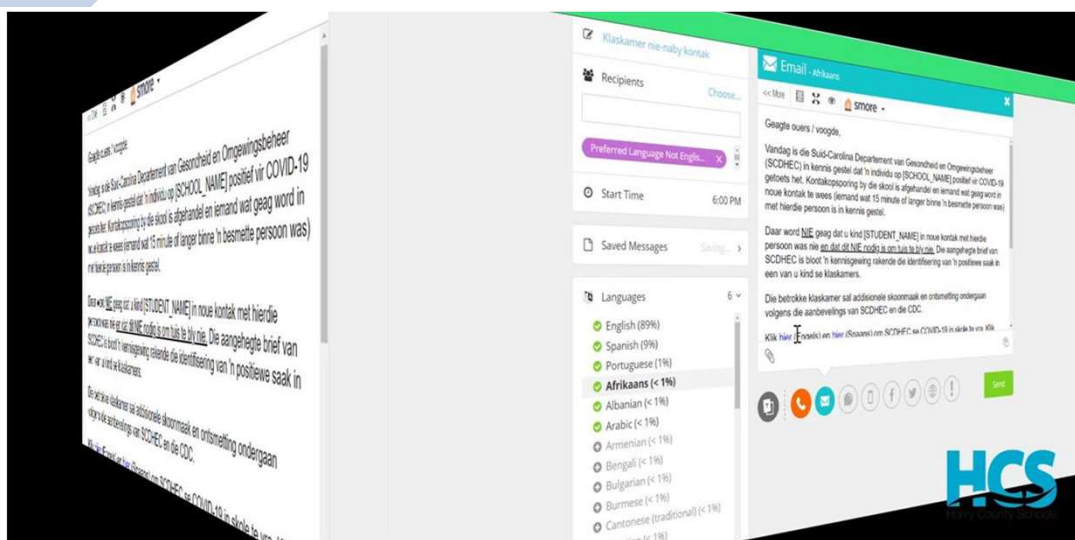


[Pacific Interpreters](#)



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Parent Link



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Building Equity

What can **YOU** do as a Board Member to support Multilingual Learners?

Staffing

Curriculum

Translation Needs

Professional Development






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4 HCS INSPIRING POSSIBILITIES
Horry County Schools

Ongoing Professional Development


Sheltered Content Instruction - District-created Classroom Walkthrough Tool

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CWT: Sheltered Instruction



Building Background & Vocabulary

- Modeling/Providing Examples
- Linking Prior Learning to New Concepts
- Using Visuals & Real World Items
- Virtual field trips




Varied Strategies and Interactions

- Provides appropriate wait time
- Uses gestures, body language, sentence starters
- Utilizes small group/peer share/collaboration
- Uses speech appropriate for students' proficiency levels
- Calls on a balance of volunteers and non-volunteers
- Initiates discussion with students to monitor understanding


Student use of Four Domains

- Provide opportunities for listening, speaking, reading, and writing into daily activities.

L S R W



What is Sheltered Instruction?




Sheltered instruction is designed to provide second language learners with the same high-quality, academically challenging content that native English speakers receive.

Sheltered instruction is used in mainstream classrooms that include a combination of MLs and native English speakers or in classrooms with only MLs.


Differentiation - Language Proficiency

- Provides targeted instruction
- Use of graphic organizers
- Provides extended time, reduced items,
- Uses adapted materials



Classroom Culture

- Promotes a safe environment for language development
- Promotes mutual respect
- Honors cultural diversity (student interests, cultural heritage)



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Setting Goals for Professional Development (PD)

