



Scheduling

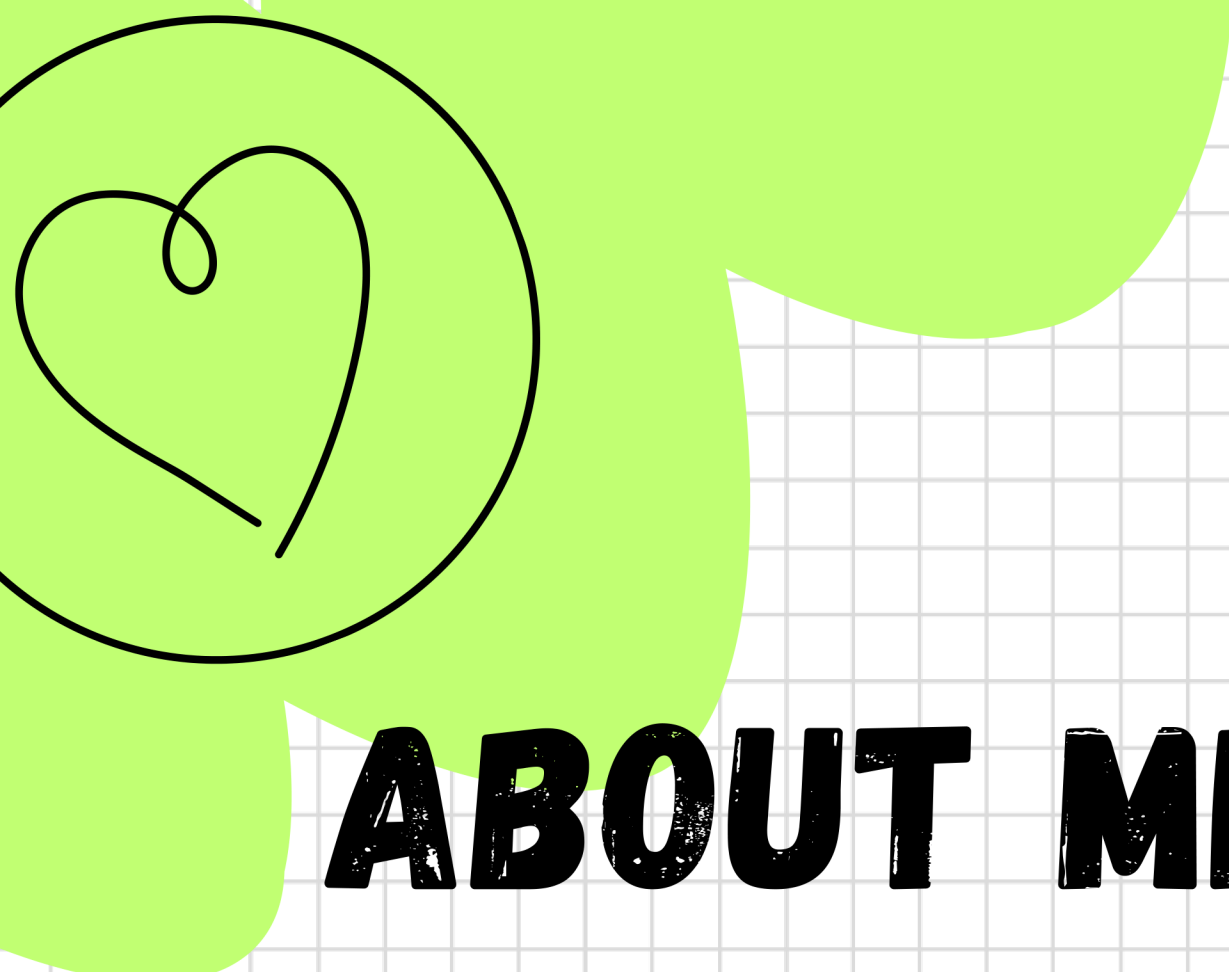
ESL SERVICES and **MEETING STUDENTS' NEEDS**

in an Elementary Setting

Megan Smith

3rd Grade ESL

Madison 2-3 Center, Huron SD



ABOUT ME

Let's build some background knowledge here, shall we?



Minnesota State University, Mankato - Bachelor's 2012

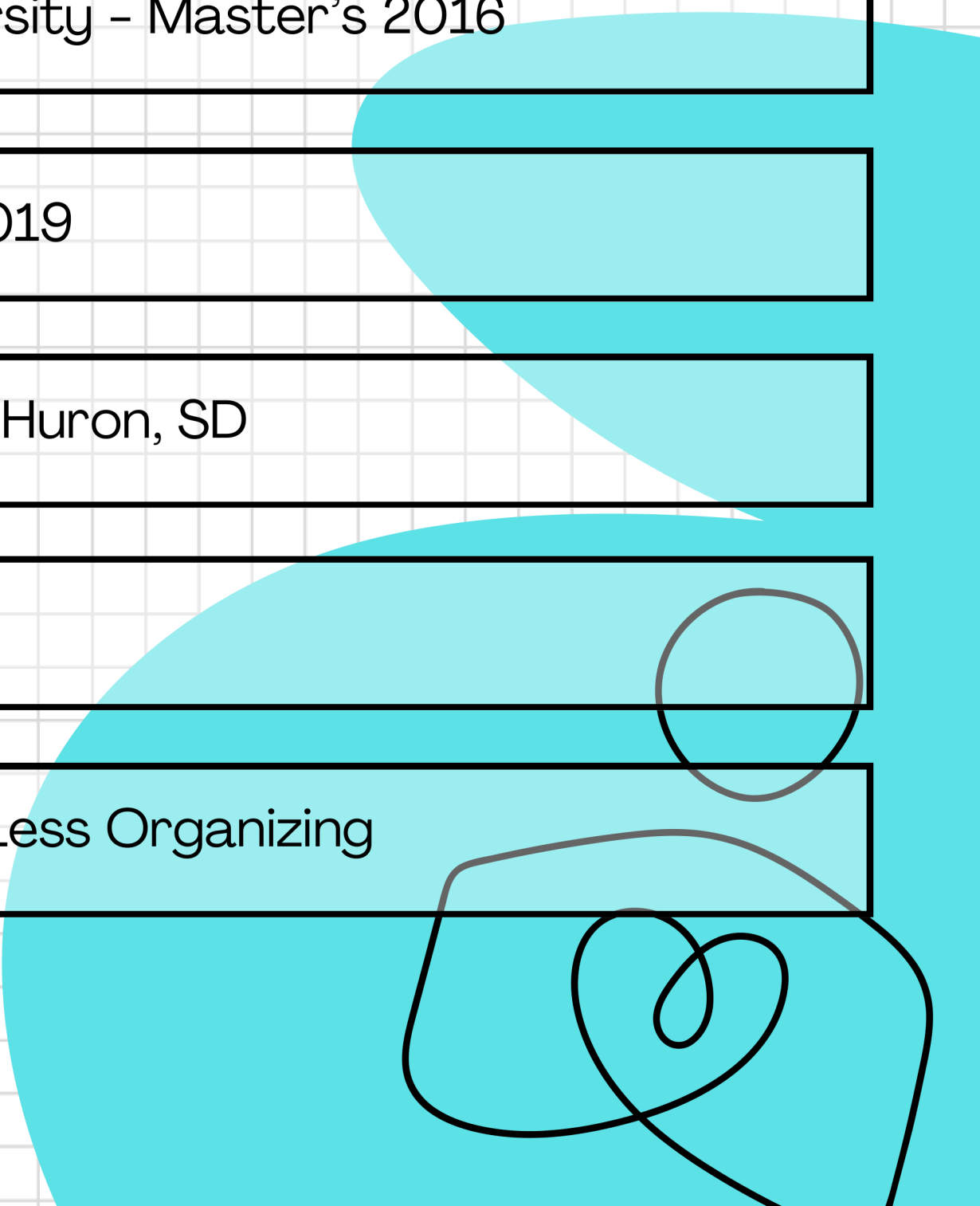
Northern State University - Master's 2016

ESL Endorsement - 2019

Experience: 12 years | Huron, SD

My Family

Smith Farms | Stress Less Organizing



BACKSTORY: WHY I'M HERE

WHERE IT STARTED

First Grade Classroom Teacher

3rd Grade ESL Content vs.
First Grade Content

HOW IT'S GOING

Improving systems every year

Our team's process is exactly what
I'm sharing today.

Last year:
115 3rd grade ESL students

Guess how many 3rd grade ESL
Students exited this past Spring:

Previous years: _____

ENCOURAGEMENT

I invite you to...
Think outside the box.

Ask tough questions.

Ask me.

Ask yourself.

Ask your team members.

Ask your administrators.

GOALS FOR TODAY

Attendees will be able to apply a four step process to prioritize needs of students on their caseload and create a schedule where they can support students appropriately

01

SET UP A
SCHEDULE THAT
WORKS

02

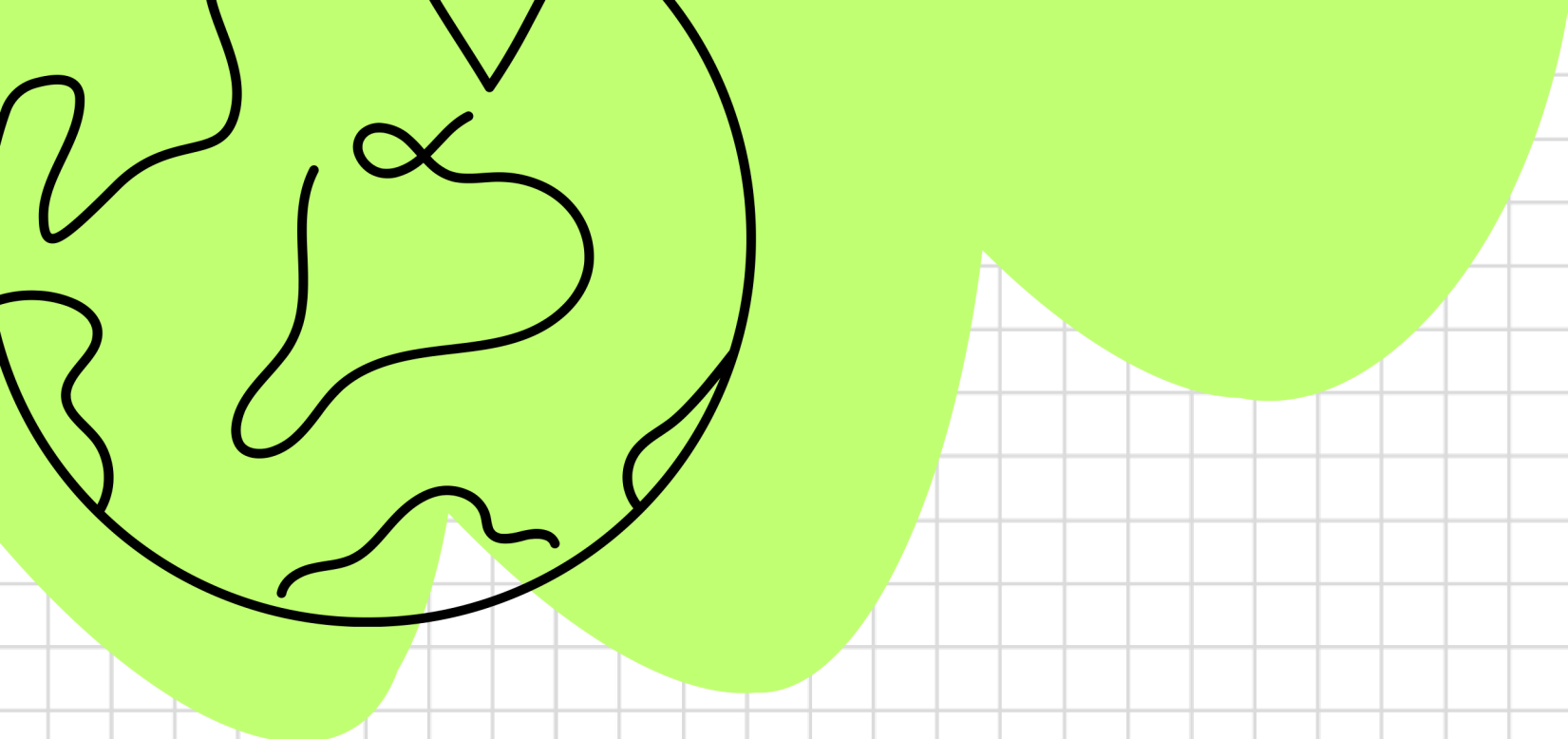
LOOK AT YOUR
CASELOAD

03

PRIORITIZE
NEEDS OF
STUDENTS

04

DETERMINE
APPROPRIATE
SUPPORTS



WHO AM I SPEAKING TO TODAY?

