

SD308

English Learner Department

Annual Report

June 2023



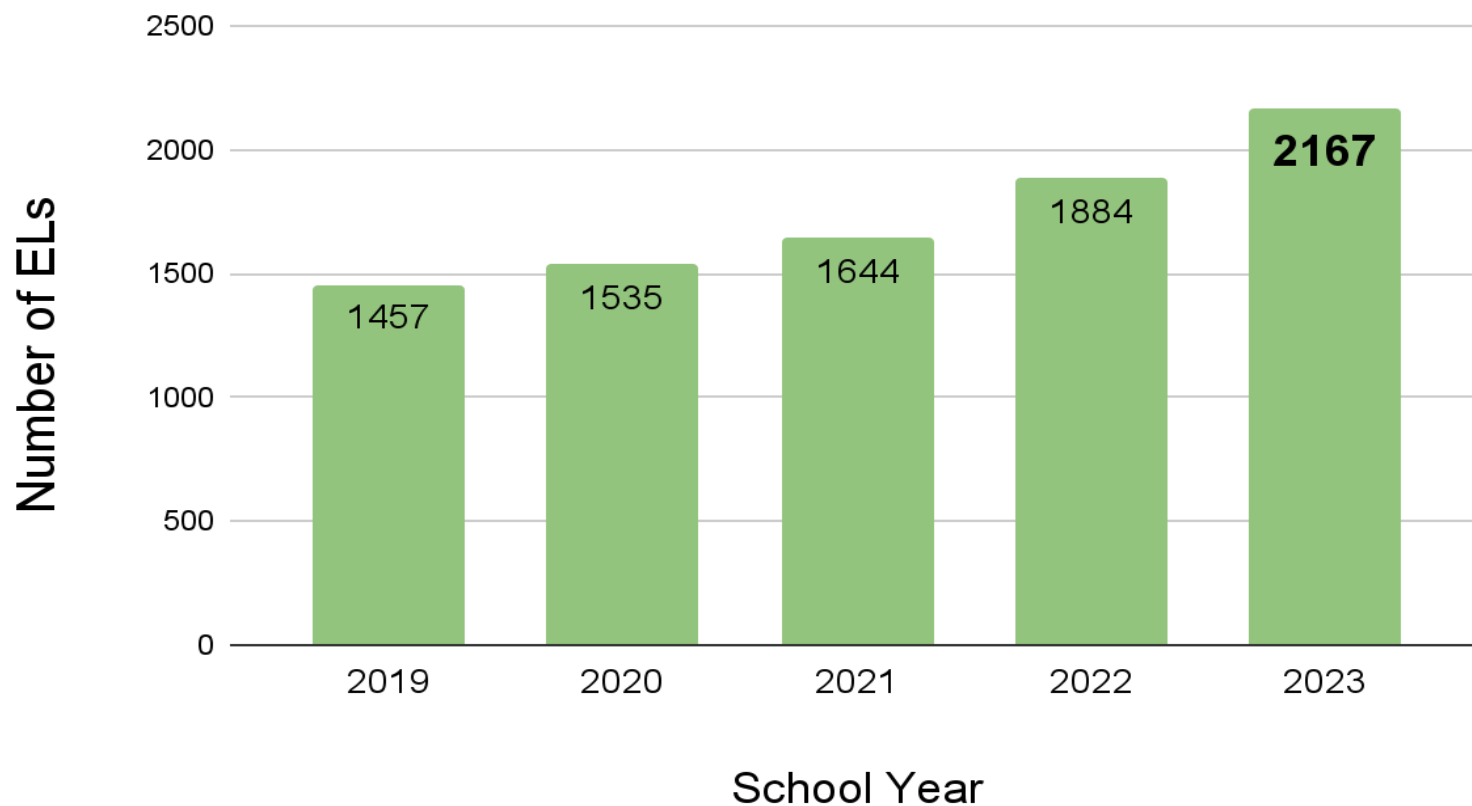
This presentation will include:

- An overview of English Learner Services and statistics in SD308
- Highlights of the work done towards the goals of Envision 308