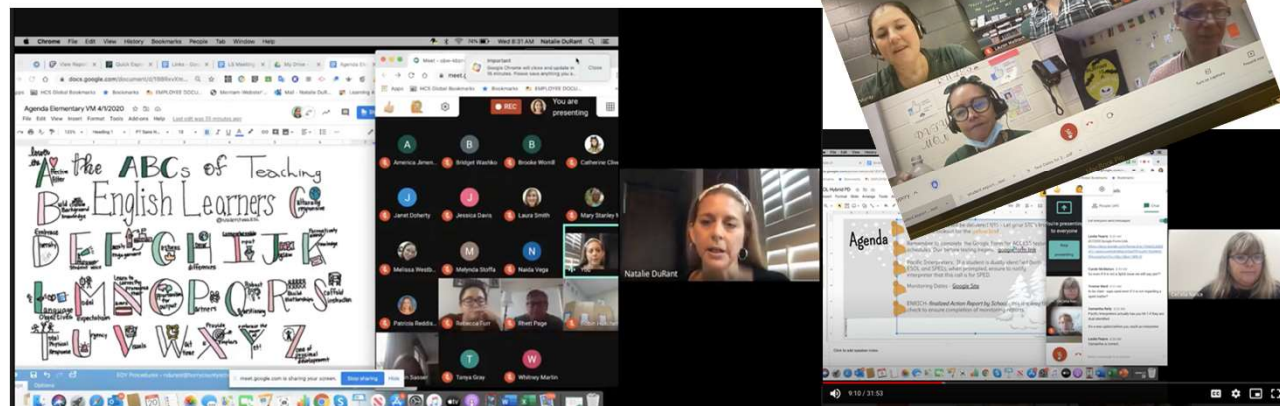
- **Expectation for teachers to participate in sheltered instruction training each year.**
- Teachers register and attend these trainings
- **Our district tracks their participation.**
- Our PD plan includes a mixture of online, face-to-face, and job-embedded trainings.
- **Utilize experienced ESOL Coaches and ESOL Educators to provide training.**



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Experienced ESOL Coaches provide ongoing professional development and support.



Sample School Report - [Click here](#)

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Experienced ESOL educators provide ongoing professional development.

Sheltered Content Instruction Professional Development Plan for HCS <small>Horry County Schools is pleased to offer its ongoing Sheltered Content Professional Development Series that will be hosted by experienced ESOL teachers in our district. These PD sessions will give teachers insight into the HCS Sheltered Instruction Walkthrough Tool and will provide practical instructional strategies appropriate for planning, delivering, and sheltering content for Multilingual Learners (MLs).</small>			
Presenter	Date/Time/Link	Topic	Description
Rebecca Furr ESOL Teacher - CFE	Jan 13 / 3:30 TNL# 37912 Feb. 4 / 3:30 TNL# 37913 Feb. 25 / 3:30 TNL# 37914 Mar. 18 / 3:30 TNL# 37915 Link	Building Background & Vocabulary	<ul style="list-style-type: none"> Modeling/Providing Examples Link Prior Knowledge to New Concepts
Beth Hendrick 2020 HCS District Teacher of the Year ESOL Teacher - PDE	Jan. 7 / 3:45 TNL# 37916 Feb. 3 / 3:45 TNL# 37917 Feb. 24 / 3:45 TNL# 37918 Mar. 3 / 3:45 TNL# 37919 Link	Varied Strategies & Interactions	<ul style="list-style-type: none"> Providing appropriate wait time Using gestures and body language Use speech appropriate for grade levels
Tracy Fischer ESOL Teacher - MBH	Jan. 14 / 4:00 TNL# 37920 Feb. 10 / 4:00 TNL# 37921 Mar. 10 / 4:00 TNL# 37922 Mar. 17 / 4:00 TNL# 37923 Link	Differentiation Based on Language Proficiency	<ul style="list-style-type: none"> Providing targeted instruction Use of graphic organizers Providing extended time
Amy Murray ESOL Teacher - MBH	Jan. 13 / 4:00 TNL# 37924 Feb. 17 / 4:00 TNL# 37925 Mar. 16 / 4:00 TNL# 37926 Mar. 16 / 4:00 TNL# 37927 Link	Student Use of Four Domains	<ul style="list-style-type: none"> Providing opportunities for instruction in all 4 Domains
Sue Horcher ESOL Teacher - LMS/LHS	Jan. 28 / 4:00 TNL# 37928 Feb. 18 / 4:00 TNL# 37929 Feb. 25 / 4:00 TNL# 37930 Mar. 11 / 4:00 TNL# 37931 Link	Classroom Culture	<ul style="list-style-type: none"> Promoting a safe environment for language development Honoring cultural diversity