BY A SHOW OF HANDS....

Where do you teach? North Dakota? South Dakota?

Who is an ESL teacher?

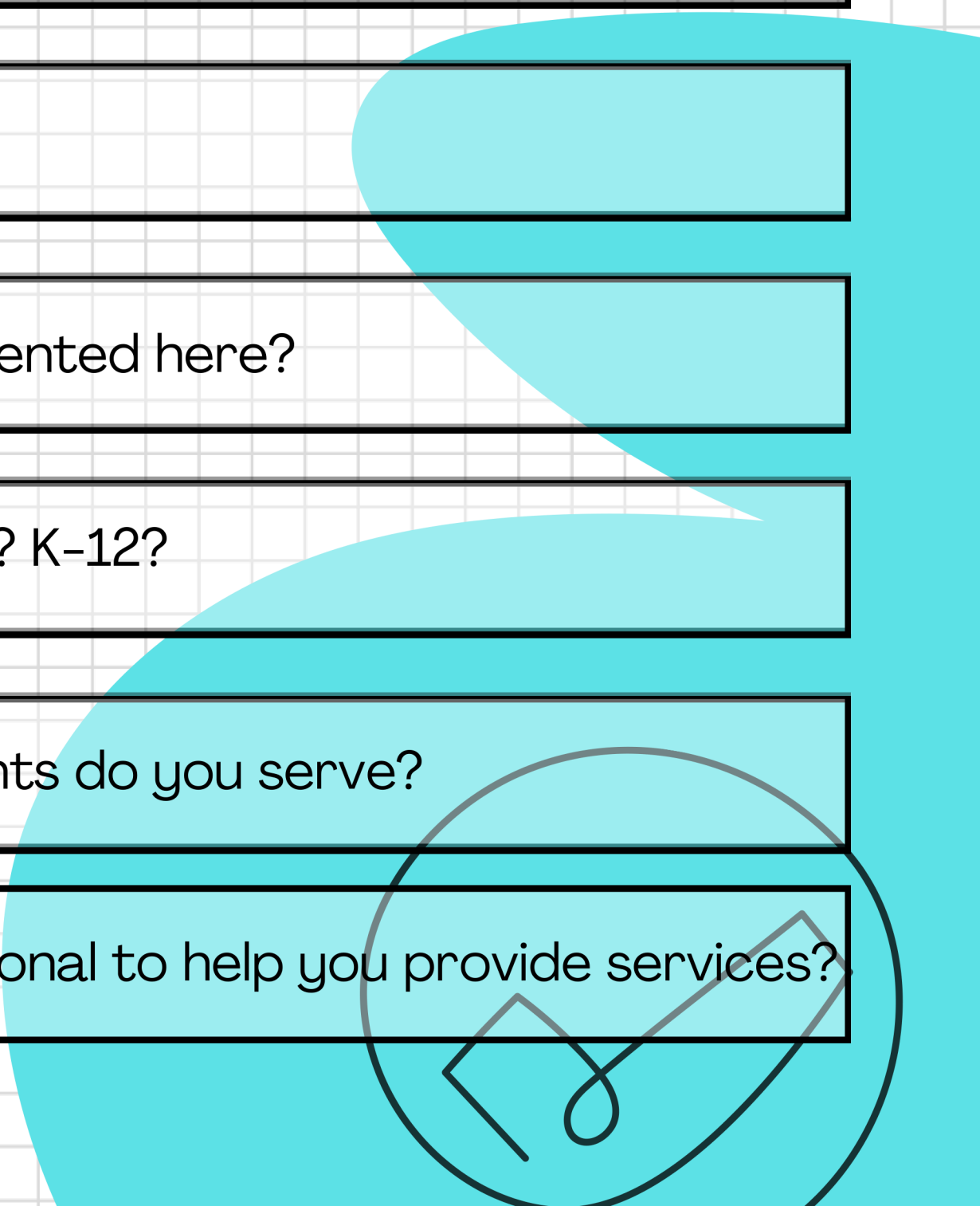
Who is an administrator?

Any other positions respresented here?

Caseload: Grade Level? K-5? K-12?

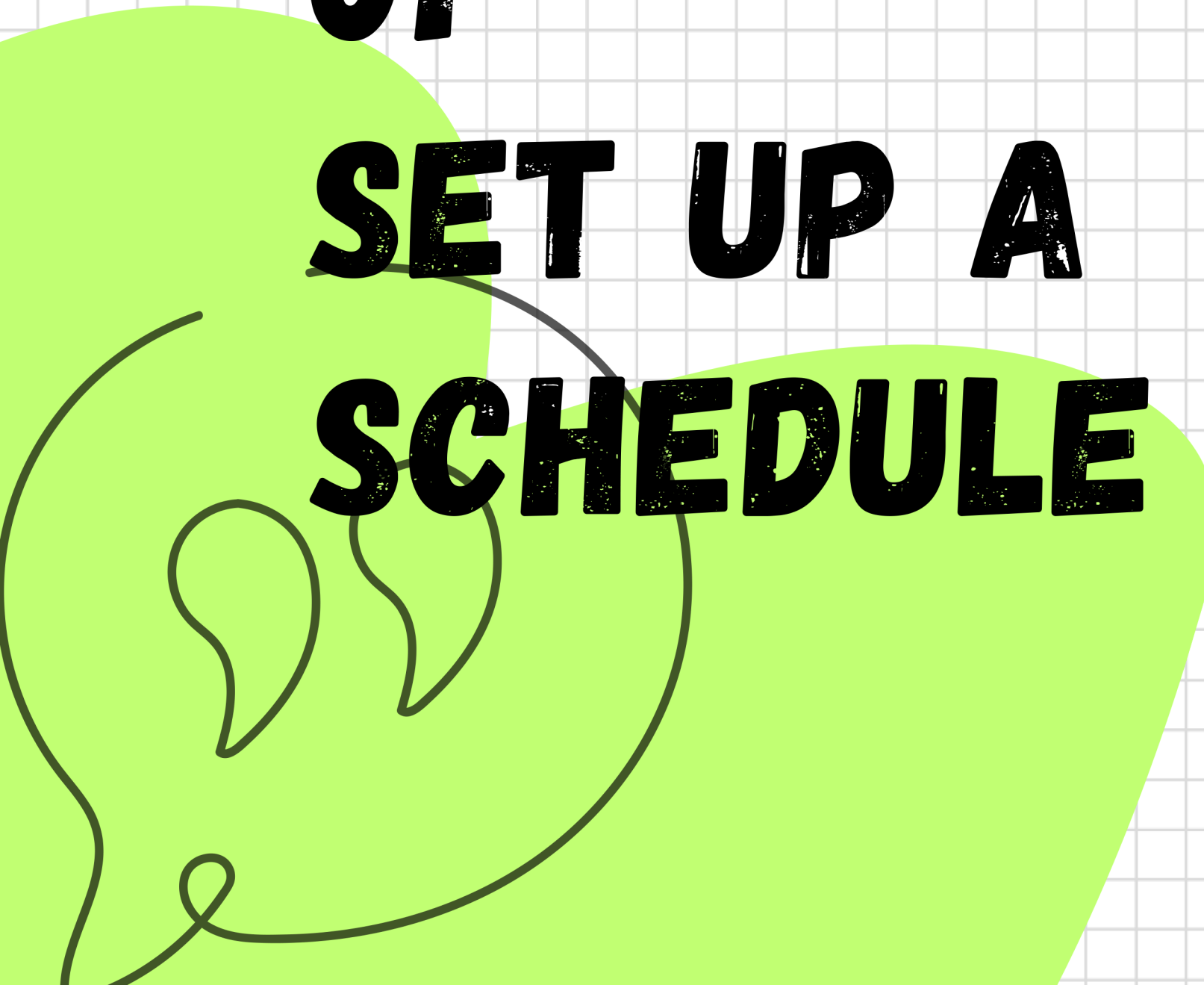
Caseload: How many students do you serve?

Do you have a paraprofessional to help you provide services?





01



SET UP A SCHEDULE

1.

IDENTIFY TIME BLOCKS

2.

FIND AVAILABLE INSTRUCTION TIME



SET UP A SCHEDULE

IDENTIFYING TIME BLOCKS TO FIND AVAILABLE INSTRUCTION MINUTES

BLOCK OFF

Fill in non-negotiables:

Lunch

Recess

Duties

Prep

Travel time

Try to copy an existing framework:

Specials

WHAT'S LEFT

Look for total minutes of instruction available


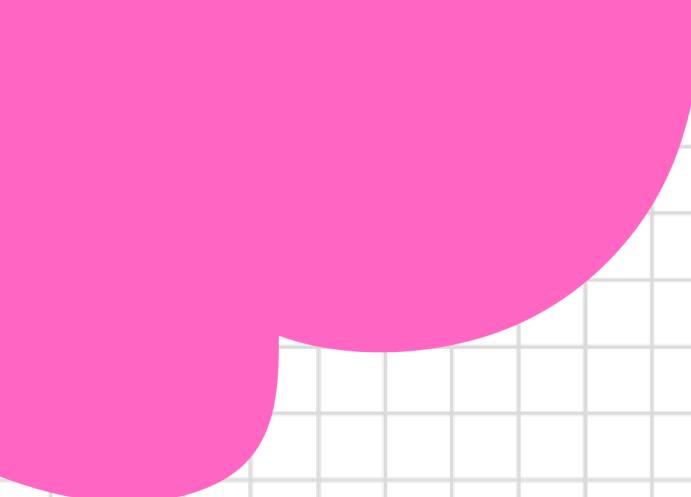
Divide it out into time frames that make sense for your building or your grade level

Lower elementary - shorter

Higher elementary - longer

Interventions that are already in place

Keep note of this. This is what you have to work with. You have X amount of minutes X amount of times per day to serve students.



02 LOOK AT YOUR CASELOAD

1.

