

ENGLISH LEARNER PROGRAM

Action Plan
2016-2020

Demographics

- Approximately 5,600 students, K-12
- 2 high schools, 2 middle schools, 4 elementary schools and 1 parent partnership school
- 11.2% English learners
- 42.4% low income
- 14.1% Students with Disabilities

Program Model(s)

- High School
 - Content-based instruction – 1 period a day for all level 1 and some level 2
 - Supportive mainstream – full time EL para for remaining level 2 students
 - Rosetta Stone – 1 period a day for newcomers as well as embedded into the content-based instruction classroom

Program Model(s), cont.

- **Middle School**
 - Supportive Mainstream – 2 hours of EL para support and 1 hours of EL certificated teacher support
 - Rosetta Stone – embedded within the model
- **Elementary**
 - Transitional Bilingual – 1 kindergarten class with a full-time EL cert and .5 EL para and 1 first grade class with a full-time EL cert and .5 EL para
 - Supportive Mainstream – 5 hours EL cert and 13 hours EL para

Staffing decisions

- Hired an EL certificated teacher to support K-8
 - Supervises EL paras
 - Collaborates and provides monthly PD for EL paras
- Changed EL para model from supporting students with like languages to supporting all EL students within one building
 - Close to having at least a 5 hour para in each elementary building
 - Full time EL para at the high school
- Increased EL para time

Professional Development

- **BeGlad (Project GLAD) training offered since 2013**
 - Place students in GLAD trained teachers classrooms to extent possible
 - Added our own district trainers in 2015
 - Provided GLAD collaboration time the first 2 years
 - Trainers are available to model lessons, coach, etc.
 - Working toward providing training during the school year
- **District level**
 - Provide ELPA information each Fall
 - EL certificated teachers provide PD each year with a focus on strategies for general education teachers

Professional Development, cont.

- **NWESD ELL Cooperative since 2015-16**
 - Focused on elementary in year 1 and middle school in year 2
 - Participants collaborated to develop modified units of PD to present to all staff in his/her building
 - Focused on administrator PLC in year 3
 - Participants are meeting monthly outside of Cooperative time

Materials

- Rosetta Stone purchased 2018-19
- Ellevation software purchased 2018-19
- iPads for newcomers and emerging students
- Words Their Way for elementary

Combining Programs

- **Literacy Camp (LAP)**
 - 2 mornings a week for 6 weeks
 - embedded EL summer program within Literacy Camp
- **Bookmobile and Mathmobile**
 - Intentional locations to support EL population
 - Trade books in Spanish
 - Priority to hire at least one bilingual staff
 - Game based (Math4Love)
- **Parent and Family Engagment**
 - Combine with Title and LAP whenever possible

Current Initiatives

- Two-way immersion dual language program
 - Received the State Dual Language grant for 2018-19
 - Goal is to roll out Kindergarten in September 2019
- LAP certificated teachers becoming EL certificated to combine LAP and TBIP services
- Investigating the possibility of offering English 9 and English 10 for newcomers and emerging high school students staffed by an EL certificated teacher and using materials that are more accessible

Final Thoughts

- Be the broken record - EL students are EL students all day long!
- Keep the same standards and expectations
- Look for opportunities to support EL within other programs

Questions?

Terri Bookey
tbookey@asd.wednet.edu
360-618-6210