



Annual Report Summary English Learner Department

Goals by 2026:

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.

| Indicators of success for the past year's progress (agreed upon at last year's annual report and/or August BOE update): | Progress made on each indicator: |
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| Strengthen the core curriculum and instruction with cohesive articulation from grade level to grade level, and create a way to monitor their effectiveness. | 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. |
| Develop common expectations and a way to monitor instruction of English Learners in the various program models: EL Resource, Sheltered Instruction and Dual Language. | 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. |
| Implement a system of assessment that aligns with the goals of the EL Programs including monitoring both English and Spanish proficiency. | 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. |
| 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. | 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. |
| Continue to tailor professional development of district initiatives (such as the Literacy and Math | During School Improvement and Teacher Institute days, specific sessions and choice boards of professional |

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| frameworks, new K-8 Language Arts and Social Studies curriculum) for teachers of Dual Language and English Learners. | development activities were shared with teachers of English Learner and Dual Language students. |
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| Indicators of success that will be reported on at next year's annual report: |
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| 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. |

| Highlights/connections of this work to finance, student learning, support for student learning, and/or community partnerships: |
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| Finance: We utilize Title III Grant funds to provide supplemental materials, programs and services to students and families of English Learners. |
| Student Learning: Students improve their overall academic performance through developing their English Language proficiency. Some do this while also developing Spanish language proficiency. |
| Support for Student Learning: Our work supports language acquisition to make academic content comprehensible to students within the frameworks set forth by the district and other level departments. |
| Community Partnerships: We assist in bridging the cultural, linguistic and knowledge gaps that exist between our multilingual families and the community partners, district departments and schools in partnership with the Bilingual Parent Advisory Committee. |