NUMBER OF STUDENTS

2.

GATHER DATA

3.

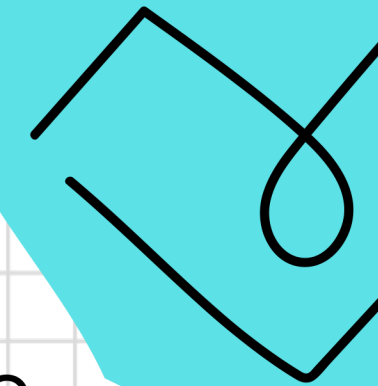
WHAT TO LOOK FOR AND WHERE

4.

HOW TO LOOK AT THE DATA

5.

WHAT TO DO WITH THE DATA



LOOKING AT YOUR CASELOAD

WHAT DATA TO LOOK FOR AND WHERE TO LOOK FOR IT

STANDARDIZED RESULTS

- ACCESS Test Scores
- NWEA
- Smarter Balance

OTHER ASSESSMENTS

- Previous years
 - Cumm Folder
 - Past Teachers
- TAT History
- IEPs
- Curriculum Assessments
- Guided Reading Level
- Classroom teacher Input

LOOKING AT YOUR CASELOAD

HOW TO LOOK AT THE DATA

HOW TO LOOK AT THE DATA

Google Sheets

Other platforms your district utilizes

WHAT TO DO WITH THE DATA

Use data to group students on classroom rosters

pull out / scheduling services

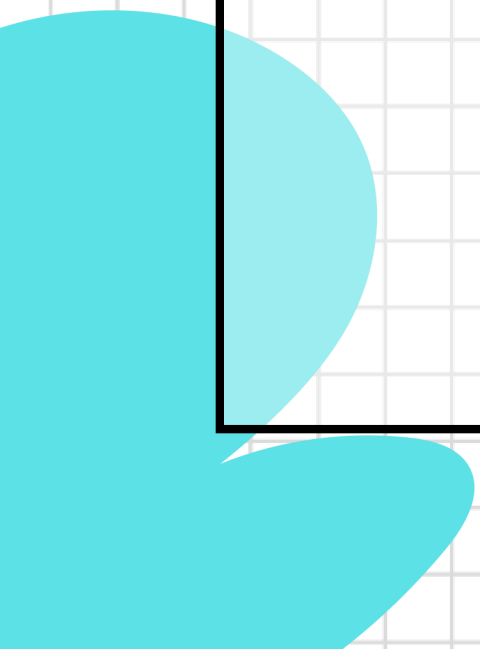
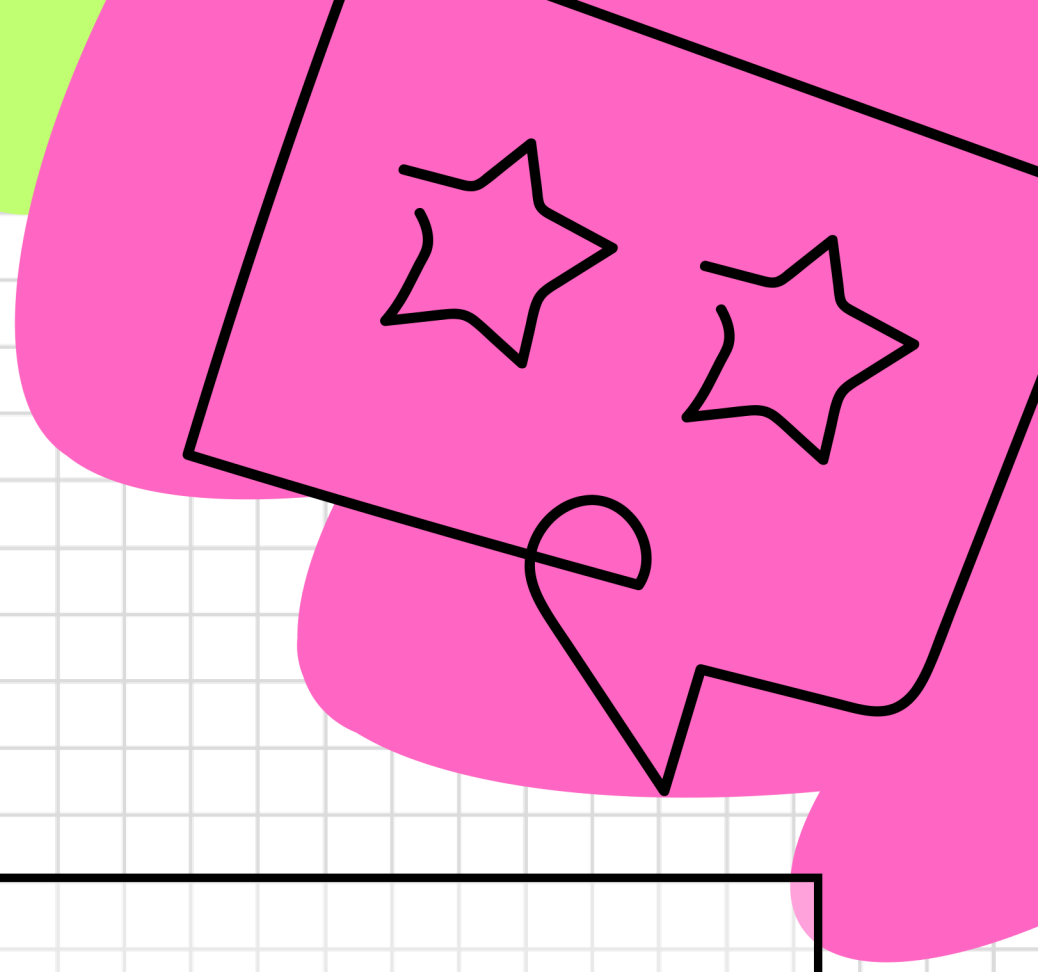
Sort data

Low to high

High to low in any category

Look for trends

Look for red flags



LOOKING AT YOUR CASELOAD

GOOGLE SHEET EXAMPLE

23-24 3rd Grade ESL Data

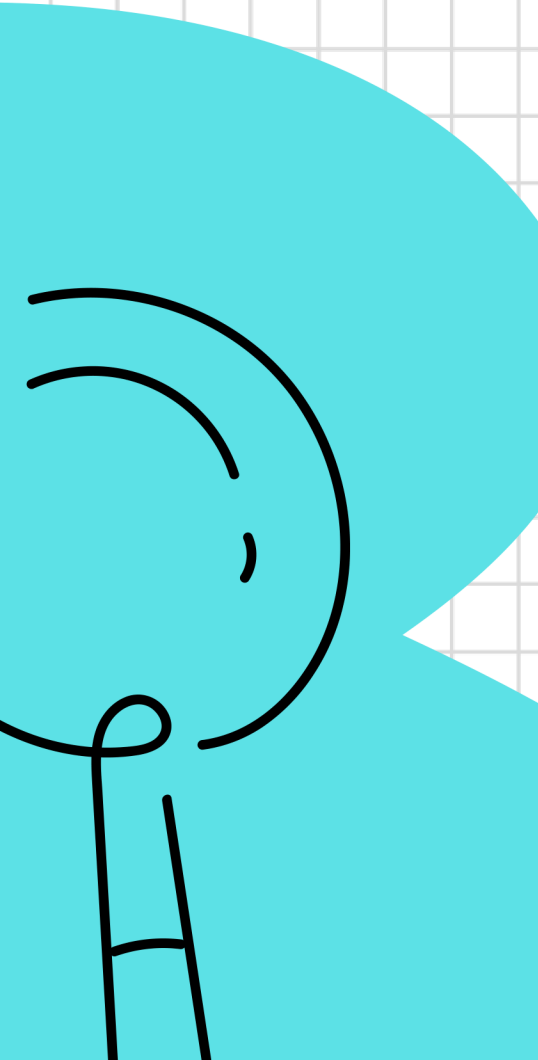
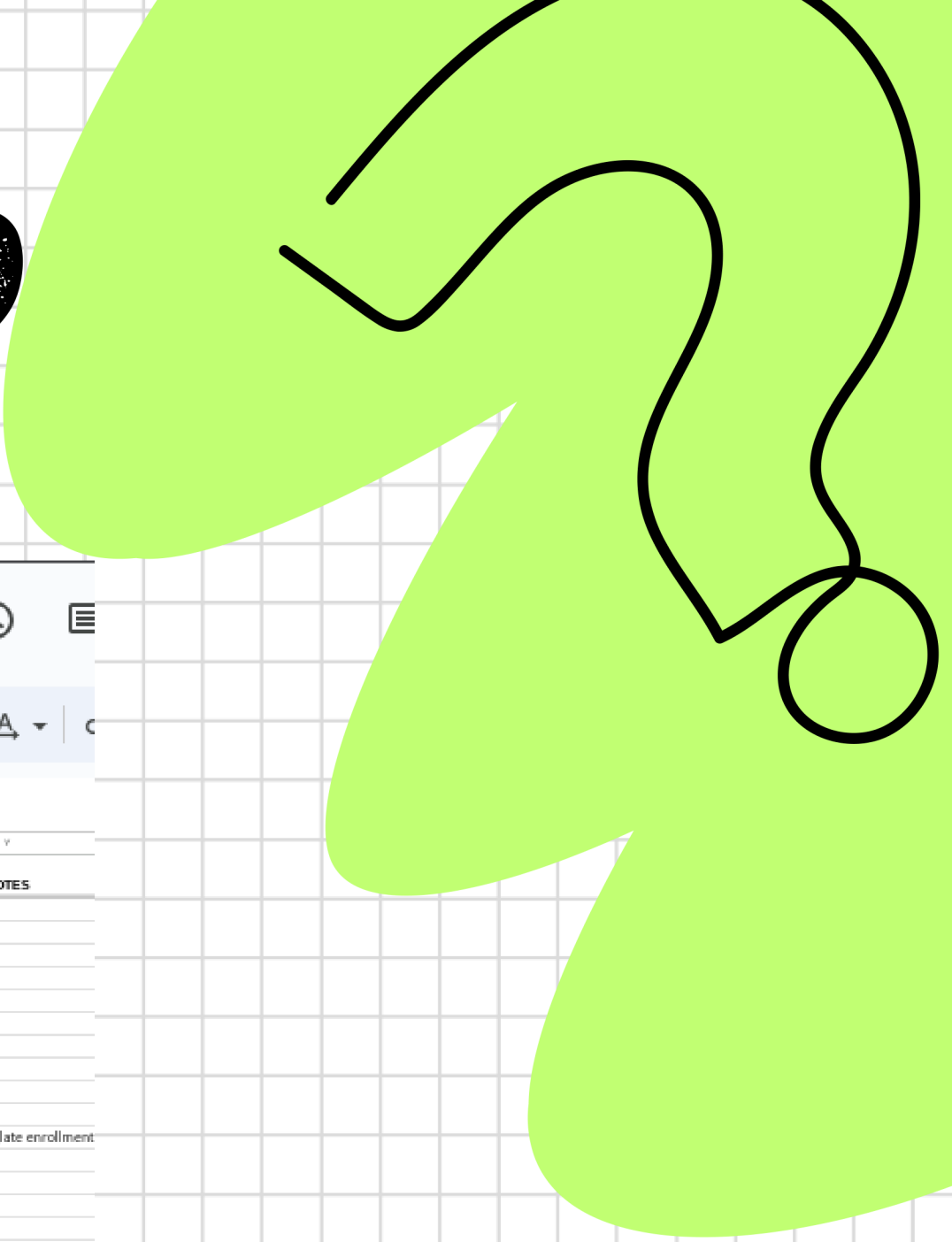
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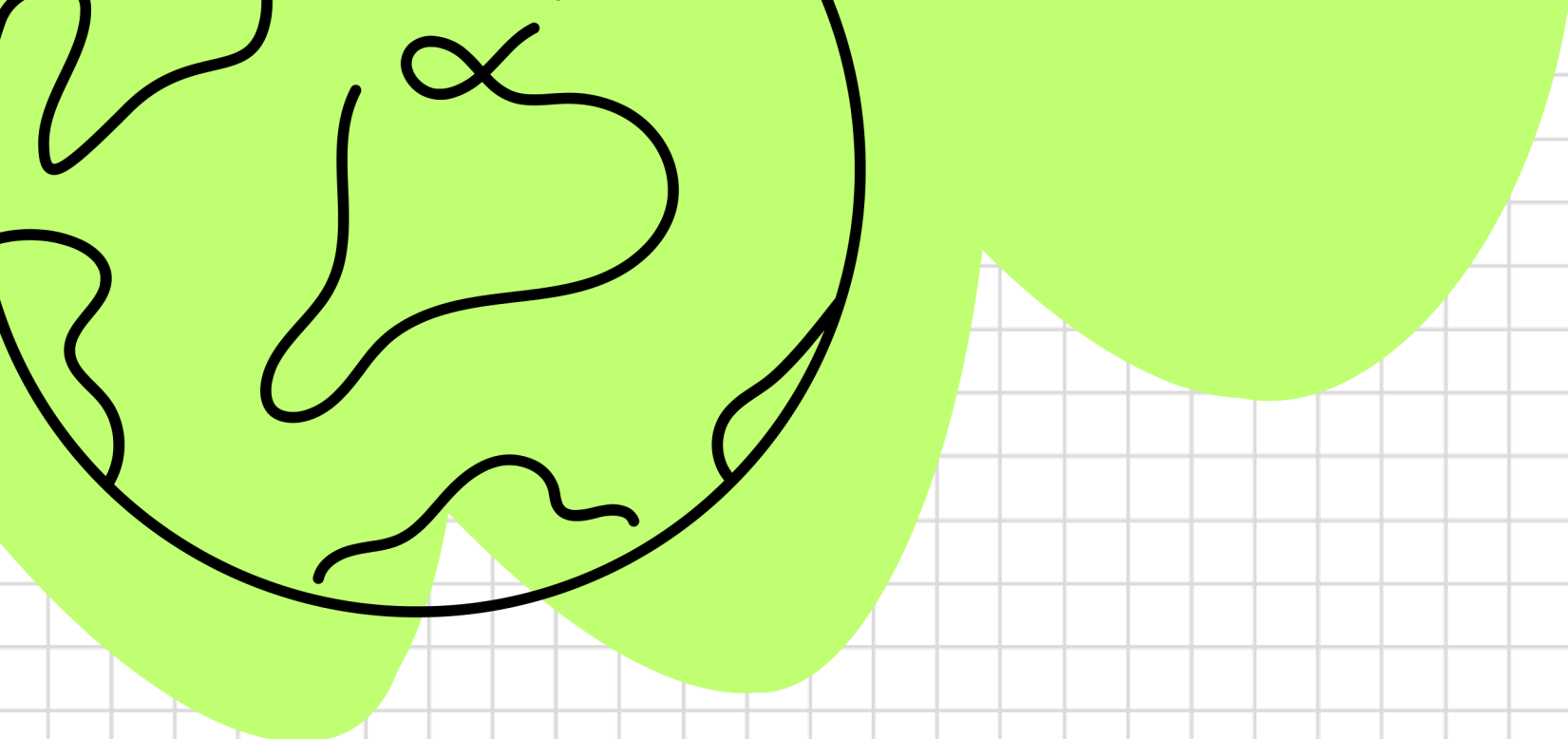
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AB10 | fx