EL Department Overview

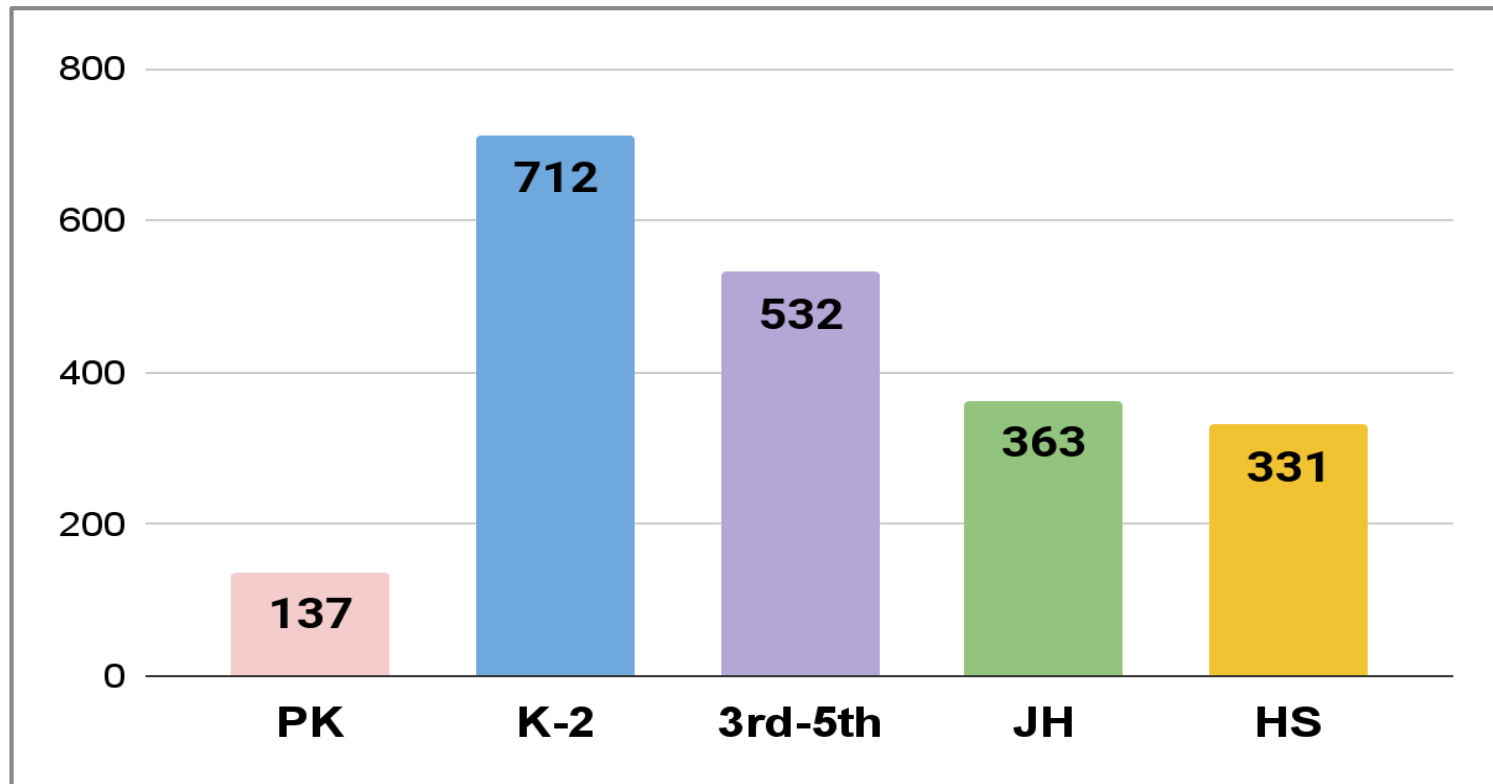
- Curriculum and Instruction
- Professional Development
- Title III Grant and Budget
- Federal and State processes, procedures and reporting
- Written Translations & Oral Interpretation
- Bilingual Parent Advisory Committee (BPAC)/Parental Involvement/Community Outreach