★ Register in TrueNorthLogic

Congratulations to Elizabeth Hendrick, an **ESOL teacher** at Pee Dee Elementary, who was named **Horry County Schools' Teacher of the Year** for the 2020-21 school year.

Mrs. Hendrick will now move on to the next round as a nominee for the state's Teacher of Year program which will be announced in 2021.



Elizabeth Hendrick - ESOL Teacher
HCS Teacher of the Year 2020-21

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Creating a Walk-Through Tool for Sheltered Instruction

- Forming a Sheltered Instruction Walk-through Committee
 - (Principals, Instructional Coaches, ESOL, Learning Specialists, etc.)
- Embedding the Sheltered Instruction piece into the master Walk-through Tool
- Conducting Walk-throughs with a Sheltered Content lens

Look Fors at a Glance when visiting Core Content Classrooms

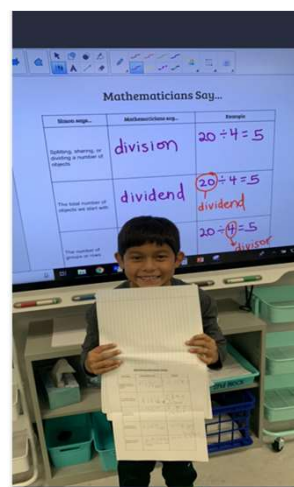


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Sheltered Content Instruction - Classroom Walkthroughs

Consultants conducted classroom walkthroughs throughout various elementary, middle, and high schools in our district.



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Samples from Cross School Visits

[Sample Learning Walk Schedule](#)

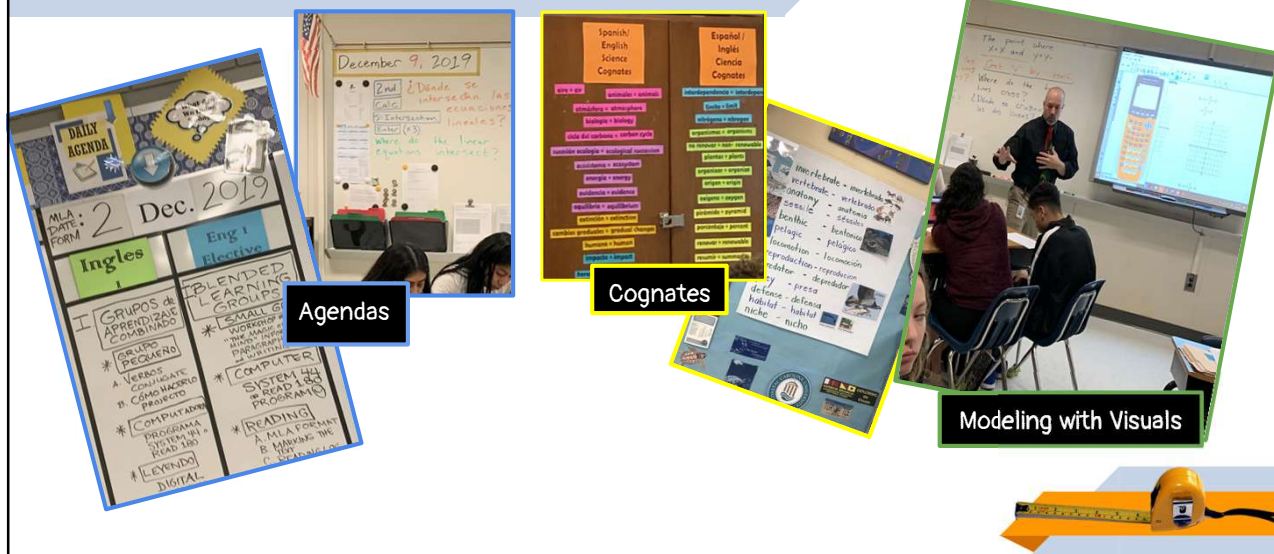
[Sample School Visit Schedule](#)



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Great ideas to support MLs in the mainstream classrooms...

