

UNDERSTANDING ACRONYMS

AMAO – ANNUAL MEASURABLE
ACHIEVEMENT OBJECTIVES

ELL—ENGLISH LANGUAGE LEARNER

ELD—ENGLISH LANGUAGE
DEVELOPMENT

ESOL—ENGLISH FOR SPEAKERS
OF OTHER LANGUAGES

FEP—FULLY ENGLISH PROFICIENT

HLS—HOME LANGUAGE
SURVEY

L1, L2—FIRST LANGUAGE, SECOND
LANGUAGE

LEP—LIMITED ENGLISH
PROFICIENCY

W-APT—WIDA-ACCESS
PLACEMENT TEST

WIDA—WORLD-CLASS
INSTRUCTIONAL DESIGN
AND ASSESSMENT



CURRENT STATUS – Updated 6-15-16

Approximately **4,500** English Language Learners (ELLs), coming from different countries and speaking various languages are served through the ESOL program.

The top five languages in our district include: **Spanish (3,563), Portuguese (136), Arabic (106), Mandarin (104), and Vietnamese (101).**

The top ten schools with the largest ESOL population requiring direct/monitored ESOL services include: **MBM, MBH, MBE, MBI, SES, FBM, SHS, CFHS, OBM, and WES.**

CONTACT INFORMATION

Melissa Westbury –Coordinator

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English for Speakers of Other Languages (ESOL)



Horry County Schools

335 Four Mile Rd

Conway, SC 29526

AMAO's FOR ENGLISH LANGUAGE LEARNERS (ELLs)

Annual Measurable Achievement Objectives (AMAOs) are performance objectives that ESOL students must meet each year.

AMAO 1 = annual increases in the percentage of students making progress in learning English

AMAO 2= annual increases in the percentage of students attaining English proficiency

AMAO 3= making adequate yearly progress (AYP) for LEP students including graduation rate

AGE-APPROPRIATE PLACEMENT

Initial grade placement should be with same-age classmates and LEP students should be advanced along with age-level peers.

IDENTIFYING ESOL STUDENTS

All students new to the District are surveyed using the **Home Language Survey** (HLS) at the time of registration. Students having a language other than English listed on any of the questions are given a screener in order to determine the level of English proficiency and arrange for appropriate services.

ELL COMMITTEE

Each school has an ELL Committee comprised of school staff members, an ESOL representative, and the parent(s). The ELL Committee's purpose is to discuss the individual needs of ELL students and create instructional plans to meet their needs.

ESOL SERVICES

After taking the screener by a trained ESOL professional, all eligible students are scheduled based on their level of English proficiency, educational background, academic achievement, and special needs.

All English Language Learners (ELLs) are provided equal educational opportunities through equal access to academic and special services programs. Services are provided in accordance with federal and state mandates. The ESOL program model offered may vary from school-to-school depending upon student needs.

EXIT PROCEDURES

Every student identified as an ESOL student continues to receive services until the student demonstrates Full English Proficiency (FEP) on the federally mandated assessment.

WIDA-ACCESS test:

Tier B = Score of **5** in each domain (L, S, R, W)

Tier C = Score of **5** or higher in each domain (L, S, R, W)

MONITORING LEVEL 6P-7P

By law, ESOL students who exit from ESOL Services are monitored for two years. An ELL Committee may be convened to review performance concerns and make recommendations toward solutions.

ESOL RETENTION

In accordance with the law (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols), ELLs cannot be retained solely due to low English language proficiency.

ESOL Teachers and Mainstream Teachers are responsible for preparing lessons that differentiate instruction for ELLs and incorporate **Language Objectives** that are aligned with **Content Objectives**.

ESOL WIDA STANDARDS

STANDARD 1: Social and Instructional Language

STANDARD 2: The Language of Language Arts

STANDARD 3: The Language of Mathematics

STANDARD 4: The Language of Science

STANDARD 5: The Language of Social Studies