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
1	First Name	Last Name	3rd Grade Teacher	IEP / Case Mgr	TAT HISTORY	ESL STATUS	Guided Reading Level	NWEA Reading	listening 2023	speaking 2023	reading 2023	writing 2023	literacy 2023	overall 2023	2nd Grade Teacher	Listening 2022	Speaking 2022	Reading 2022	Writing 2022	Literacy 2022	Composite Level	1st Grade Teacher	NWEA Reading 1st Grade	NWEA Reading Kindergarten	NOTES
2	Al						G	179.0	5.4	2.2	5.0	3.3	3.6	3.5		6	2.2	2.7	2.1		2.7				
3	H					TAT	I	172.0	3.4	1.9	5.0	3.0	3.4	3.1		3.2	1.7	5.4	2.4		2.8				
4	Jh					TAT	I	108.0	0.0	3.1	4.3	3.0	3.7	3.8		6	2.8	4.1	2.7		3.5				
5	Br					TAT	K/I	174.0	5.8	4.0	4.0	3.6	3.7	3.9		5.8	3.5	2.5	3.1		3.3				
6	El						L	178.0	3.1	2.6	4.3	3.3	3.5	3.3		3.9	3.7	2.8	3.1		3.2				
7							L/K	163.0	2.1	3.7	2.9	3.7	3.5	3.4		3.5	2.3	2.7	2.4		2.6				
8							M	182.0	5.4	2.6	5.4	3.3	3.7	3.6		3.0	2.3	5	3.1		3.2				
9							N/M	172.0	5.4	3.1	5.6	3.3	3.7	3.7		4.3	2	1.9	2.4		2.4				
10							S/O	179.0	6.0	3.1	3.7	3.6	3.6	3.8		6	3.8	4	3.1		3.6				
11						NTC	aaP		1.0	1.0	1.0	1.0	1.0	1.0											
12						NTC	aaP	125.0	2.0	1.0	1.0	1.0	1.0	1.5											First Year in the Country status (late enrollment)
13							G/G	154.0	1.6	1.8	3.5	2.2	2.7	2.1		1	1*	1*	1*	1*	1*				*Screener 10/19/22
14						TAT	G/G	156.0	1.8	2.0	2.6	2.2	2.4	2.1		1.7	1.6	1.9	1.9		1.9				
15							G/G	166.0	2.8	2.3	2.7	2.8	2.8	2.7		2.6	2	1.9	1.6		1.8				
16						TAT	G/H	159.0	2.3	3.7	1.9	3.4	2.9	3.0		4.5	2.3	3	2.4		2.7				
17						TAT	L/K	171.0	1.7	1.5	1.9	3.1	2.6	2.0		1.7	1.6	1.9	2.7		1.9				
18							L/K	177.0	2.8	1.7	1.8	2.8	2.2	2.1		3.6	2	4.3	1.9		2.6				
19						TAT	L/K	170.0	3.6	3.7	1.6	2.8	1.9	2.5		2.2	3.2	3	2.4		2.7				
20							L/K	169.0	2.2	2.8	2.7	3.1	3.0	2.8		2.8	2.3	3	2.4		2.5				
21								165.0	2.2	3.3	1.9	2.8	2.5	2.6		3.6	1.8	4.7	2.7		2.9				
22						NTC																			
23	Ingrid					NTC	aaP		1.9	1.7	2.0	1.6	1.8	1.8											
24	M		Wopmann	Tracy			D/D	165.0	5.0	3.1	2.6	3.3	3.1	3.3		1.9	1.4	1.9	1.8		1.8				
25						TAT	G/G	157.0	3.0	2.3	1.8	3.7	3.0	2.8		1.9	1.6	1.9	2.1		1.9				
26							J/I	162.0	3.8	2.4	2.5	3.1	3.0	2.9		1.9	1.1	1.9	1.9		1.8				
27						TAT	M/N	192.0	5.4	3.1	4.7	3.3	3.5	3.6		6	3.3	5.2	4.1		4.4				
28							N/L	177.0	0.0	4.2	4.3	2.4	3.0	3.5		5	2.7	3.1	2.7		3				
29	Lah			Tracy			N/M	172.0	2.3	2.0	3.9	2.7	3.1	2.7		1.9	1.7	2.6	1.9		1.9				
30	Brad			Dani			P/M	167.0	1.7	1.2	1.9	2.2	2.1	1.8		1.9	2.3	6	3.1		3.2				
31	Pet					TAT	P/M	174.0	3.9	1.8	3.1	3.0	3.0	2.8		2.4	2.7	3.1	1		1.7				
32	Cl						P/M	175.0	5.4	3.4	2.8	3.0	3.0	3.3		4.1	2.3	3.8	2.4		2.9				
33								11.0	1.8	1.3	4.0	1.0	1.7	1.6		1.5	1	1.6	1		1.3				

MASTER Print Format





LOOKING AT YOUR CASELOAD

QUESTIONS TO ASK YOURSELF

Which students have the lowest ACCESS scores?

Is there one portion of the ACCESS test bringing their composite score down?

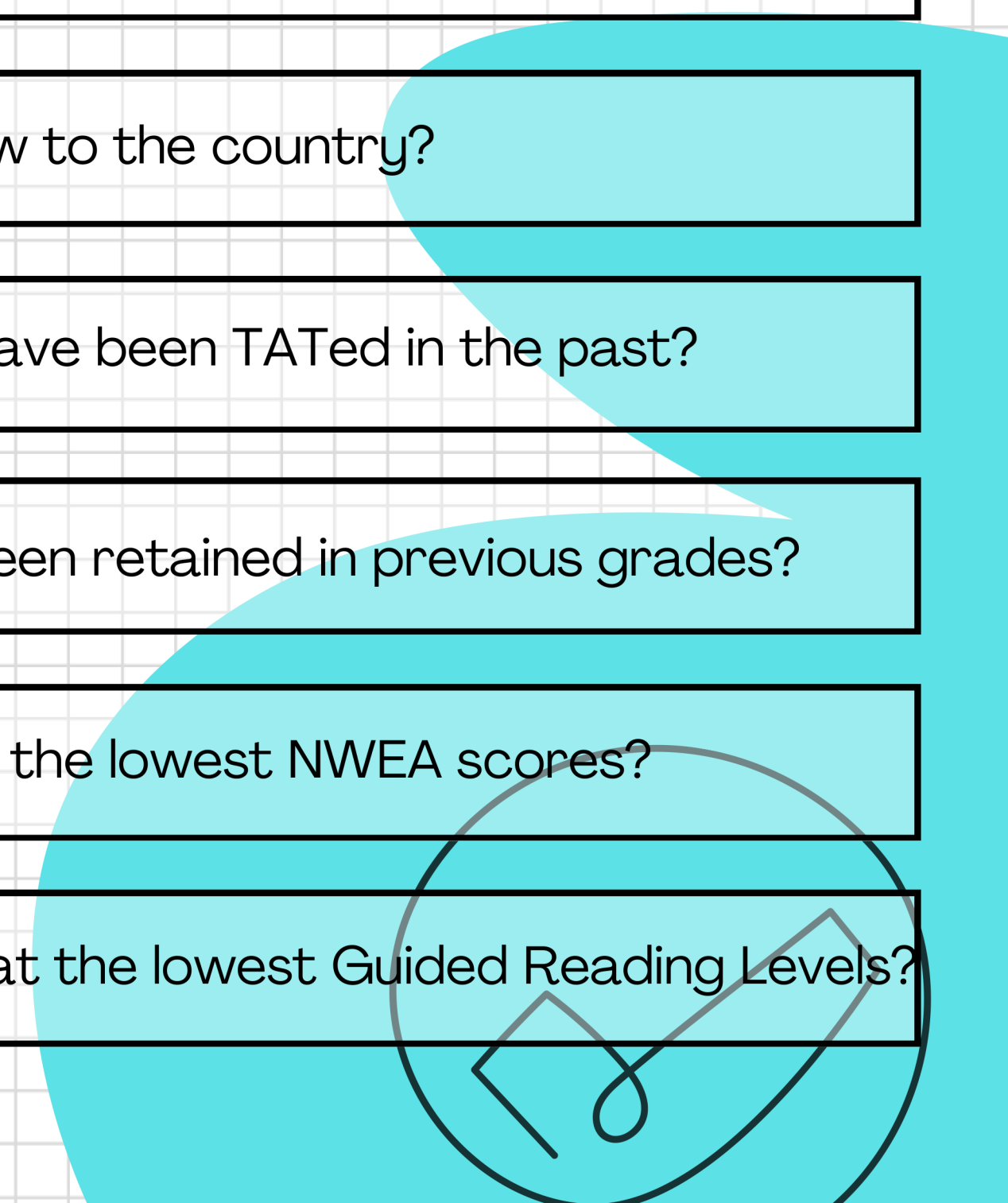
Are any students new to the country?