HCS INSPIRING
Horry County Schools POSSIBILITIES



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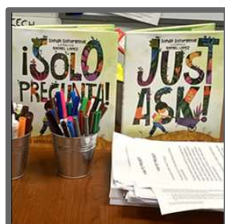
Honoring Culture in our Classrooms

HCS INSPIRING
Horry County Schools POSSIBILITIES



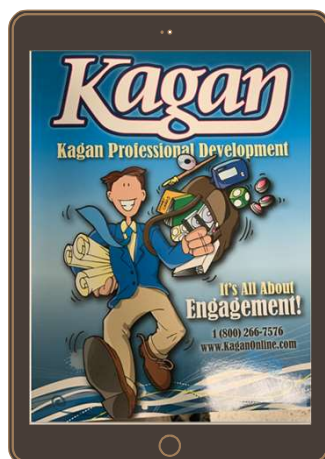
WHAT YOU CAN DO TO Create CULTURALLY RELEVANT CLASSROOMS

Greet Greet students at the door at the beginning and end of each day.	Address As you are initially greeting students at the door, engage them in conversation about where they are from, and other about students throughout your daily routine. Use student names and avoid making mistakes. If you are unable to initially pronounce their names.
Identify Have students identify themselves each time that they speak.	Look Encourage students to look at peers in the room while speaking, as opposed to just the teacher.
Be Transparent Avoid hidden agendas. Share your truth.	Gather Use inquiry effectively to gather more information about the world of your students, so you can accurately meet their needs.
Recognize Recognize that you might carry stereotypes and pre-conceived notions about students based on their perceived identity.	Include Do not assume that your information will be understood by everyone (e.g., saying "The Spanish look in question" and "Latin Americans look" assumes that everyone knows how big a tennis ball is, what that may not be the case).
Guide Guide students to reflect upon and question situations using multiple lenses (gender/sexuality) rather than relying on a single story.	Diversity Reference texts by a variety of authors from different ethnicities, genders, etc.
Show Use storytelling to illustrate your point.	



