



# Colegio Maya Learning Center

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## The Colegio Maya Learning Center

*"The Colegio Maya Learning Center (LC) provides opportunities for all students to maximize their growth as learners through specialized support programs."*

### Mission

The LC supports students with Limited English Proficiency (LEP) and/or those with learning needs through remediation, academic support, and in-class assistance. Learning specialists collaborate with students, parents, and classroom teachers to develop student support plans using interventions and strategies ensuring full access to the school's curriculum. Students develop self-advocacy skills to become confident and independent learners.

### The Learning Center Philosophy

Colegio Maya holds the highest expectation for each student's maximum academic achievement and takes responsibility for providing the highest level of challenge that reflects the student's distinctive pace of learning.

The Colegio Maya Learning Center acknowledges the diversity of learning styles and academic levels found in every classroom and accommodates these differences through instructional and curricular flexibility. The Learning Center faculty work collaboratively with classroom teachers in providing varied support to meet the unique needs of individual students. Services offered include an array of support services to students including counseling, English for Speakers of Other Languages (ESOL), and learning support.

## Programs and services offered through the Learning Center

### 1. **English for Speakers of Other Languages(ESOL)**

- Language Assessment
- Pull-out/Push-in instructional support
- Progress Monitoring
- Exit Process and Continued Monitoring
- Referrals Process

### 2. **Learning Support**

- Student Study Team (SST)
- Development of Individual Student Support Plan (Level 3)
- Academic Support (pull out, inclusive and monitoring)
- Instructional and Testing Accommodations
- Recommendation for Outside Evaluation
- Transition and Monitoring Services

### 3. **Guidance and Social Emotional Needs**

- Counseling
- Parent Conferences
- Leadership Development
- Goal Setting and Progress Monitoring
- Screening and Educational Assessments
- Conflict Resolution

### 4. **Professional Development**

- Teacher Development
- Workshops (parents and teachers)
- Mentoring
- Coaching
- Collaboration (parents and teachers)

## 1. English for Speakers of Other Languages (ESOL)

### a. ESOL for Grades 1 & 2

The ESOL program in grades 1 and 2 is not only to promote the acquisition of basic interpersonal communicative skills (BICS) but also to support cognitive academic learning proficiency skills (CALPS). Specialists provide language support to students to the point where they can take advantage of the natural English language input available to them in the classroom to continue their academic language development. These specialists work closely with the classroom teacher to monitor progress and to assess the level of language acquisition and skills attainment in terms of:

- Carrying on daily conversation where meaning is supported by contextual cues (meaningful social context, physical gestures, facial expressions, intonation)
- Developing basic survival and academic vocabulary
- Requesting and giving information/assistance
- Describing objects
- Expressing feelings
- Demonstrating ability to follow oral directions
- Participating in classroom activities with some assistance from the teacher
- Participating socially with peers and playing games in English
- Answering lower and higher level questions
- Developing phonological skills
- Gathering information from written text
- Developing reading and writing skills
- Using process writing

### b. ESOL for Grades 3-5

The ESOL program in grades 3-5 aims to promote basic interpersonal communicative skills (BICS) and cognitive academic learning proficiency skills (CALPS). Specialists provide students with the language support and the help needed to develop skills in reading and writing in English in terms of:

- Demonstrating the ability to draw meaning from oral and or written language
- Reading and writing for personal and academic purposes
- Using academic vocabulary
- Demonstrating an understanding of academic presentations when accompanied by visuals, demonstrations, and hands-on activities
- Solving word problems assisted by manipulatives and illustrations
- Participating in academic discussions
- Making brief oral presentations
- Understanding written text through discussion, illustrations, and visuals
- Writing simple science and social studies reports
- Answering higher order thinking questions
- Using process writing

#### **c. ESOL for Grades 6-8**

The ESOL program in grades 6-8 aims to promote interpersonal communicative skills and cognitive academic learning proficiency skills (CALPS). Specialists provide students with the language support and the help needed to develop skills in English in terms of:

- Understanding cognitively demanding information
- Using higher level reading comprehension skills including inferential and critical reading skills
- Understanding academic presentation with few visuals or demonstrations
- Making formal oral presentations
- Reading for information
- Writing simple research reports and texts
- Using process writing

#### **d. ESOL for Grades 9-12**

The ESOL program in grades 9-12 aims to promote interpersonal communicative skills and cognitive academic learning proficiency skills (CALPS). Specialists provide students with the language support and the help needed to develop English skills in terms of:

- Understanding cognitively demanding information
- Using higher level reading comprehension skills including inferential and critical reading skills
- Understanding academic presentation with few visuals or demonstrations
- Making and evaluating formal and extended oral presentations
- Reading and interpreting a variety of texts
- Using oral and written language for academic purposes
- Using a process for writing academic essays and informational texts

#### **e. The Identification Process**

As part of the admission process or upon acceptance to Colegio Maya, students who have been flagged, as needing support in the area of language acquisition will be tested using the oral, reading, and writing sections of the IDEA Proficiency Test (IPT) and the Developmental Reading Assessment (DRA).

*To receive pullout support in the Elementary:*

- Students score at levels A, B, or C on the IPT oral assessment.
- Score as a Pre-Reader, Pre-Writer, Beginning Reader or Beginning Writer on IPT in Grade 1
- Score as a Non-English Reader/Writer or Early Limited Reader and Writer on IPT in Grades 2 to 5.
- Score significantly below grade level according to the DRA benchmark.