Have any students have been TATed in the past?

Have any students been retained in previous grades?

Which students have the lowest NWEA scores?

Which students are at the lowest Guided Reading Levels?





03

PRIORITIZE

NEEDS OF

STUDENTS



1.

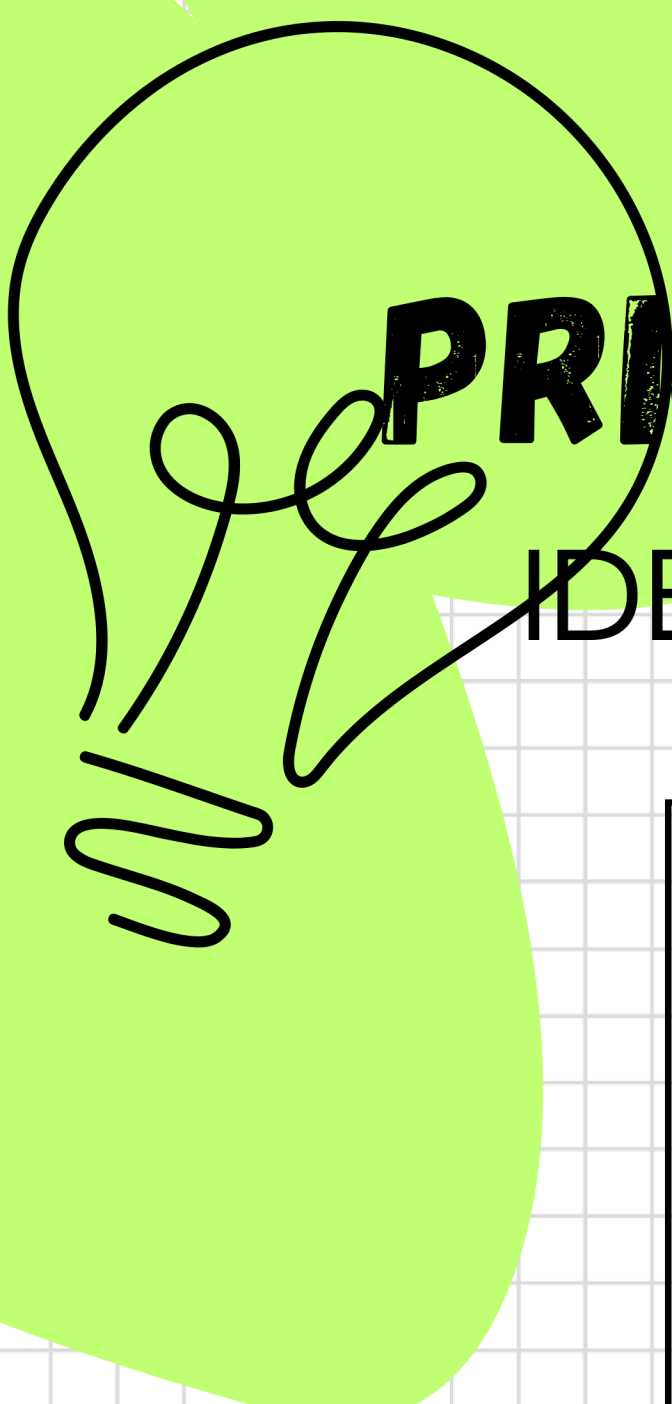
IDENTIFY NEEDS

- LANGUAGE INTERVENTION
- READING INTERVENTION
- CONTENT SUPPORT

2.

DECIDE SERVICES

- PULL OUT
- PUSH IN
- WITH IN CLASSROOM



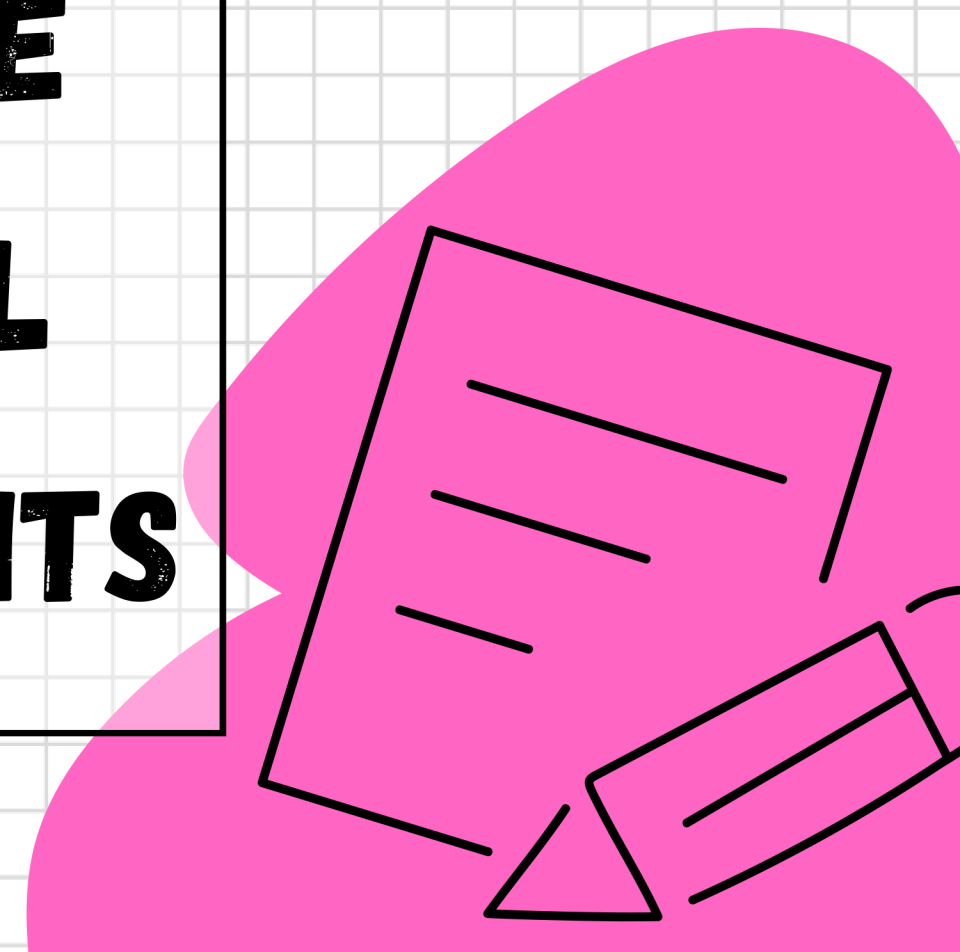
PRIORITIZING NEEDS OF STUDENTS

IDENTIFY NEEDS BY “CHUNKING YOUR DATA”

**RED FLAG
STUDENTS**

**BUBBLE
STUDENTS**

**ON OR
ABOVE
LEVEL
STUDENTS**



PRIORITIZING NEEDS OF STUDENTS

RED FLAG STUDENTS

WHAT THEY LOOK LIKE

Performing more than 1 year below grade level

Little progress over previous years

Previous teachers have had concerns

History of being TATed

INTERVENTIONS TO CONSIDER

Reading Intervention

Language Intervention

PRIORITIZING NEEDS OF STUDENTS

BUBBLE STUDENTS

WHAT THEY LOOK LIKE

Students who are performing within one year below grade level

INTERVENTIONS TO CONSIDER

Reading Intervention

Language Intervention

Content Support

PRIORITIZING NEEDS OF STUDENTS

ON OR ABOVE LEVEL STUDENTS

WHAT THEY LOOK LIKE

Students who are performing on or above grade level

Their data shows they are making appropriate progress each year

May ask questions about words or concepts they do not understand

INTERVENTIONS TO CONSIDER

Content Support

Supported within the classroom

Classroom teacher provides sheltered instruction and vocabulary support

PRIORITIZING NEEDS OF STUDENTS

“CONTENT SUPPORT” EXPLAINED

Paraprofessional

Small Group Pull Out

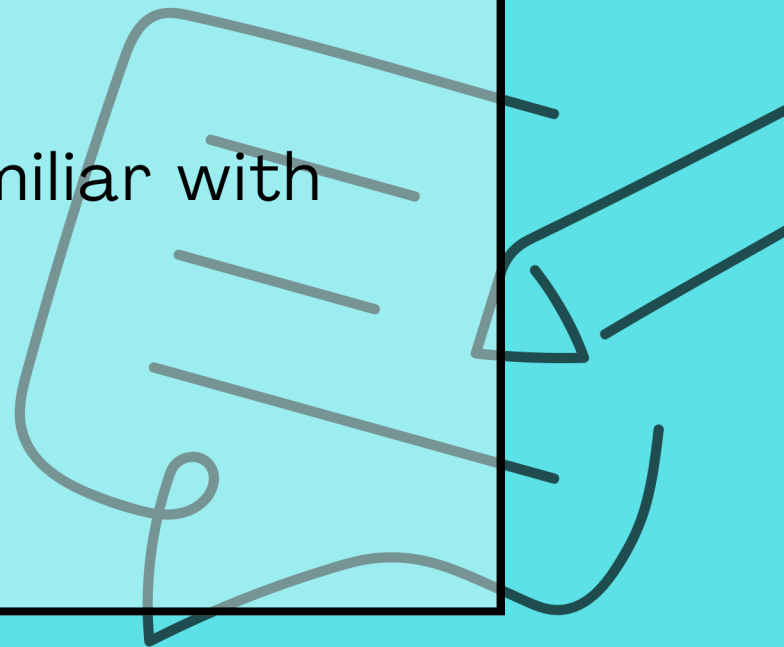
35 minutes

4 days per week

Follows the grade level curriculum one week behind classroom teachers

Focuses on listening comprehension and writing

Reinforce concepts and strengthen skills using content they are already familiar with



