



# Revamping Instruction for ELLs in Salem Public Schools

School Committee of the Whole

May 16<sup>th</sup>, 2016

# Overview

- Who are our ELLs and how are they performing?
- SEI vs. ESL
- Entry Findings
- Instructional Framework for Schools that Serve ELLs Well
- Misconceptions
- Vision Moving Forward

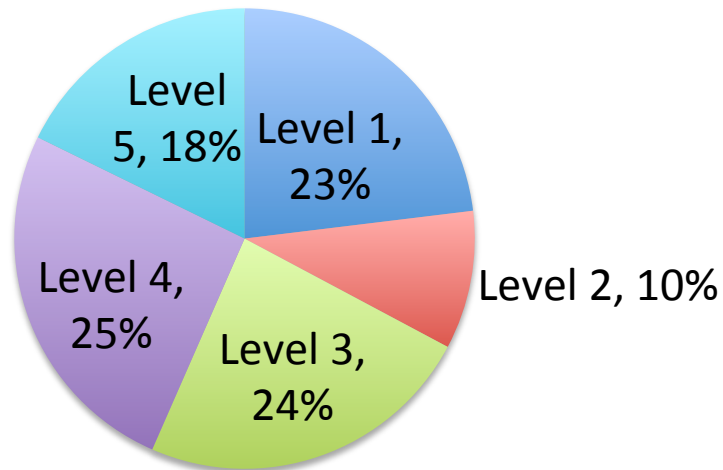
# ELL Data: Who are our students?

580 ELLs, 13.7 % of student population, 120 FLEPs

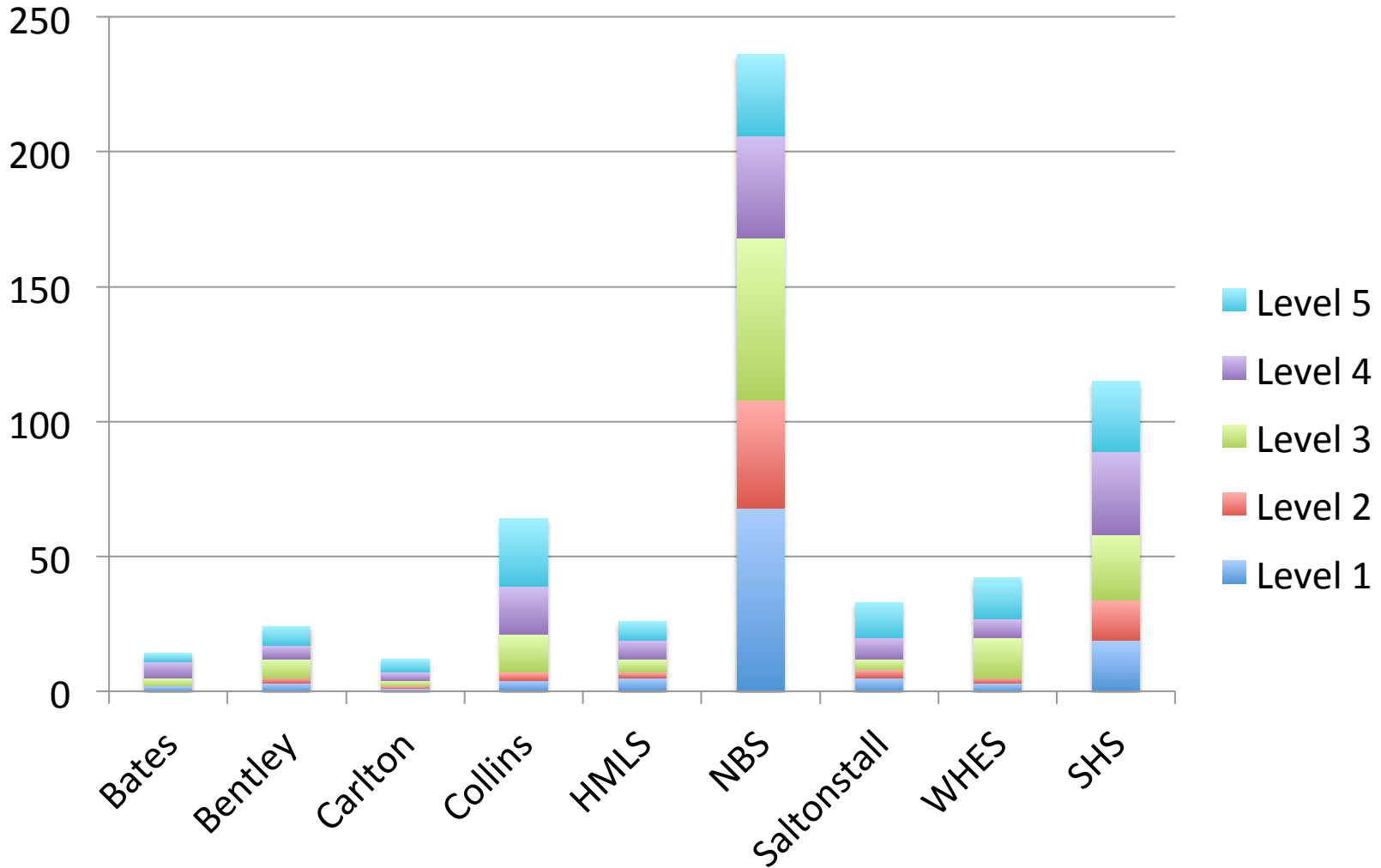
Over the past 10 years, the % of ELLs has risen from 8% to 13.7%