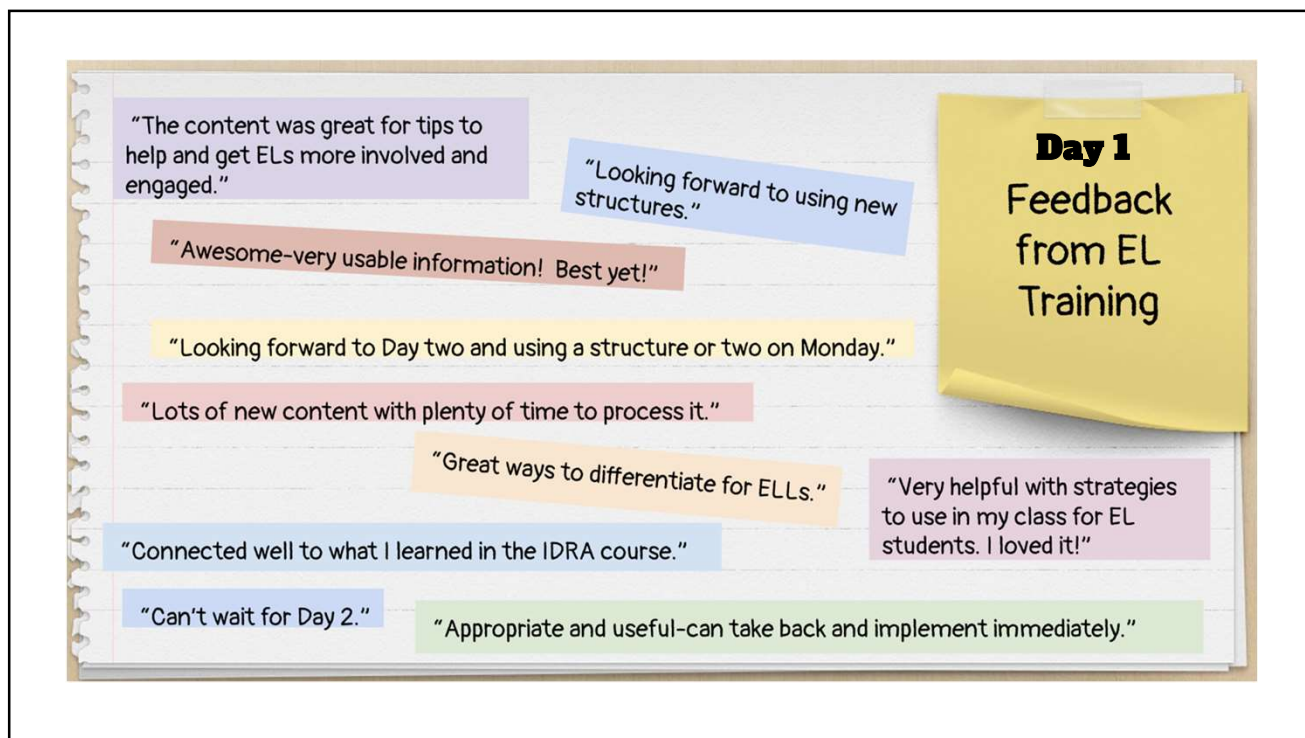
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Cooperative Learning Consulting and Coaching



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HCS


Horry County Schools

INSPIRING POSSIBILITIES



Targeted Coaching

Sheltered Content Instruction - District-created Classroom Walkthrough Tool



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CWT: Sheltered Instruction



Building Background & Vocabulary

- Modeling/Providing Examples
- Linking Prior Learning to New Concepts
- Using Visuals & Real World Items
- Virtual field trips



Varied Strategies and Interactions

- Provides appropriate wait time
- Uses gestures, body language, sentence starters
- Utilizes small group/peer share/collaboration
- Uses speech appropriate for students' proficiency levels
- Calls on a balance of volunteers and non-volunteers
- Initiates discussion with students to monitor understanding

Sentence Frames

My hypothesis is _____ because _____

From my observations I conclude _____

Student use of Four Domains

- Provide opportunities for listening, speaking, reading, and writing into daily activities.

L
S
R
W






Differentiation - Language Proficiency

- Provides targeted instruction
- Use of graphic organizers
- Provides extended time, reduced items,
- Uses adapted materials



Classroom Culture

- Promotes a safe environment for language development
- Promotes mutual respect
- Honors cultural diversity (student interests, cultural heritage)





EL Look Fors at a Glance when visiting Core Content Classrooms

Coaching Tips



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ESOL COACHES

ESOL Coaches work closely with school administration, ESOL teachers, and mainstream teachers. Professional development is provided to schools as appropriate. ESOL Coaches routinely submit school reports to school leadership teams. Click [here](#) to view a sample.



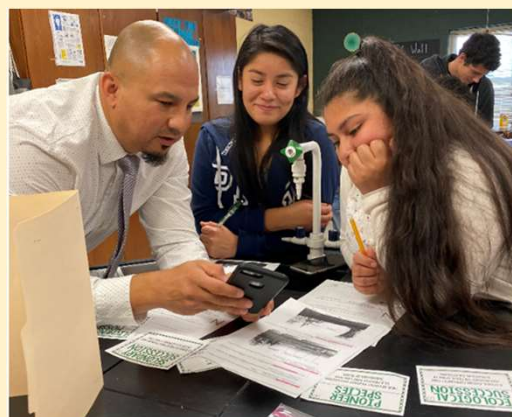
45

Glows Noted by Consultants - High School Visits

"Horry County Schools have made great progress..."



