METROPOLITAN SCHOOL DISTRICT OF WASHINGTON TOWNSHIP
INDIANAPOLIS, INDIANA 46240

MEMORANDUM

To:　　　　Dr. James D. Mervilde, Superintendent

From:　　　Dr. Sheila C. Ewing, Director of Curriculum

Re:　　　　**English as a Second Language (ESL) Program Evaluation Report**

Date:　　　July 2, 2009

Background

During the 2008 – 09 school year, MSD of Washington Township conducted an evaluation of the district's English as a Second (ESL) program. A committee of teachers, parents and administrators met monthly to study the research on effective ESL programs and services, to review the ESL programs and services provided in our schools, and to develop a plan under the umbrella of the Strategic Plan for improving our programs and services. Below is an outline of the action plan that we propose to implement over the next two to three years. We will present highlights from this plan at the July 8 School Board meeting.

Action Plan

The action plan for English as a Second Language programs and services falls under Goal 1 of the Strategic Plan. Language taken directly from the Strategic Plan is in bold italic print. Language from the action plan is in regular print.

Goal 1: To increase achievement for every student by implementing effective educational programs and practices; strengthening curriculum, instruction, and assessment; eliminating achievement gaps; increasing language proficiency of English Language Learners; and providing equity of program opportunities and access to all students.

1.2　Strengthening curriculum, instruction and assessment

- *Develop and implement a three tier model of academic and behavior supports.*

  1. Study and determine appropriate and consistent intervention practices specific to English Language Learners (ELL) to be used across the district. Link these with sheltered instructional (SIOP) practices for consistency in programming.
  2. Provide training for all staff with regard to the Response to Instruction and Intervention (RtII) process and support services that are available for ELL students, to avoid inappropriate referrals and testing.

1.3 Eliminating achievement gaps

- *Examine early childhood opportunities and possible expansion of preschool programs.*

  1. Expand La Escuelita to other sites in the district to reach more ELL families.
  2. Review the assessment tools and screeners we use to measure growth pre and post in the La Escuelita program. Select assessment tools and purposefully track this growth to make a case for more funding to expand the program and make programmatic changes as necessary.
  3. Identify factors affecting enrollment with surveys/exit interviews for families declining/discontinuing La Escuelita services and for families experiencing hardship with kindergarten enrollment.

1.4 Increasing language proficiency of English Language Learners(ELL)

- *Build bridges and foster the community in embracing English as a New Language (ENL) throughout the District.*

  1. Train all district office personnel, counselors, and bookstore staff in cultural competency, key phrases in major language groups, and especially on the treatment of visitors who do not speak English.
  2. Add bilingual staff with a goal of having bilingual personnel at the office or in position to be available at any time (aide, etc.) along with bilingual teachers.
  3. Facilitate community meetings at each school for the international communities in the community and school.
  4. Sponsor a yearly cultural event/initiative at each school.

- *Provide print and technology resources in multiple languages for classroom instruction and media center access.*
- *Encourage and offer opportunities for parental collaboration in student programming including the provision of translators and materials and resources in native languages.*

  1. Translate all major documents and FAQs into Spanish and other major languages.
  2. Make phone calls going home via Connect-Ed in Spanish and other major languages.
  3. Develop a district language volunteer list made available to all.
  4. Make available a bilingual direct phone line, phone bank, and/or answering service for parents at each school.
  5. Consider using the AT&T Language Line.
  6. Provide access to a workroom or work space for ELL parent volunteers at each school.

7. Make entire district and individual school websites available in Spanish with special features for the community.

- *Provide a continuum of ENL services and curriculum development Pre-K – 12th grade.*