Total English Learners Over Time



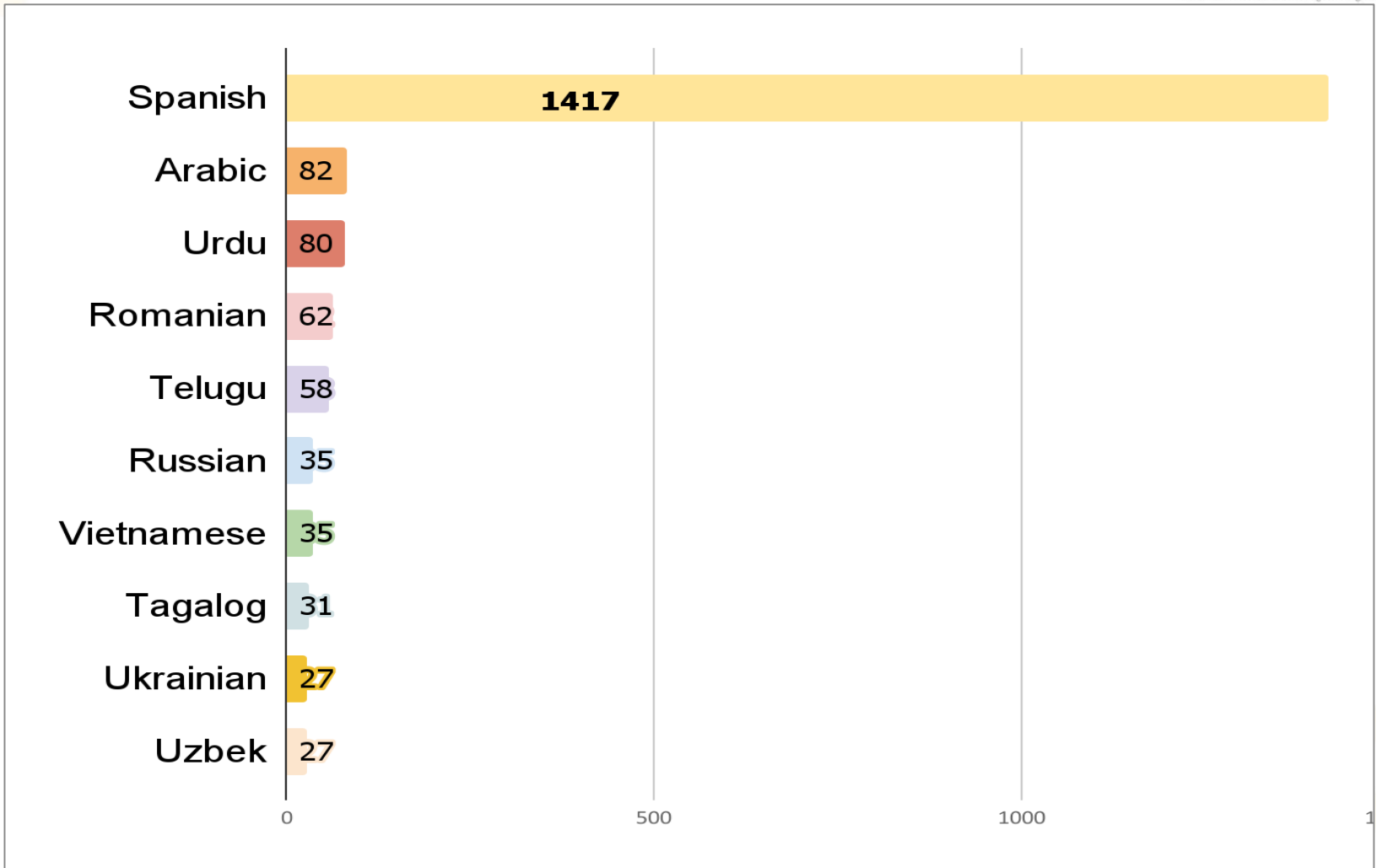
12% of District Enrollment

Total ELs by Grade Cluster




More than 70 languages spoken in SD308

Top 10 Languages Spoken in SD308

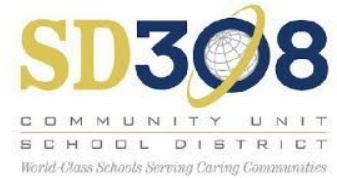


The ACCESS Assessment

- ACCESS is the State's yearly English language proficiency assessment used to measure language proficiency growth and the need for English Language services.
 - This year there was an increase from 4% to 8% of students attaining English proficiency and exiting English Learner services.
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ENGLISH LEARNER PROGRAM