PRIORITIZING NEEDS OF STUDENTS

DECIDE SERVICES: WHAT'S POSSIBLE

PULL OUT

WORKS BEST FOR:

Below Level Students
Bubble Students

CAN BE IMPLEMENTED BY:

ESL Teacher
Paraprofessional

PUSH IN

WORKS BEST FOR:

Bubble Students
On or Above Level Students

CAN BE IMPLEMENTED BY:

ESL Teacher
Paraprofessional
Classroom Teacher

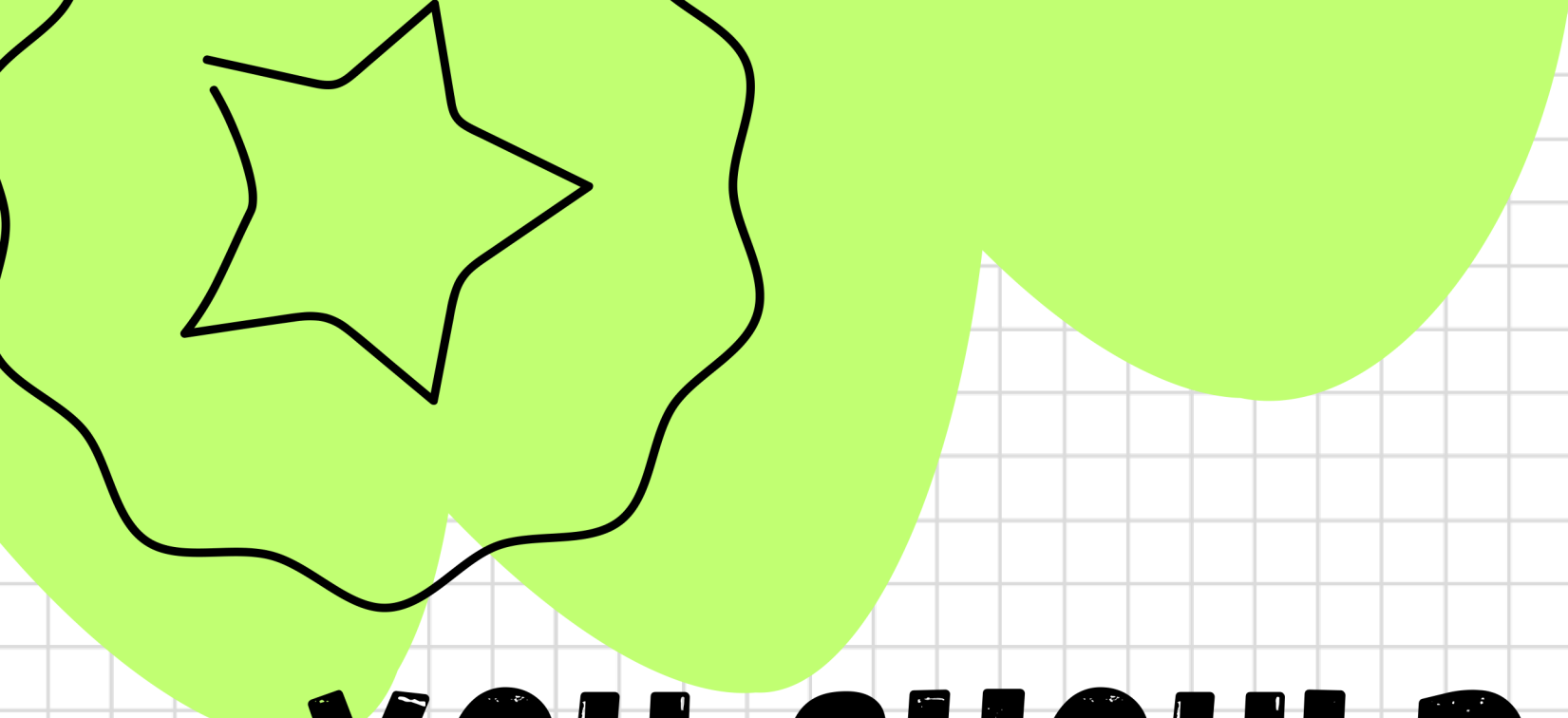
CLASSROOM

WORKS BEST FOR:

On or Above Level Students

CAN BE IMPLEMENTED BY:

Classroom Teacher



**YOU SHOULD
HAVE YOUR
FRAMEWORK
NOW**



KNOW YOUR AVAILABLE INSTRUCTIONAL TIME

CASELOAD

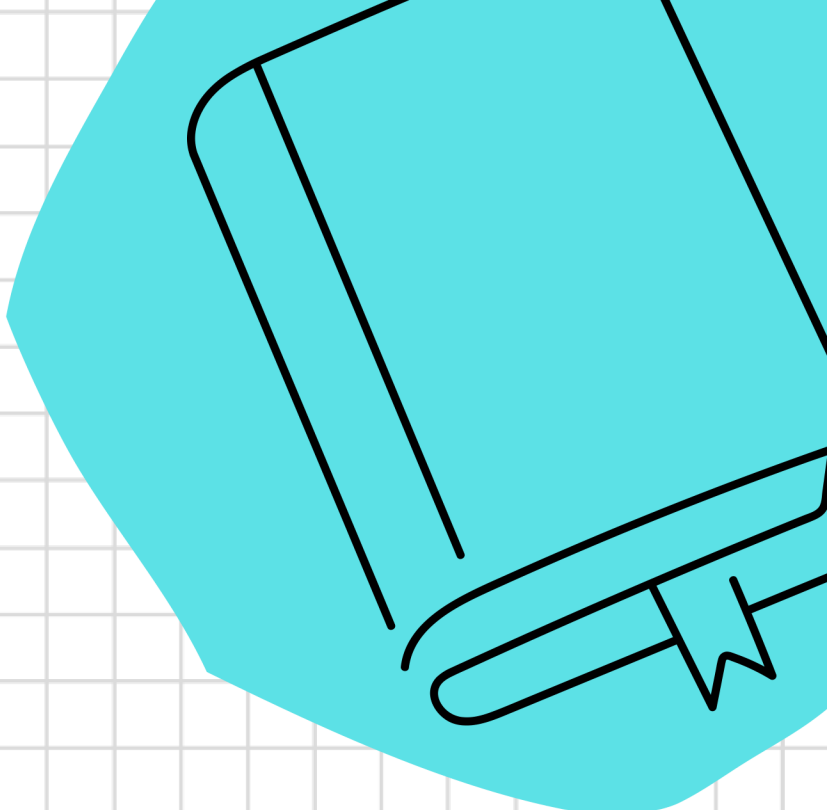
STUDENTS ON CASELOAD "CHUNKED"



04



**DETERMINE
APPROPRIATE
SUPPORTS**

- 
1. GROUP SIZE
 2. LANGUAGE INTERVENTIONS
 3. READING INTERVENTIONS
 4. OTHER POSSIBILITIES

DETERMINE APPROPRIATE SUPPORTS

GROUP SIZE

How much space do you have?

Tables

Seats

What can you effectively get accomplished in the time allotted?

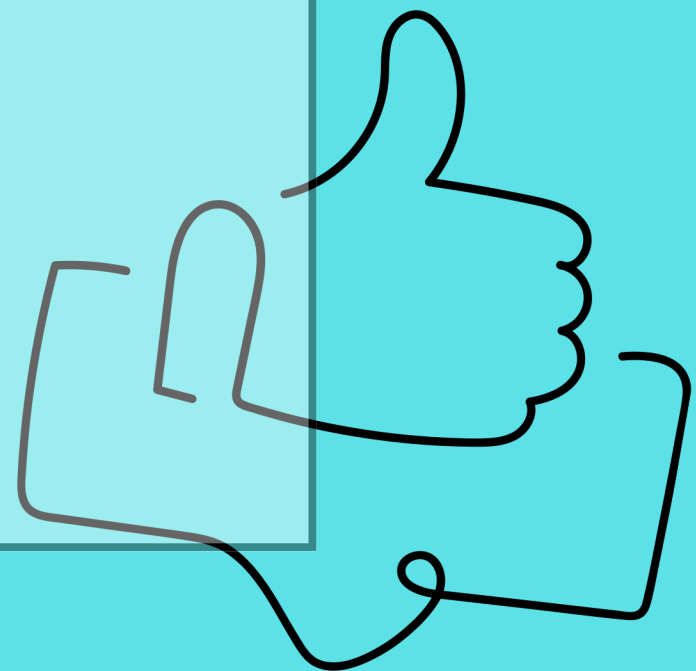
DETERMINE APPROPRIATE SUPPORTS

Reading Interventions

Red flag students
Bubble students

Language Interventions

Red flag students
Bubble students
On level students



DETERMINE APPROPRIATE SUPPORTS

OTHER POSSIBILITIES

Grouping by domain:

Listening

Reading

Speaking

Writing

You could pair the domains together:

Reading & Writing

Listening & Speaking

Use grade level curriculum and scaffold it for your students' language needs.

Serving ELs across grade levels

DETERMINE APPROPRIATE SUPPORTS

CURRICULUM & PROGRAMS

Make your life easier: Use a curriculum if possible

Do not reinvent the wheel

Pick something and stick with it

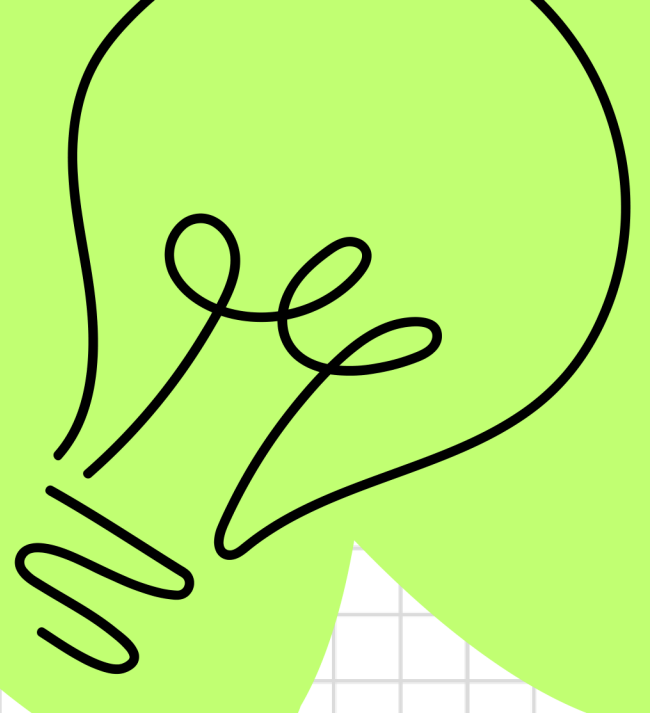
*When in doubt: read *The Lazy Genius Way* by Kendra Adachi *

Language for Learning, Thinking, Writing

Frames for Fluency

SIPPS

Think Ahead: Progress Monitoring & Assessment



BACKTRACKING A LITTLE BIT HERE...

