



A Presentation to School Committee
English Language Education Department

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Wednesday, March 13 2024

Relevant Terms



English learner (EL) - a student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English

Former English learner (FEL) - a student who was an identified English learner and who has achieved an English proficiency score high enough to exit the ELE program and who is in their four-year monitoring program

Multilingual learner (ML) - a student who is or has been consistently exposed to more than one language (includes ELs, FELs, world language learners, heritage language learners, etc)

Newcomer - recently arrived immigrant English learner (EL) at the earliest levels of English proficiency. Typically used to describe students within their first 12 months of US education, although the time period may vary based on source.

SLIFE - Students with limited or interrupted formal education (SLIFE) are English learners (ELs) with little or, in some cases, no formal education, or whose education has been significantly interrupted.

English Language Education Program in Our District

Our ELE program is based on the Sheltered English Immersion model, one of three programs approved by DESE.

In an SEI program, licensed ESL teachers provide direct English instruction while SEI-endorsed content teachers provide English development through content in their general education classes.

SEI & ESL



**Sheltered
English
Instruction in
content areas**
(SEI endorsement)

A two-component program model



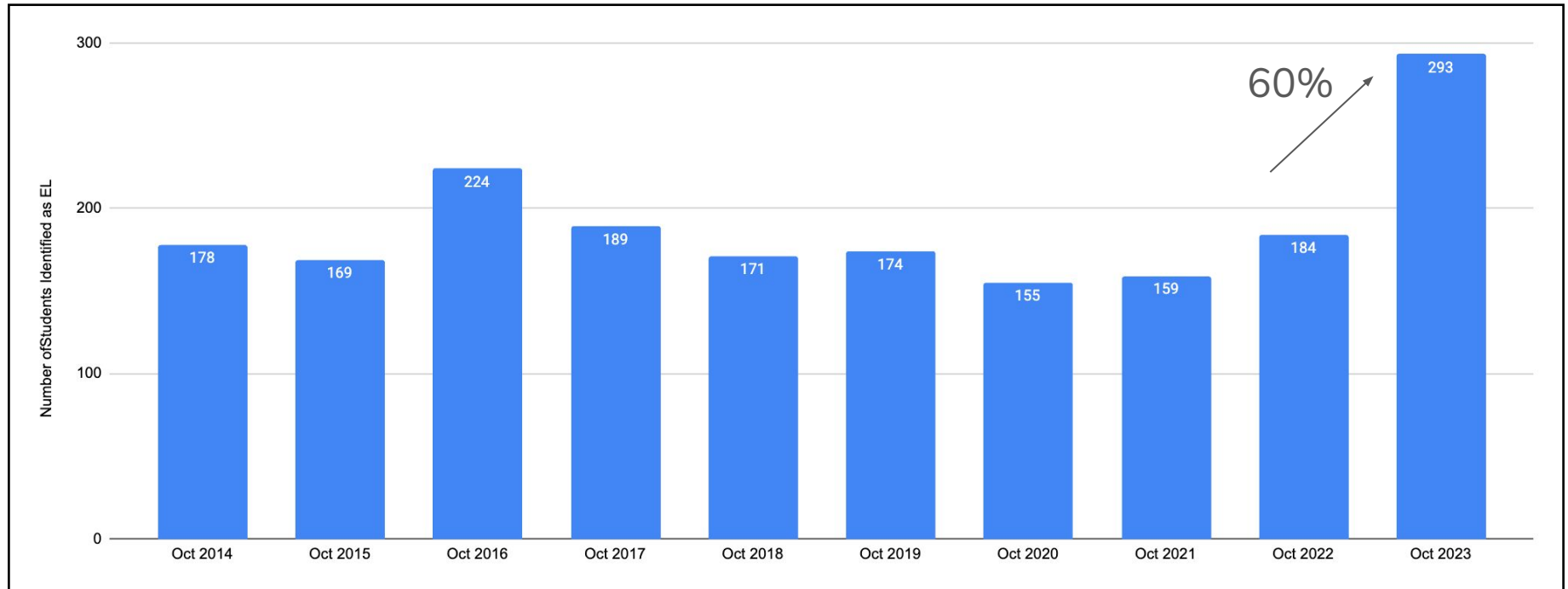
English Language Education

- A Growing Population
- New Students, New Needs
- Increasing Mandates

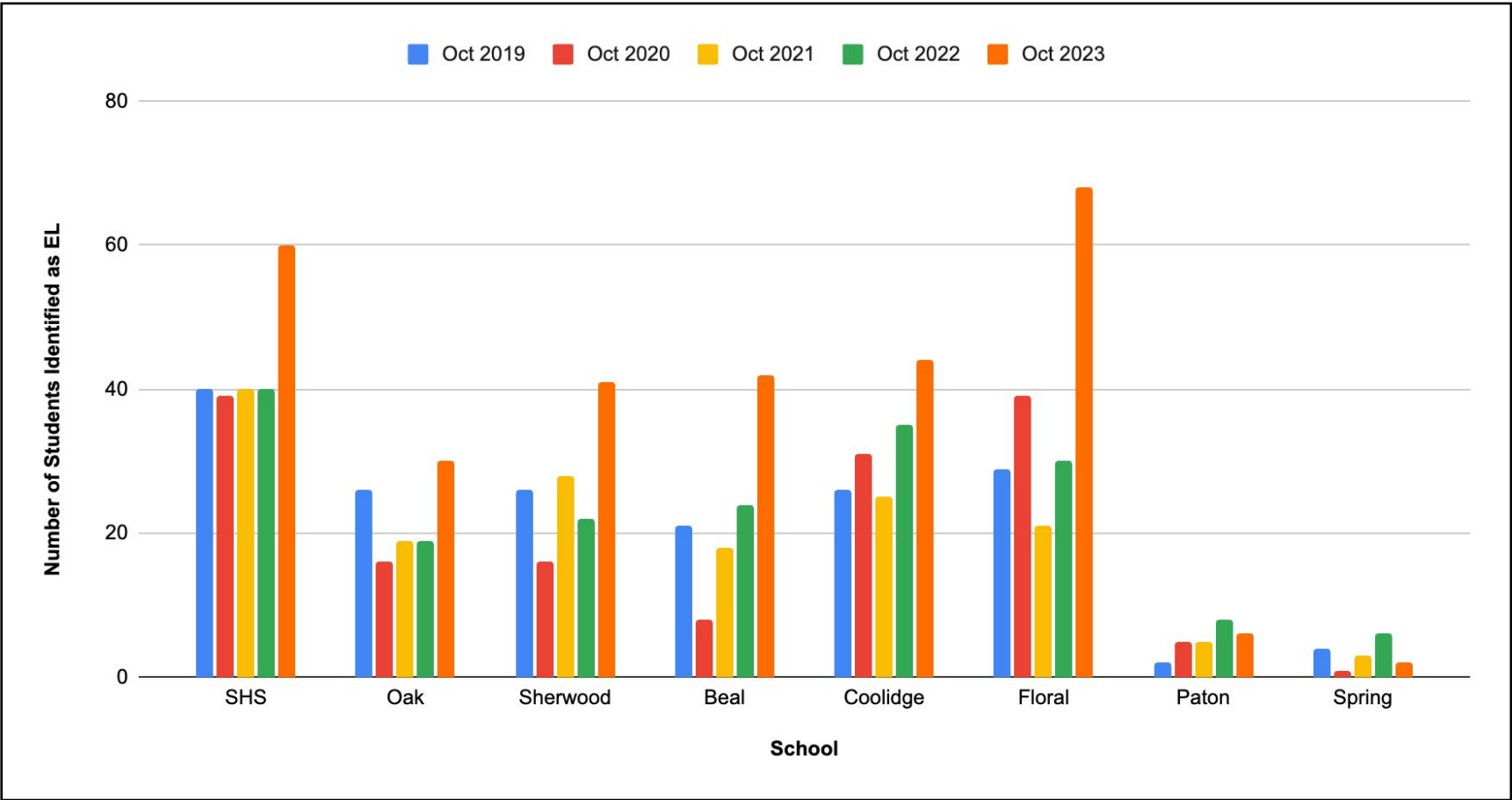


K-12 EL Population District-Wide, October 2014 - 2023:

As of October 1st, 2023, we had 293 identified EL students in grades K-12.