PLACEMENT for K-8



Students who qualify for English Learner services are offered the highest level of service as a first choice

Highest level of service for
Spanish-speakers is
Dual Language

Students who enter after
kindergarten must demonstrate a grade-
appropriate level of Spanish literacy

Highest level of service for
speakers of other languages is
Sheltered English

Instruction is provided in English

Parents have the right to choose the level of service for their student, including the right to refuse all services

ENGLISH LEARNER PROGRAM DESCRIPTIONS

- ELEMENTARY



| English Learner Program | Description | Locations | Grades Served |
|---|--|---|---------------|
| Early Childhood options for English Learners | Depending on the student's language background, English and / or Spanish instruction is provided in a variety of ways: within a self-contained classroom or through a push-in classroom model. | Brokaw Long Beach Lakewood Creek Wolf's Crossing | EC |
| English as a Second Language - ESL Resource | The student is in a general education or special education classroom. The ESL Resource teacher will focus on academic content and language development through co-teaching, pulling-out and / or pushing-in to the student's classroom to deliver targeted English instruction. | All Schools | K-12 |
| Sheltered English Instruction SEI Elementary | Students are in self-contained classrooms of all English Learners from various language backgrounds taught by an ESL-endorsed teacher who can modify instruction in all subject areas based on the student's language proficiency. Instruction is provided in English. | Old Post | K-5 |
| Dual Language DL Elementary | Dual Language is a bilingual instructional model where the goal is for students to develop bilingualism, biliteracy, and biculturalism. Content area instruction (math, science, social studies, and language arts) occurs in Spanish and English in varying amounts throughout the years. The language of instruction begins in Kindergarten with approximately 80% Spanish and progresses through the years to 50% Spanish in 5th grade. | Hunt Club Boulder Hill | K-5 |

ENGLISH LEARNER PROGRAM DESCRIPTIONS

- SECONDARY



| English Learner Program | Description | Locations | Grades Served |
|--|--|------------------------------|---------------|
| Dual Language DL Junior High | In Junior High, the Dual Language program offers Social Studies and Language Arts in Spanish as a way to continue to develop bilingualism and biliteracy for students who come from both English and Spanish-speaking backgrounds. | Plank | 6-8 |
| Sheltered English Instruction SEI Junior High | In a departmentalized setting, there are specific sheltered academic courses offered across the core content areas. English as a Second Language (ESL) instruction is provided within the classroom by an ESL-endorsed classroom teacher. | Murphy | 6-8 |
| High School Sheltered and Co-Taught Classes | Departmentalized classrooms with English Learner teachers modify instruction based on the student's language proficiency. The teacher will focus on academic content and language development through a self-contained sheltered instruction class or through co-teaching in general education or special education classrooms. There may be home language instruction or support available, but not across all the content areas. | Oswego HS and Oswego East HS | 9-12 |

Support for Student Learning



| Priority | 2022-23 | 2023-24 | 2024-25 | 2025-26 | What does success look like in 2026? |
|--|--|---|---|---|---|
| Develop and strengthen the continuum of services for English Learners and gifted education. | <p>Strengthen the core curriculum and instruction with cohesive articulation from grade level to grade level and create a way to monitor their effectiveness.</p> <p>Develop common expectations and a way to monitor instruction of English Learners in the various program models: EL Resource, Sheltered Instruction and Dual Language.</p> <p>Implement a system of assessment that aligns with the goals of the EL Programs including monitoring both English and Spanish proficiency.</p> <p>Continue professional development for Administrators, Special Education and English Learner staff PK-12 for EL problem-solving including how to differentiate instruction and provide interventions.</p> <p>Continue to tailor professional development of district initiatives (such as the Literacy and Math frameworks, new K-8 Language Arts and Social Studies curriculum) for teachers of Dual Language and English Learners.</p> | <p>English Learners- Continue to provide coaching and support for staff to implement the identified best practices and monitor their effectiveness.</p> | <p>Continue to monitor the implementation of the protocols that were developed to support English Learners and reassess any areas of the protocol that require further consideration.</p> <p>English Learners: Years four and five will be for validating and assessing the effectiveness of the changes, re-assessing year one priorities and addressing new areas that require consideration.</p> | <p>Evaluate the implementation of the decision-making process for Cross-categorical programming for students at all levels. Evaluate the implementation of expanded programming at REACH, EVA, and Pathways. Continue implementation of the Special Education professional development plan and continue support for building-based LEAs.</p> | <p>There will be a cohesive continuum of services from Early Childhood through high school for English Learner students, and a plan for continual improvement and monitoring of the effectiveness of the English Learner programs and services. This includes continued input from all stakeholders - parents, teachers, administrators, support staff, and students.</p> |