TO STEP 2: SETTING UP A SCHEDULE

THINKING ABOUT FREQUENCY

Times per day | Times per week

4-5 days per week is ideal

Multiple times per day is okay

Consider classroom teachers' preferences



SECRET SLIDE: GROUPING STUDENTS

POD 1

ALL STUDENTS:

Low - Middle

ESL:

Low

SUPPORTS:

Language Intervention
Reading Intervention

STAFF:

Classroom Teachers
Classroom Paras
ESL Teacher
ESL Para

POD 2

ALL STUDENTS:

Middle

ESL:

Middle

SUPPORTS:

Language Intervention
Reading Group

STAFF:

ESL Teacher - Language
ESL Para - Reading Group

POD 3

ALL STUDENTS:

Middle - High

ESL:

High

SUPPORTS:

Content Support

STAFF:

ESL Para
Classroom Teachers
Classroom Paras

ESL SCHEDULE EXAMPLE

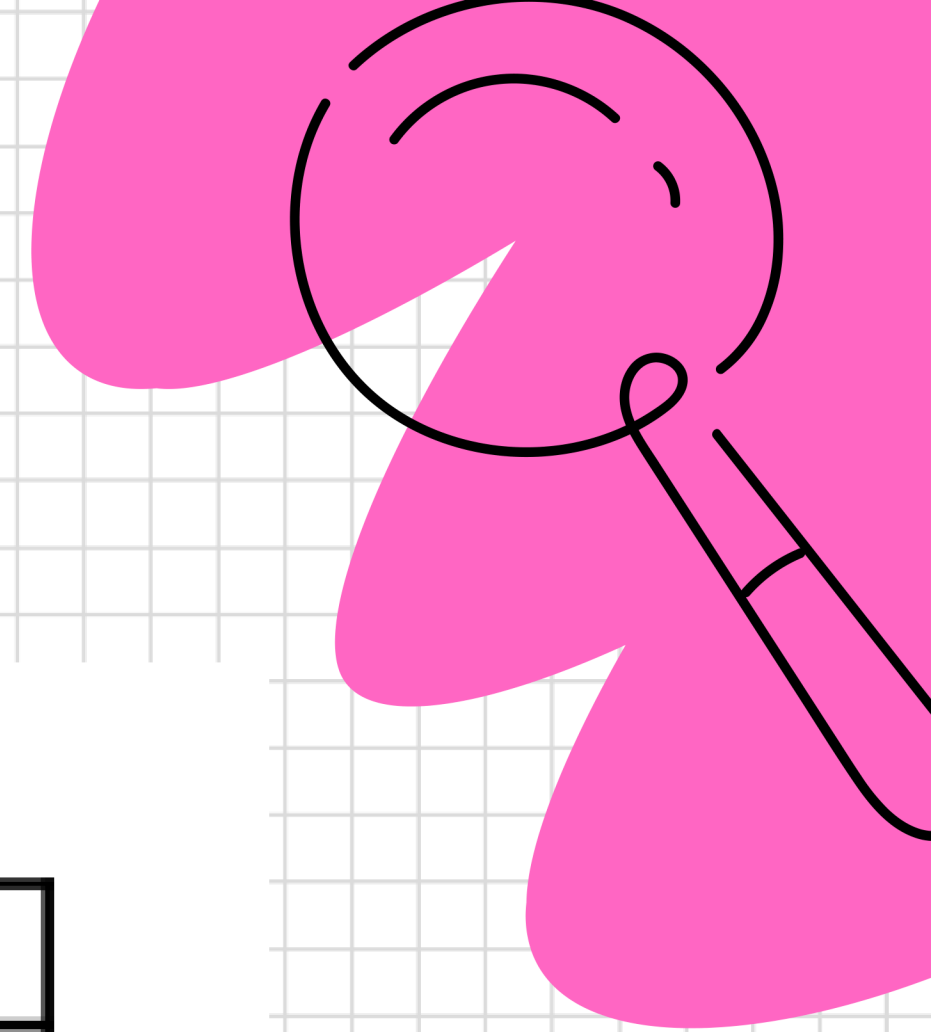
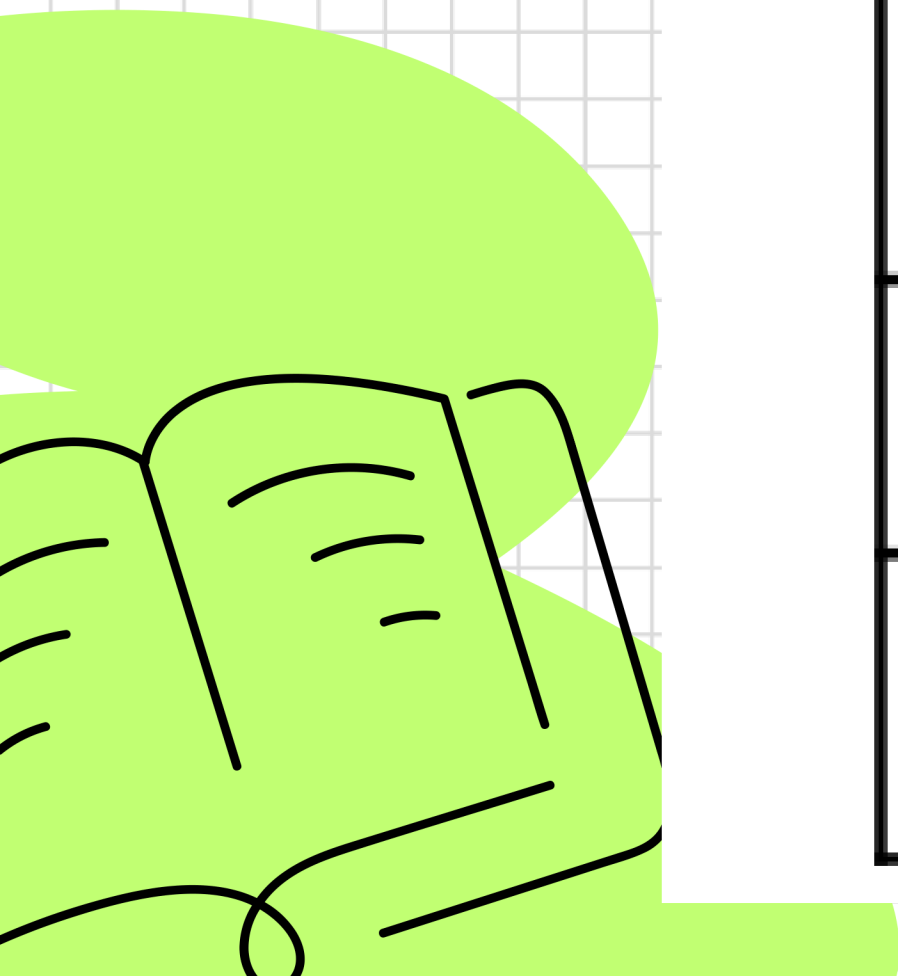
Mrs. Smith's Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Newcomers	Newcomers	Newcomers	Newcomers	Newcomers
Language	Language	Language	Language	Language
8:35 - 9:00	8:35 - 9:00	8:35 - 9:00	8:35 - 9:00	8:35 - 9:00
Peterson	Peterson	Peterson	Peterson	Peterson
Language	Language	Language	Language	Language
9:00-9:35	9:00-9:35	9:00-9:35	9:00-9:35	9:00-9:35
Recess	Recess	Recess	Recess	Recess
9:35 - 9:45	9:35 - 9:45	9:35 - 9:45	9:35 - 9:45	9:35 - 9:45
SIPPS	SIPPS	SIPPS	SIPPS	SIPPS
9:50 - 10:35	9:50 - 10:35	9:50 - 10:35	9:50 - 10:35	9:50 - 10:35
Reading Groups	Reading Groups	Reading Groups	Reading Groups	Reading Groups
10:35 - 11:00	10:35 - 11:00	10:35 - 11:00	10:35 - 11:00	10:35 - 11:00
Koplmann	Koplmann	Koplmann	Koplmann	PREP
Language	Language	Language	Language	
11:00 - 11:35	11:00 - 11:35	11:00 - 11:35	11:00 - 11:35	
Lunch	Lunch	Lunch	Lunch	Lunch
11:45 - 12:30	11:45 - 12:30	11:45 - 12:30	11:45 - 12:30	11:45 - 12:30
Luce	Luce	Luce	Luce	Luce
Language	Language	Language	Language	Language
12:35 - 1:05	12:35 - 1:05	12:35 - 1:05	12:35 - 1:05	12:35 - 1:05
Hovda	Hovda	Hovda	Hovda	Hovda
Language	Language	Language	Language	Language
1:25 - 1:55	1:25 - 1:55	1:25 - 1:55	1:25 - 1:55	1:25 - 1:55
Recess	Recess	Recess	Recess	Recess
2:00 - 2:10	2:00 - 2:10	2:00 - 2:10	2:00 - 2:10	2:00 - 2:10
Strand	Strand	Strand	Strand	PREP
Language	Language	Language	Language	
2:15 - 2:45	2:15 - 2:45	2:15 - 2:45	2:15 - 2:45	