*To receive push-in support in the Elementary:*

- Students score at levels D or E on the IPT oral assessment.
- Score as a Pre-Reader, Pre-Writer, Beginning Reader or Beginning Writer on the IPT in Grade 1.
- Score as a Non-English Reader/Writer, Early Limited Reader and Writer, or an Intermediate Limited Reader and Writer on the IPT in Grades 2 to 5.
- Score below grade level on the DRA.

#### **f. The Exit Criteria**

Students should be exited from direct LC services in the area of language acquisition when they have acquired the necessary language skills to participate successfully in mainstream classes at Colegio Maya. This is reflected with a mastery of 85 percent of the exit standards on the grade level checklists based on TESOL standards and should score at or above the 50th percentile on MAP reading and language assessments.

In the Middle School, students need to accomplish 90% of the exit standards of the TESOL exit standards in order to be exited from the program. The same criteria is followed for exiting students at the Secondary level.

#### **g. The Exit Procedures**

At the end of each semester, an evaluation is done to formulate an exit or continuation of service recommendation. The data includes classroom teacher observations, ESOL checklist based on TESOL standards, MAP scores in Reading and Language Usage, Lexile Scores, DRA2 scores, 6+1 writing scores from anchor papers, IPT scores (if deemed necessary) and the recommendation of the Learning Center Language Specialist.

The Language Specialists present the data and recommendation for exiting the program to the section Principal for approval.

## **2. Learning Support Program**

The Learning Support Program aims to provide remedial help in the development of cognitive skills necessary for learning. The program incorporates a multi-sensory approach through specialized instruction to enable a student's development and success in specific learning areas. Progress is monitored on a regular basis and reported quarterly.

#### **a. Instruction or support is delivered in the following levels:**

- **Level One** - Instruction occurs within the general education classroom. Students who are at-risk for reading, mathematics or other learning challenges are identified for targeted support.
- **Level Two** - Core Instruction is supplemented with opportunities for further practice and learning of skills. Preferably occurs outside core instructional time.
- **Level Three** - Instruction is explicit and focuses on remediation of skills. It is more intense in frequency and duration. The Learning Center Specialist delivers it in a pullout modality.

#### **b. Student Study Team Meetings**

The SST meeting is a time to clarify, explore and create strategies that will promote the student's success. An SST may be called on any student, not just those who may be referred to the Learning Center. Faculty members who have concerns about a student's academic progress and/or behavior can refer him/her to a Student Study Team (SST). The Student Study Team consists of the Principal, School Counselor, Learning Center Specialists and Classroom Teachers.

Teachers are encouraged to follow a Student Referral Process. During this process, teachers review the student's cumulative file and document general information, student's academic performance and interventions taken prior to the initial SST.

#### **c. Transition/Exit**

##### *Rationale for Considering Transition and Exit:*

The transition and exit procedures are intended for when a student is ready to be mainstreamed and/or exited from the Learning Support Program. The term "mainstreamed" is the process of a student moving to a lesser degree of services or deletion of a service, goal area or educational support.

Although some degree of service is discontinued, the student may still have a learning plan and continue to receive some type of education service and/or support. The process of transitioning may eventually result in exit from all educational services. “Exit” is defined as the point at which a student in the Learning Support Program no longer receives services.

The transitioning and exiting process is a collaborative and thoughtful process that encompasses assessment results such as DRA, MAP, WJIII Achievement Test and teacher observations.

The Education Specialists present the data and recommendation for exiting the program to the SST team and parents for final decision making.

### **3. Guidance and Counseling Program and Services**

The Colegio Maya Counseling Program is an integral part of all student experiences, providing proactive and responsive services to meet personal, social and emotional needs of the school community. Through collaboration with all relevant education professionals and coordination of programs, we ensure that comprehensive services are available to all students. We value a student-centered approach that empowers students to reach their full potential in an ever-changing society.

Colegio Maya believes that the social and emotional development of students has a direct impact on their academic achievement. The counselor works with students, faculty, staff, parents, and community partners to promote a positive school climate that develops their educational, social, career, and personal strengths.

#### **a. Counseling services are:**

- Developmental in nature
- Preventative in design
- Designed to reach students, parents and teachers through: consultation, individual, small group counseling and crisis intervention.

**b. The Counselor helps students grow personally and socially in:**

- Supporting new students in their transition
- Developing self-knowledge
- Making effective decisions
- Developing relationship skills
- Learning healthy choices
- Improving responsibility
- Resolving conflicts
- Developing leadership skills - Middle School Leadership Program

**c. The Counselor assists students in educational planning by:**

- Setting and reaching academic goals
- Developing a positive attitude toward learning
- Understanding individual learning styles
- Improving study skills
- Improving organizational skills
- Recognizing and utilizing academic strengths

**4. Professional Development Program**

Teachers and parents must be supported through professional development and collaboration opportunities in order to achieve optimal student outcomes both in services provided and in home support. Ongoing professional development is a key success factor to sound education support services and student success. Effective learning is based on the exposure to supportive teachers and parents.

In doing so, Learning Center Education and Language Specialists work collaborative to deliver and offer the following services to parents and teachers:

- Teacher Professional Development Sessions
- Workshops for Parents and Teachers
- Teacher Mentoring
- Teacher Coaching and Co-Teaching
- Collaboration Opportunities for Parents and Teachers

## Appendix

Appendix A - [ESOL Forms](#)

Appendix B - [Learning Support Forms](#)

## The Learning Center Specialists

- Rose Weima, School Counselor
- Maria Antonieta McKlem, Secondary Language Specialist
- Martha Tadesse, Secondary Education Specialist
- Susie Ruiz, Elementary Education Specialist
- Sarah Sadrkhanlou, Elementary Language Specialist