Support for Student Learning



| Priority | What does success look like in 2026? |
|--|--|
| Develop and strengthen the continuum of services for English Learners. | There will be a cohesive continuum of services from Early Childhood through high school for English Learner students, and a plan for continual improvement and monitoring of the effectiveness of the English Learner programs and services. This includes continued input from all stakeholders - parents, teachers, administrators, support staff, and students. |

Support for Student Learning



| Priority | 2022-23 | Updates for JUNE 2023 |
|---|---|---|
| Develop and strengthen the continuum of services for English Learners. | <p>Strengthen the core curriculum and instruction with cohesive articulation from grade level to grade level and create a way to monitor their effectiveness.</p> <p>Develop common expectations and a way to monitor instruction of English Learners in the various program models: EL Resource, Sheltered Instruction and Dual Language.</p> <p>Implement a system of assessment that aligns with the goals of the EL Programs including monitoring both English and Spanish proficiency.</p> | <ul style="list-style-type: none"> Core teams in Dual Language, Sheltered English and English Learner Resource worked on bridging instruction and programming at lower and upper levels. There was extensive representation and input on the Language Arts and Social Studies committees and piloting of materials by Dual Language and EL teachers. K-8 English Learner teachers refined common expectations for instruction and piloted intervention programs. Junior High piloted and will expand to other schools an EL Strategies course to target language-specific goals. Dual Language developed specific look-fors of best practices and conducted walkthroughs. K-8 English Learner teachers piloted various assessments and provided feedback to develop criteria for monitoring the progress of ELs. This work will continue over the summer. Dual Language continues to refine their assessment practices as they look to available resources and the adoption of a new Language Arts curriculum at Elementary and Junior High. Students in 5th and 8th grade Dual Language participated in Spanish Language proficiency testing this spring. |

Support for Student Learning

Cont'd



| Priority | 2022-23 | Updates for JUNE 2023 |
|---|--|---|
| Develop and strengthen the continuum of services for English Learners. | <p>Continue professional development for Administrators, Special Education and English Learner staff PK-12 for EL problem-solving including how to differentiate instruction and provide interventions.</p> <p>Continue to tailor professional development of district initiatives (such as the Literacy and Math frameworks, new K-8 Language Arts and Social Studies curriculum) for teachers of Dual Language and English Learners.</p> | <ul style="list-style-type: none">• The English Learner and Special Education Department have shared expertise with staff and administrators throughout the year to enhance knowledge of best practices and problem-solving for dually identified students.• During School Improvement and Teacher Institute days, specific sessions and choice boards of professional development activities were shared with teachers of English Learner and Dual Language students. |

Indicators of Success - June 2024



- Expand professional development on the intersection between English Learners and Special Education to include additional administrators, Special Education groups and English Learner staff from Early Childhood through High School.
- Refine and expand systems to monitor instruction for English Learners and Dual Language Learners through the implementation of common instructional expectations, assessments, observations and walkthroughs.
- Continue to provide for professional development choices tailored to instruction and assessment of English Learners and Dual Language students to administrators and staff.
- Monitor growth in the Dual Language Program to determine if additional space / resources are needed.

Administrative Recommendation for English Learner Program Progress

ENVISION 308 ANNUAL PROGRESS REPORTS