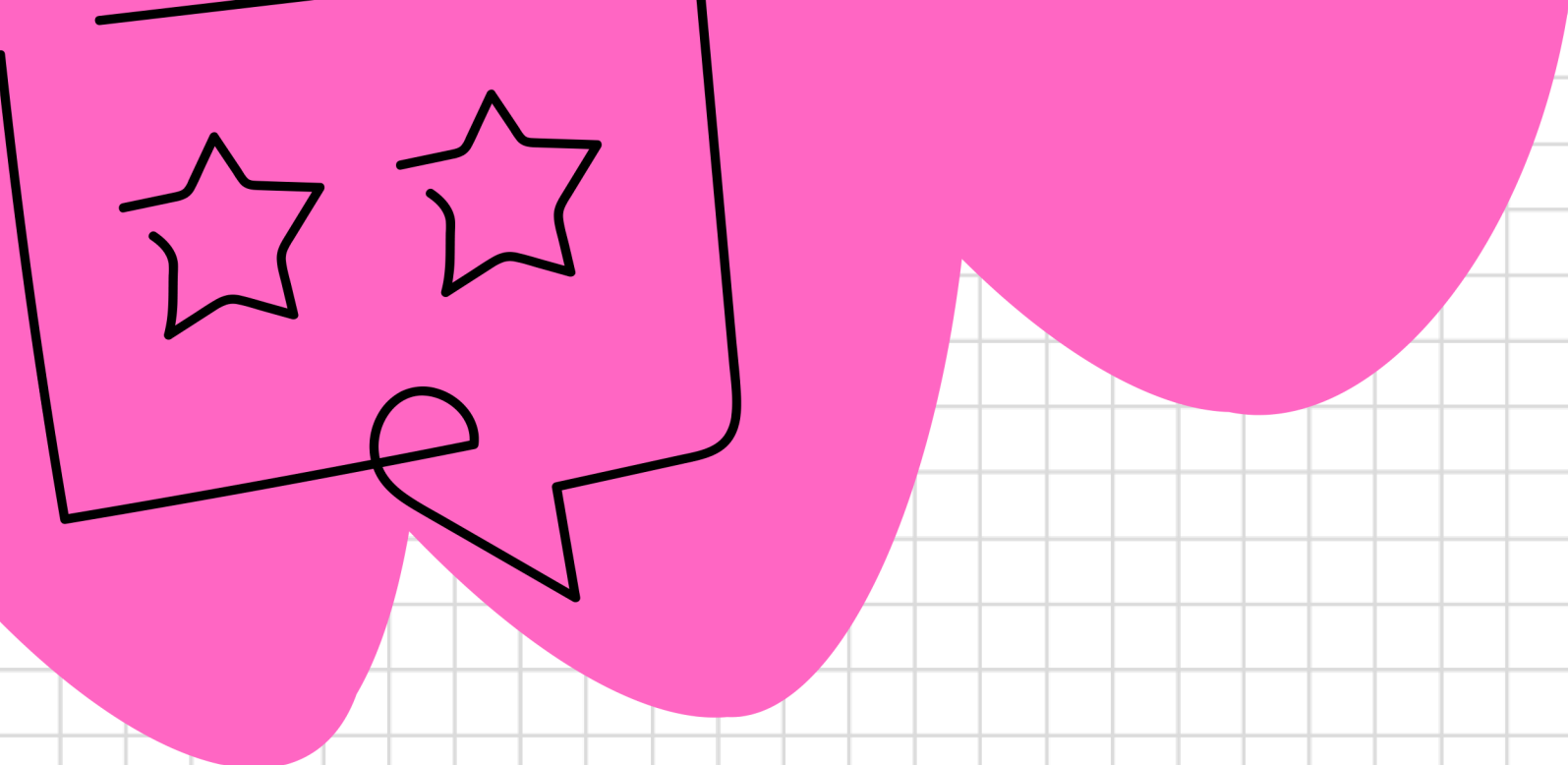
Mr. Will's Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Christensen	Christensen	Christensen	Christensen	Christensen
Language	Language	Language	Language	Language
8:35 - 9:00	8:35 - 9:00	8:35 - 9:00	8:35 - 9:00	8:35 - 9:00
Peterson	Peterson	Peterson	Peterson	Peterson
SIPPS	SIPPS	SIPPS	SIPPS	SIPPS
9:00-9:35	9:00-9:35	9:00-9:35	9:00-9:35	9:00-9:35
Recess	Recess	Recess	Recess	Recess
9:35 - 9:45	9:35 - 9:45	9:35 - 9:45	9:35 - 9:45	9:35 - 9:45
SIPPS	SIPPS	SIPPS	SIPPS	SIPPS
9:50 - 10:35	9:50 - 10:35	9:50 - 10:35	9:50 - 10:35	9:50 - 10:35
Reading Groups	Reading Groups	Reading Groups	Reading Groups	Reading Groups
10:35 - 11:00	10:35 - 11:00	10:35 - 11:00	10:35 - 11:00	10:35 - 11:00
Lunch	Lunch	Lunch	Lunch	Lunch
11:15 - 11:45	11:15 - 11:45	11:15 - 11:45	11:15 - 11:45	11:15 - 11:45
Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty
11:45 - 12:30	11:45 - 12:30	11:45 - 12:30	11:45 - 12:30	11:45 - 12:30
St. Sow. Mar.	St. Sow. Mar.	St. Sow. Mar.	St. Sow. Mar.	St. Sow. Mar.
Quick SIPPS	Quick SIPPS	Quick SIPPS	Quick SIPPS	Quick SIPPS
12:35 - 1:05	12:35 - 1:05	12:35 - 1:05	12:35 - 1:05	12:35 - 1:05
Newcomers	Newcomers	Newcomers	Newcomers	Newcomers
Reading	Reading	Reading	Reading	Reading
1:25 - 1:55	1:25 - 1:55	1:25 - 1:55	1:25 - 1:55	1:25 - 1:55
Recess	Recess	Recess	Recess	Recess
2:00 - 2:10	2:00 - 2:10	2:00 - 2:10	2:00 - 2:10	2:00 - 2:10
McC. Sow. Mar.	McC. Sow. Mar.	McC. Sow. Mar.	McC. Sow. Mar.	PREP
Content Support	Content Support	Content Support	Content Support	
2:30 - 3:00	2:30 - 3:00	2:30 - 3:00	2:30 - 3:00	

READING INTERVENTION SCHEDULE EXAMPLE

READING GROUP SCHEDULE

Time Lesson	MrS. Smith	Mr. Will
9:50 - 10:25 SIPPS	[REDACTED]	[REDACTED]
10:25 - 10:40 Guided Reading Groups	[REDACTED]	[REDACTED]
10:45 - 11:00 Guided Reading Groups	[REDACTED]	[REDACTED]





NOW IT'S YOUR TURN

TO USE THE FOUR STEP PROCESS



SET UP A SCHEDULE

LOOK AT YOUR CASELOAD

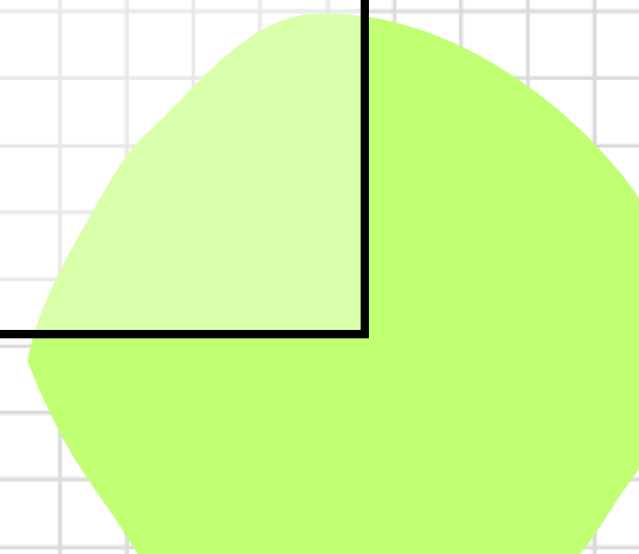
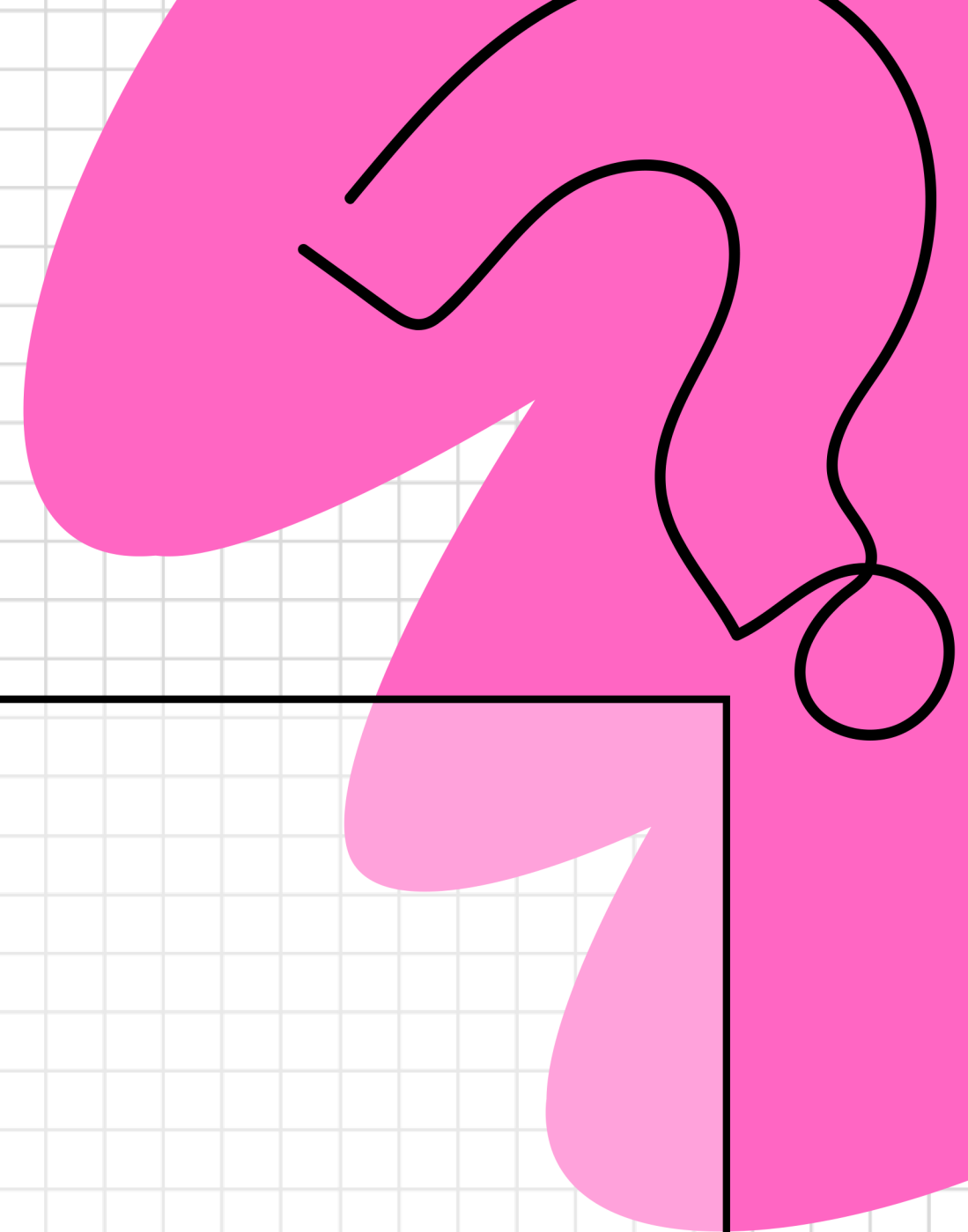
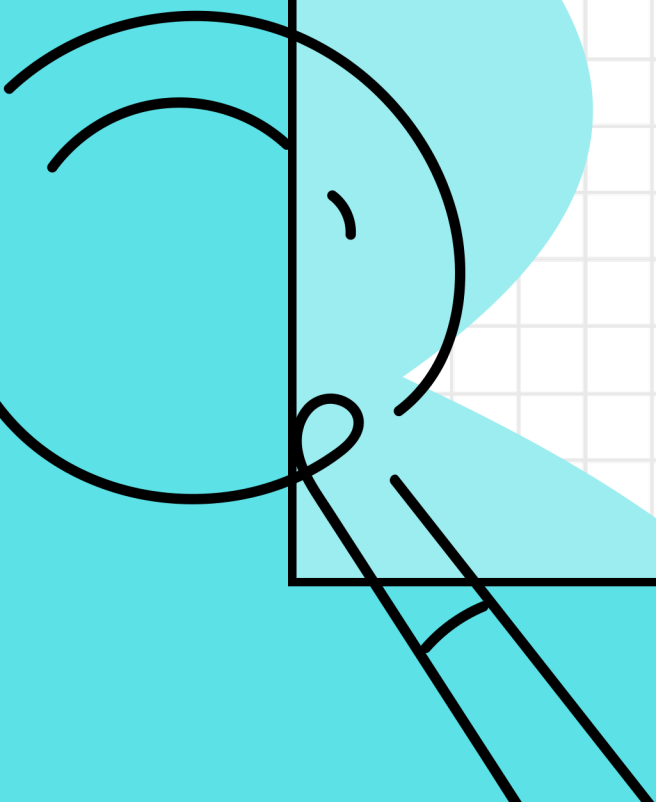
PRIORITIZE NEEDS

DETERMINE APPROPRIATE SUPPORTS



TIME FOR QUESTIONS

Is there anything I should share more detail on?
What can I clarify for you?



**THANK YOU SO MUCH
FOR YOUR TIME TODAY**

Megan Smith
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