Over 30 languages, 80% Spanish speakers from Dominican Republic

- Portuguese, Arabic, Vietnamese, Albanian



# Where are our ELLs in the district?



# Salem ELL Achievement

## AMAOs (Annual Measurable Achievement Outcomes)

AMAO	2012	2013	2014	2015
<b>1. Progress in Learning English (SGP on ACCESS)</b>	No	No	Yes	Yes
<b>2. Attainment of English Proficiency (Passing ACCESS)</b>	No	No	Yes	Yes
<b>3. Progress and Performance of ELLs/FLEPs on Content</b>	No	No	No	No

# Academic Programming

## Requirements for Instruction of ELLS

### Meaningful Access to Curriculum

#### Sheltered English Instruction (SEI)

Differentiated instruction that includes approaches, strategies, and methodology that makes the content comprehensible and promotes academic English language development

Taught by a content licensed teacher w/ SEI Endorsement

#### Bilingual or Dual Language Instruction

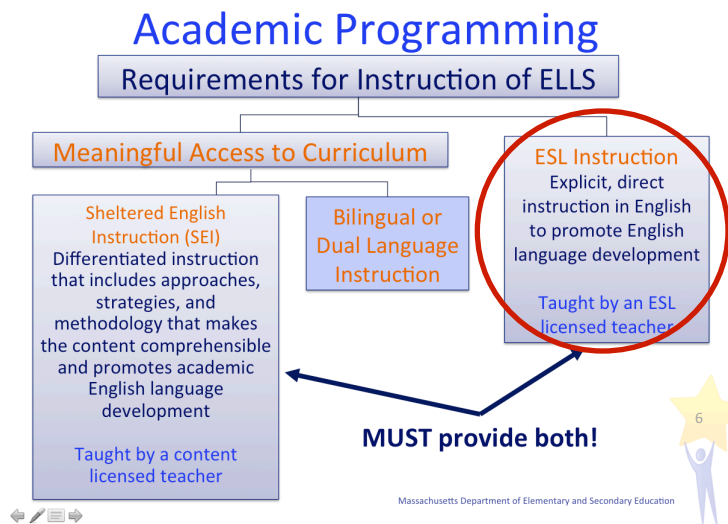
#### ESL Instruction

Explicit, direct instruction in English to promote English language development

Taught by an ESL licensed teacher

**MUST provide both!**

# English as a Second Language



**Definition:** Explicit, direct instruction in English to promote English language development

- What is ESL?
- Taught by a licensed **ESL (or ELL) teacher**
- Based on ESL curriculum
- Integrates language domains: listening, speaking, reading, & writing
- Is for ELLs only

# What ESL is NOT

- **ESL is NOT:**
  - **Academic support class**
  - **Special education services**
  - **An intervention**
  - **Extra help**
  - **Homework help**
  - **Tutorial**
  - **Taking standard curriculum lesson and helping ELLs through it**
- **Some might be helpful but not purpose of ESL services.**



# Principles of Schools that Serve ELLs Well

- Instruction
  - ESL
  - Content
- Structure of Program
  - Placement, fluidity, increased exposure
- Equity of Space, Resources, Services
  - Instructional spaces, specialists, intervention
- Student and Family Culture
  - Translations and Cultural Competency
- Teacher Support and Development
  - Meaningful, ongoing PD and coaching on ELL and SEI

# Entry Findings: Recurring Misconceptions

## Role of ESL Teacher

- ESL Teacher as Human Scaffold for Content

## Master Schedule and ESL Minutes (future DLT)

- ESL during Intervention or Enrichment Time
- ESL Teachers Can Just Make Their Own Schedule

## ELL is a Fixed State

- All Sheltered or All Included

## Rigor

- Language Level = Critical Thinking Level
- Watered Down Content

## “Special” Schools for ELLs

- Our School Doesn't/I Don't Serve Beginners

## District Vision for ELLs

All Salem Public Schools will serve any and all ELLs in instructionally sound and culturally responsive ways.

# Theory of Action of Robust ELL District Programming

If our schools have...

- Fairly even distribution of ELLs across the district, K-8
- Onboarding and welcoming procedures for new students throughout the year
- Strong, rigorous ESL instruction in addition to rigorous content instruction
- Data inquiry cycles with a focus on ELLs and SWDs
- Well-defined processes for increased mainstreaming and tracking ELL student achievement data

Then we will truly provide excellence for all students.

# Steps We are Taking Toward Our Vision

- Kindergarten ELLs will have true choice.
- Newcomers now served at HMLS and Collins, too
- High School ELL Redesign
- Program Reviews and Deep Dive into Placement Policy

# Questions?