

STRENGTHENING SUPPORT AT THE BEGINNING OF HIGH SCHOOL



High schools often provide academic interventions to students who are falling behind by offering general tutorial programs for students in grades 9 and 10 and more targeted support for students in the higher grades. Schools that utilize this approach wait for results after students have taken standardized exams rather than looking for patterns of progress before students take the exams. The question is, how can we prevent ELL students from falling behind in the first place? ELL students come from diverse educational backgrounds and, therefore, their needs and strengths can be wide-ranging. To prevent students from falling behind, a strong academic foundational program must be implemented that offers more

instructional time in the core subjects at the onset of the students' high school career. How can schools address both the ENL and content area requirements in programming ELL/MLLs within the limited time constraints of the school day? Programs designed to meet this explicit need are possible. The following are some examples:

First, we must look at the data for signs of potential academic and/or SE problems. We look at the student's previous attendance and academic records. When students are excessively absent, it may mean that the student may be having difficulty at home or in school. When this occurs, it is important for the school develop an intervention plan to address the factors that may result in low attendance, among which may include academic and/or social-emotional issues. In terms of attendance, we look for patterns that may reveal factors such as extended vacations, Friday and Monday absences, and chronic lateness. These findings and an interview with the family may provide enough information to develop an action plan to support the student.

In terms of academics, we look at the students previous report cards grades and teachers' comments, as well as results of standardized tests, and the student's academic experiences in his/her prior school. This information will help the school develop an appropriate support program for the students.

After-school tutoring programs often experience low student attendance, a common occurrence among students who struggle in school. After-school programs are designed to increase the academic skills of students who are lagging behind. Extra support for the development of a stronger academic foundation must be integral to the program. There are ways that a school can develop a viable support program for students at risk of falling behind. For example, the program can be implemented at the beginning of the school year on day one, thus establishing a fixed schedule at the onset of the academic year. For struggling

students, elective classes can be deferred to later grades, freeing up time for more robust core subject instruction. For example, many schools offer Art or Music during the 9th and 10th grades. If those elective classes are offered later in the students' the high school career, at-risk students could be "captured" before they experience more failure. Below is an example of how the time can be used to provide extra support in Algebra, Global, and Science. The example shows that the students will have three extra periods in Algebra and Global, with Global as an ENL Integrated class for even further support, and two additional periods in Science.

	M	T	W	R	F
1	Alg	Alg	Alg	Alg	Alg
2	Alg	PE	Alg	PE	Alg
3	ENL	ENL	ENL	ENL	ENL
4	ENL	ENL	ENL	ENL	ENL
5	Lunch	Lunch	Lunch	Lunch	Lunch
6	Glob (Int)	Glob (Int)	Glob (Int)	Glob (Int)	Glob (Int)
7	Glob (Int)	Science	Glob (Int)	Science	Glob (Int)
8	Science	Science	Science	Science	Science

Another approach for providing extra support is to extend the day for struggling students. The extended day program does not fall under the category of after-school. It is, rather, a one or two period extension of the school day. If a group of students has been identified as needing extra support in a specific class, those students could be programmed for a supplementary class in the content subject during the extended time. For this to occur, the school needs to work with the families to make sure that it is okay for the students to stay beyond the regular school day.

RBE-RN News



Resources from New York State Education Department Office of Bilingual Education and World Languages (OBEWL)



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Additionally, the school must develop a targeted program with the teacher(s) and provide them with compensation. All stakeholders must understand and agree to fulfill the goals and expectations of the extended day program.

An integrated content model can also offer academic support in classes where the students need it the most. For instance, if students have struggled with math, forming an integrated ENL/mathematics class will offer the students the support they need to master the subject..

An in-class peer tutoring program can also be established to support students. Students from the upper grades who have mastered the subject matter can partner with students in classes for immediate support. In this instance, a student with room in his/her program can be assigned to tutor a student in a specific classroom, thereby providing immediate and on-site support during the class period.

In the event that it is not possible to implement any of the above recommendations, a strong afternoon program should be developed that offers well-organized core content support that includes a strong outreach and monitoring component. This program must also take into consideration key academic information gleaned from the students' content classes to ensure that after-school teachers are targeting the work to the students' greatest needs. When students needs are being met and they see the value of it, in response, attendance in after-school programs will increase.

Upcoming Events

For descriptions and registration information about these events, go to our website calendar:

https://www.fordham.edu/info/27866/rbern_events

May	Workshop Titles and Descriptions	Audience
7	Literacy Institute for High Schools. Implementing Close Reading to Support ELLs/MLLs with English Regents . This is a follow up to the 2018-2019 Series to support teachers who attended the series this year. New teachers attending the series should understand that this is only for Part 3 of the English Regents but can also register. Presenter: Dr. L. Locatelli Fordham University Lincoln Center Campus. 8:30a.m. - 3 p.m.	9-12
10	Understanding the NYS Next Generation ELA Learning Standards and Applying them in the 9 - 12 Grade Classroom . Bilingual and co-teachers in integrated ENL, stand-alone programs, coaches, and supervisors. Participants will develop an understanding of Advanced Literacies and their implications for instruction in Bilingual, ENL and Integrated 9 - 12 classrooms. Lincoln Center Campus 8:30 a.m. - 3 p.m.	9-12
22	Social Emotional Institute. Social Emotional Learning: Supporting Multilingual Learners/Immigrant Students and Families . Establishing a Culturally inclusive classroom which also addresses the social and emotional needs of immigrant students. Audience: ENL, bilingual, content area teachers, administrators, counselors, social workers, parent coordinators working with newcomers and immigrant students in K-12. There will be break out sessions for different levels (ES, MS, HS.) Fordham University, Walsh Library, Flom Auditorium, Rose Hill Campus, Bronx, N.Y. 8:30 a.m. - 3 p.m.	K-12
30	Promising Practices Symposium - A Collaboration with NYC Department of Education Bronx Borough Field Support Center: "Celebrating Our Successes and Reflecting on 2018-2019 for Bronx Schools" Fordham University, Walsh Library, Flom Auditorium, Rose Hill Campus, Bronx, N.Y. 8:30 a.m. - 3 p.m.	3-12
31	Cervantes Symposium. Instituto Cervantes, 211 East 49 Street, New York, New York	3-12



May 24th, 2019: The annual Immigrant Youth Empowerment Conference (IYECon) Conference provides resources and tools to all youths and their families, regardless of their immigration status to be empowered and organize within their communities. We have 3 tracks designed for High School Students, College Students and Educators. You can register at:

<https://docs.google.com/forms/d/e/1FAIpQLScgs1xbtH2OrmclGwDBI-pBnShpDEk4D0laLgq9Us2D61STIA/viewform>

Information and Resources

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Website: [NYC Regional Bilingual Education Resource Network \(RBE-RN\)](#)