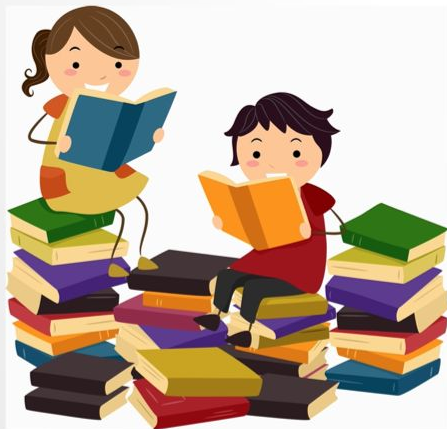


English Learner Education





Agenda for this evening



Arlington Public Schools
Education That Empowers

- ELL Program Overview
- ELL Successes
- ELL Growth Opportunities
- Priorities Going Forward 2023-2024
- Discussion - Q & A



APS Vision

The vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to shape their own futures and contribute to a better world.

APS Mission

The Arlington Public Schools focuses on the whole child to create inclusive and innovative learning opportunities for all students, values diverse identities and ways of learning, prepares all staff to maintain high expectations while providing necessary supports, and sustains collaborative partnerships with families and the community.



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ELL Vision and Mission

The ELL program vision promotes English language development that targets the linguistic, academic, cognitive, and culturally responsive skills necessary for success in the Arlington Public Schools and in a global world. The ELL students in the Arlington Public Schools will accomplish language and content development through a culturally and linguistically safe, equitable learning environment. It is our belief that speaking more than one language is a valuable asset and is a resource that our ELL students bring to our classrooms.

English Learner Education provides educational opportunities for school-aged English language learners (of all languages, academic backgrounds, and cultures) to ensure that students are able to consistently progress towards English language proficiency and content area achievement.

ELL GUIDING PRINCIPLES



The ability to speak more than one language is a valuable asset, with direct cognitive, academic, and social benefits. English language learners need to develop the ability to understand, speak, read, and write English with near native proficiency in order to achieve success within the English speaking society. High expectations are held for all our students, regardless of the student's background, language, culture, or academic preparation. The ELL program builds on students' backgrounds and what students bring to our classrooms while simultaneously developing English proficiency, content knowledge, and positive self-confidence in students. In addition to their academic development, English language learners need support from educational staff in adapting to U.S. cultural, linguistic, school, and social norms.

OUR ELLs



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Interesting Data ...



- Enrollment - 295 ELs district-wide (April 2023), a mid-incidence school district
- ELL is 5% of total Arlington enrollment (295 active ELs, 175 FELs)
- ELL instruction is offered at all of our 10 schools
- ELs elementary approx. 235 students across grade-levels
- Chinese, Haitian-Creole, Japanese, Portuguese, and Spanish
- More US born ELs than students born outside of the US
- Former English learners (FEL) 4 year monitoring
- ELL team consists of 18 professional educators

Elementary ELL student



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How do I learn English
I learn English reading
books in English. in the
library I read two books
English I rent one book
and I read when I go
to the library I put the
book on his place. I rent
one book I read all the
books of the library whe
n I read one book I
now English and I talk more
English and the school and
the teacher say Jahzeel
you learn me English.

LEVEL 3 - ELP

WIDA ELD Standards



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**Welcome to the WIDA English Language
Development Standards Framework, 2020 Edition**

BIG IDEAS OF WIDA ELD FRAMEWORK



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EQUITY
of Opportunity
and Access

INTEGRATION
of Content and
Language

COLLABORATION
among Stakeholders

**FUNCTIONAL
APPROACH**
to Language Development



Key Understandings:

- Vocabulary is integral to language development
- Essential role of oral language in the development of academic English
- Language and content learning activities within the four language domains through the key uses of academic language: narrate, argue, inform, and explain



ELL CURRICULUM AND INSTRUCTION



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ELL Curriculum aligns with the ELD standards provided by DESE in (WIDA) 2020 Vision for standards and equitable opportunities for English language learners (ELLs).



ELL Tier Focused Monitoring



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- Spring 2022 - completion of APS ELL self-assessment
- Fall 2022 - OLA team record review and educator interviews (12 criteria)
- Winter 2023 - Final Report
- Spring 2023 - TFM Continuous Improvement Monitoring (CIMP) Plan

TFM - Compliance

Improvement Area 1

Criterion: ELE 7 - Parent Involvement

Rating: Partially Implemented

Description of Current Issue: Interviews and documentation indicated that the district does not have an English Learner Parent Advisory Council as required in M.G.L. c. 71A, § 6A.

[DESE TFM Reports](#)

Improvement Area 2

Criterion: ELE 14 - Licensure Requirements

Rating: Partially Implemented

Description of Current Issue: Staff interviews and the relevant SEI Endorsement data indicated that most core academic teachers assigned to provide sheltered English instruction to English learners hold the SEI Teacher Endorsement, but some do not. Similarly, some administrators assigned to supervise or evaluate core academic teachers who provide sheltered English instruction to English learners do not hold the SEI Teacher Endorsement or the SEI Administrator Endorsement.

ELL Successes



- Hiring of New ELL Team Members: (Bishop, Peirce, Arlington High, Ottoson Middle)
- Afghan Refugee Grant Supports to Schools (13 district-wide, Thompson, OMS) after school tutoring in reading and math, PD for teachers, instructional materials, software)
- Family/Welcome Center and Hiring of Director of Communications and Family Engagement
- District-wide PD - 3 courses were offered for SEI PDPs
- The Bridge Project - High School/Elementary (pilot year 1), currently at Hardy

ELL Growth Opportunities



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- Creating an ELPAC in order to bridge and collaborate with our parents and families and compliance
- Tier 1 instruction - continued partnerships with general education and ELL (i.e. SEI strategies and co-planning opportunities, continued streamlining of SEI instruction)
- Elementary scheduling
- Professional Development - SEI and WIDA
- Structured time together - CPT and PLCs (i.e. more opportunities to meet as a K-12 team (i.e alignment, EL team pulled in various district initiatives)

Sample ELL Priorities - Moving Forward



- Compliance - ELPAC and SEI endorsement educators
- Family/Welcome Center partnership with new Director
- Deeper Learning in ELL - (i.e. what does Deeper Learning Look Like in ELL?)
- New ELA curriculum in elementary - ELL specific, speaking and comprehension

Questions



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