- ★ Most content learning objectives (I can statements) were clear, focused, and posted.
- ★ **The overall school environments are welcoming.**
- ★ Culture was honored in a variety of ways in classrooms.
- ★ **Graphic Organizers were used in ELA classrooms.**
- ★ Key vocabulary with Cognates in Spanish were easily accessible to students across various content areas in some classes.



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Grows Noted by Consultants - High School Visits

"HCS is poised for greater success."



- Ensure that teachers are giving **explicit** directions for activities.
- Enhance vocabulary with **visuals** and **student-friendly** example to increase understanding (which can include oral instructions, written instructions, and modeling).
- **Peer/Buddy pairing:** If this strategy is used, it is only effective if the buddy does not merely translate or provide answers.
- **Modeling:** Modeling needs to be evident in all classrooms (with step-by-step support and progress monitoring) to ensure student understanding of all objectives.
- **Wait time:**
 - Ensure that teachers provide appropriate wait time after asking questions. Increase **checks for understanding** at different points in the lessons to better assist ELs.
 - Teachers should circulate the room to monitor and assist ELs.
- Strategic use of **anchor charts** to reinforce key vocabulary, concepts, learning concepts, etc.
- **Ensure that ELs are held accountable for their learning** (call on a balance of volunteers/students in the classroom).

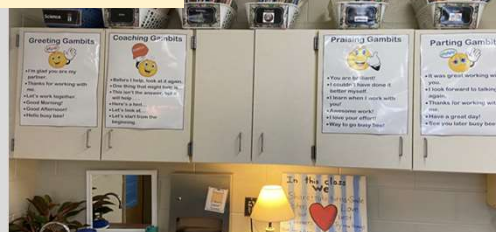


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Cooperative Learning Structures



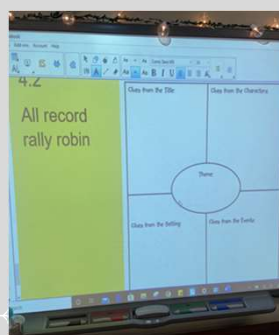
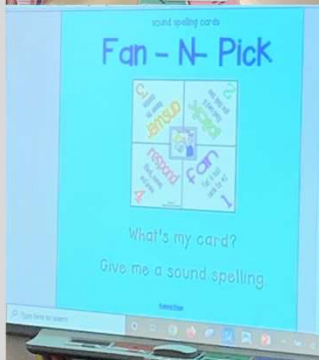
Quiz Quiz Trade