  1. Implement SIOP (Sheltered Instruction Observation Protocol) strategies and/or classes in all schools.
  2. Offer a sheltered course for each Core 40 class at the high school for ELLs.
  3. Offer Pre-Algebra for ELLs at the high school.
  4. Maintain ENL summer school opportunities and opportunities for extended-day programs for English Language Learners.
  5. Officially rename the program "ENL" or "English as a New Language" and call students English Language Learners or "ELL."
  6. Create a common program guide for elementary schools to align the ENL curriculum at the elementary level.
  7. Adopt a content-based curriculum for ENL elementary pullout programs, aimed at meeting science, social studies and English language arts grade level standards. Develop a district-wide ENL scope and sequence for this program, aligned with grade level standards.
  8. *Develop a portfolio model aligned with standards to track the growth and progress of ELLs.*
  9. Increase Spanish classes for native speakers at the middle and high school levels.
  10. Use Core+ at middle level to work on basic skills math, social studies, and science in conjunction with Core+ ESL.
  11. Hire ESL assistants who are licensed teachers (similar to current Title I Assistant qualifications).
  12. Increase the number of bilingual teachers and instructional assistants to provide native language support to ELLs.

- *Develop a professional development plan that fosters educational and cultural strategies in working with ENL students and families. (Overlaps with Goal 2: Building Capacity)*

  1. Require professional development for all current and incoming staff to include the following components: ENL standards, grading procedures, following the Language Acquisition Plan (LAP), communication with parents and guardians, instructional strategies, and appropriate modifications.
  2. Develop a professional development calendar that reflects ongoing opportunities to learn about English Language Learners, including SIOP (Sheltered Instruction Operational Protocol) strategies for content-area teachers.
  3. Create an ESL Academy for K – 5 classroom teachers, administrators and support staff focusing on best practices for English Language Learners.
  4. Provide middle and high school teacher participants in Project Alianza opportunities at the building level to provide professional development,

coaching, and collaboration for other content area teachers on working with ELL.

5. Update the MSDWT Best Practices document to reflect best practices as they pertain to English Language Learners: Classroom Climate and Management should include ESL clusters/flexible groups that support common language and allow for discussion in native language. Learning Environment should include communication with parents in native language when possible. Instruction should state appropriate instructional practices that support ESL student learner. Assessment should include ESL assessment guidelines (LAP followed, appropriate grading system in place, etc.).

6. Create a Bank of Resources that fosters the ongoing development of all stakeholders (students, staff, parents, and community members). Identify qualified ENL representatives at the primary and intermediate level at each elementary school who will advocate on behalf of ESL learners and disseminate important ESL information, updated user friendly MSDWT ESL "Essential Skills" based on Indiana Academic Standards, and instructional and technological resources that support the ENL program.

7. Establish a vertical and horizontal articulation process within the M.S.D.W.T. ENL representatives should be included in Elementary-Secondary Transition Meetings. ENL representatives should also be included in Elementary-Elementary and Secondary-Secondary Meetings. District ESL meetings should include articulation discussions with all grade levels, including high school.

1.5 Providing equity of program opportunities and access to all students

- *Develop a report on the under-representation of ethnic minority, language minority, and socioeconomic groups in programming opportunities.*

  1. Survey families to determine their reasons for declining/discontinuing participation in specific curricular and extracurricular programs.
  2. Develop a plan to remove obstacles and provide equity of access to all programs.
  3. Provide staff development for **all** staff, but specifically School Psychologists and Speech and Language Pathologists, with regard to placement of ELL students in the areas of Specific Learning Disability and Speech/Language Impairment under Indiana Article 7.
  4. Provide staff development for Special Education staff members in order to improve best practices for ELLs eligible for special services.

- *Encourage and recruit all children into appropriate program options.*

  1. Utilize appropriate non-verbal assessments for special education referrals.
  2. Include cultural dimensions in the Student Needs Assessment Profile (SNAP) questionnaires such as number of years of formal schooling in native language, level of literacy in native language, parent education in native language, etc.).

3. Analyze information obtained on the SNAP for ELL students with regard to a student's/family's language exposure/background and literacy development to plan for more effective planning and programming of intervention services.

- *Ensure consistency and availability of access to programs addressing the achievement gap.*

    1. Revise the Board Policy requirements for ELLs to participate in extracurricular activities, and consider using acceptable alternatives (such as attendance, behavior, portfolio assessments, etc.) for ELLs with LEP levels of 1-3 until they acquire the language skills necessary to demonstrate a capacity for meeting the 2.0 GPA requirement for participating in extracurricular opportunities.