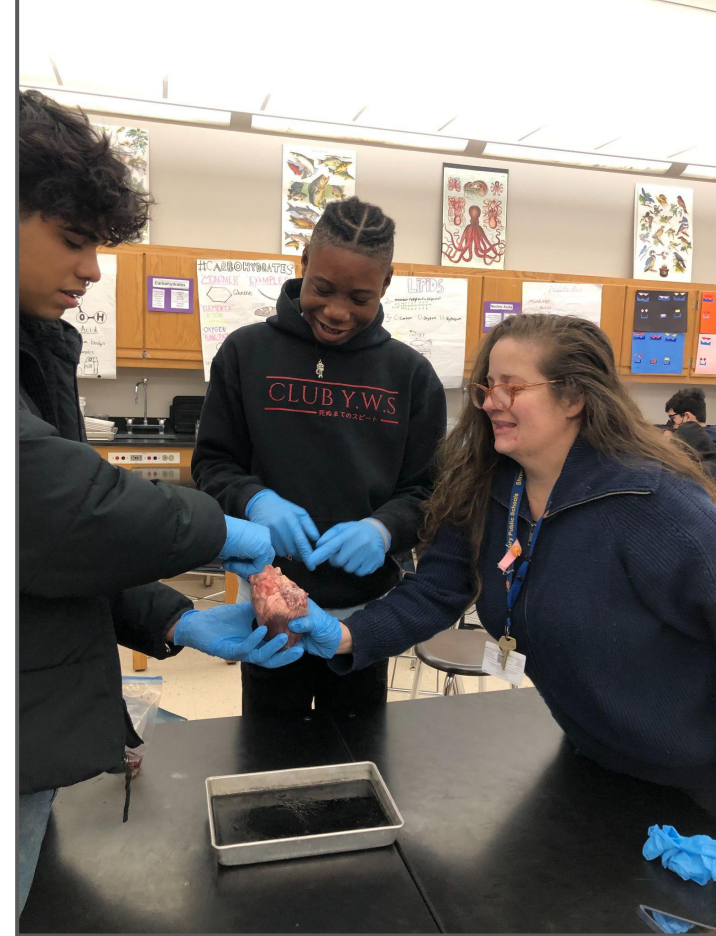
EL Population Growth by School



● 2021-22, SPS opened the new Beal elementary school and re-districted K-4 population

ELE Department Staff 2023-2024

	ELE Teachers	Long-Term Substitute ELE Teachers	Sheltered English Immersion (SEI) Tutors	Director
Shrewsbury High School	3.0	1.0		
Oak Middle School	2.0			
Sherwood Middle School	2.0			
Beal School	2.0	1.0		
Coolidge School	3.0			
Floral Street School	3.0	1.0	0.5	
Paton School	0.7			
Spring Street School	0.3			
Parker Road Preschool				
District				1.0
Totals	16.0	3.0	0.5	1.0



ELE Teacher Allison Berkeley and SHS EL students completing a lab in Biology.

New Students, New Needs

- More Newcomers
 - More than 60% of our newly enrolled EL students this year are newcomers
 - DESE Guidance indicates that students with English proficiency level of 1 and 2 receive 2-3 periods of ESL each day
- More EL Students with IEPs
 - 35 EL students in grades K-12 also have an IEP (10% of EL students)
 - Complex learning profiles require more differentiated instruction
 - Scheduling for dual-identified students is more complicated
- More Students with Limited or Interrupted Formal Education (SLIFE)
 - 20 EL students in grades 3-12 are also identified as SLIFE (6% of EL students)
 - SLIFE students have unique needs that require individualized instruction, often including intervention in literacy and/or math, to help fill gaps and reach grade-level standards
 - Increased guidance from state and federal governments about both identifying SLIFE and how to meet their needs



Newcomer Gr 2 students at Beal

Increasing Mandates

- New expectations require that we administer the language screener assessment to a higher percentage of newly enrolled students
 - New timeline for screening pre-K students (AY 2024-25)
 - Students screened in pre-K must be rescreened upon entering K (AY 2-24-25)
- Monitoring Student Growth:
 - Individualized *English Learner Success Plans* for EL students who don't meet state benchmarks on the annual *ACCESS for ELLs* assessment
 - Enhanced progress monitoring for Former English Learners and students who have opted out of ELE (AY 2024-25)
- New IEP format requires increased collaboration between Special Education and EL educators
- New guidance around identifying and supporting SLIFE students will require more time and attention from both EL teachers and administrators
- Redefined guidance for pre-K will require adding consultation time for pre-K and ELE educators (AY 2024-25)



Key Budget Investments for Fiscal Year 2025

English Learner Student Information Software

Key investments of \$ 8,000

- Annual subscription for new software for a student information management system to track mandated screenings, assessments, and progress of English Learner students

English Language Education Teacher

Key investment of \$75,000

- 1.0 FTE English Language Education teaching position to be assigned to the high school level to address increased student caseloads, estimated salary of \$75K for experience and level of education and training; this position was added this year for mandated ELE services and was funded from emergency homeless shelter state funding (Note: Another 2.0 FTE ELE teaching positions were added this year and are expected to continue next year at Beal and Floral Street Schools using this same state funding source)

English Language Education Coordinator

Key investment of \$115,000

- 1.0 FTE new English Language Education Coordinator position to address needed capacity for state-mandated screenings, assessments, and program support; this position would also supervise and evaluate ELE teaching staff; estimated salary of \$115,000 for experience and level of education and training, plus coordinator stipend for leadership role including 10 additional work days

Estimated total requested new investments in the appropriated budget in FY25: ~\$198K

Strong Department, Strong Program

Program strengths include

- Personnel
- Office of Language Acquisition networking & English Language Education networking opportunities
- Curriculum investments
- Co-teaching models



ELE staff at Floral