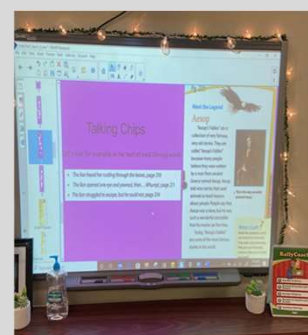
Talking Gambits



Rally Robin



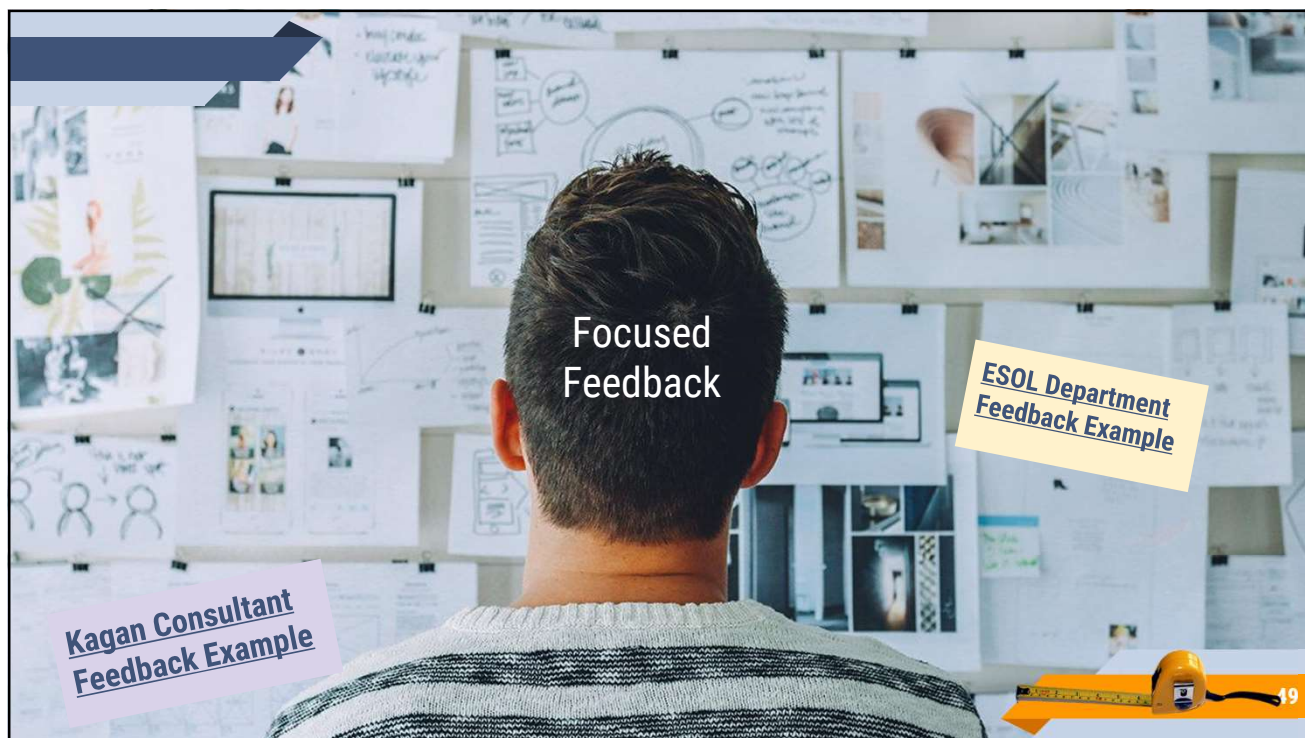
All Record Rally Robin



Talking

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Training Administrators to analyze ACCESS data...

Performance Matters

Items Tests Reports Admin Parent

Search

Baseball Card Report

	ACCESS for ELL Composite Proficiency Level 1 2017-2018	ACCESS for ELL Composite Proficiency Level 2 2018-2019	ACCESS for ELL Composite Proficiency Level 3 2019-2020	ACCESS for ELL Listening Proficiency Level 2019-2020
LEP	4.2	4.3	5.6	6
Yes	4.6	4.6	5.5	6
Yes	4.3	4.3	5.5	6
Yes	4.9	4.9	5.4	6
Yes	5.5	5.4	5.3	6
Yes	4.4	5.2	5.3	6
Yes	3.9	4.3	5.3	6
Yes	4.9	4.8	5.3	6
Yes	3.7	5.6	5.4	6

Report focuses on students who have not yet exited the ESOL program.

Allows schools to set targeted goals for students.

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HCS CONTACT INFORMATION





Angela Rush

Angela Rush, Director of Professional Development and Standards
E-mail: ARush@horrycountyschools.net
Phone: (843) 488-6951



Melissa Westbury

Melissa Westbury, Title III/ ESOL Coordinator
E-mail: MWestbury@horrycountyschools.net
Phone: (843) 488-6705



Kenneth Generette

Kenneth S. Generette, Staff Attorney
Email: KGenerette@horrycountyschools.net
Phone: (843) 488-6765

