

English Language Learner Program (Grades K – 12) FY 2011 Budget Description

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The Watertown Public Schools has a comprehensive educational program for English language learners (ELLs). The goal of the program is to provide students with the skills to function successfully in an English speaking environment. There are two components to how ELLs are educated in the school district. The first component is English language development (ELD). ELD facilitates proficiency in speaking, listening, reading and writing in social and academic settings. Teachers holding English as a Second Language (ESL) licenses teach ELD in district schools. The second component of how ELLs are educated involves sheltered English instruction (SEI). SEI is taught by classroom and content teachers who provide instruction to ELLs. SEI helps ELLs learn required subject matter while at the same time promoting their English language proficiency.

English language learners in WPS comprise a diverse student population. ELLs in the district are at all stages of English language proficiency, from newcomer students with no previous schooling in English, to students with highly developed English skills. A number of ELLs enter our schools with strong educational backgrounds, fully literate in their native languages, which is a predictor of success in acquisition of English and academic achievement. However, increasing numbers of ELLs arrive at WPS with gaps in their schooling and without native language literacy skills. These students pose considerable challenges with respect to English language development and academic achievement.

FY 2010 ELL Program at Cunniff, Hosmer and Lowell Schools

The ELL Program at the Cunniff, Hosmer and Lowell schools consists of 6.9 FTE teaching positions. English language learners are placed in mainstream grade-level classrooms with English proficient students. ESL teachers are responsible for students' English language development. In addition, ESL teachers work collaboratively with classroom teachers to provide instructional assistance to students.

Proposal for ELL Program for 2010 – 2011

.1 FTE at Hosmer School: The creation of a .1 FTE ESL teaching position would result in an ESL teacher (.9 FTE in 2009 - 2010) assuming full-time status. A full-time ESL teacher would provide consistent instructional service delivery to students in multiple grade levels. Approximately 30 students would receive instruction from a full-time ESL teacher at Hosmer School.

Possible reduction in funding for 2010 – 2011

A reduction of .4 FTE ESL teaching positions in grades K – 5 would result in the following programmatic changes. One hundred seventy-eight ELLs in grades K – 5 would receive instruction from 6.5 FTE ESL teachers, with an average case load of 27 students per teacher.

FY 2010 ELL Program at Watertown Middle School

The ELL Program at Watertown Middle School (WMS) consists of 2.6 FTE teaching positions. Students receive instruction in self-contained classes that are organized by proficiency level. WMS offers reading and writing courses and academic support courses for English language learners. Students participate in ELL/Content team taught classes in the area of science, mathematics, social studies and English Language Arts.

Proposal for ELL Program at WMS in 2010 – 2011

□.4 FTE: The creation of .4 FTE ESL teaching positions would provide instructional support to beginner level students including those with limited formal schooling in two separate courses. One of these courses would be a self-contained mathematics class. The focus of this course would be on mathematics skills development. There are currently 8 students who are inappropriately placed in mainstream science courses who would be served by this proposed course. The other course to be created would be a reading and writing course for intermediate-level English language learners. This would create a double

block of reading and writing courses for intermediate-level ELLs. There are currently 8 students who are inappropriately placed in mainstream Humanities and Language Arts courses who would be served by the proposed course. Funding: \$21,200.00.

□ Home School Connections: There is a proposal to provide funding to promote connections between parents of ELLs at WMS and their children's schooling. ELL Program staff will conduct home visits to parents of ELLs. During home visits, parents will receive welcome kits that include information about community-based resources for families, strategies to help children with school work and bilingual dictionaries. \$300.00 is requested to support this initiative.

□ Instructional Materials: There is a proposal to provide funding to purchase instructional materials and resources for ELLs at WMS. Materials and resources will focus on providing support for ELLs in mainstream science and mathematics courses. \$500.00 is requested to support this initiative.

Equipment: There is a proposal to purchase three classroom white boards for the ELL Program at WMS. The classroom white boards currently in use do not function appropriately and are educationally ineffective. \$600.00 is requested to support this initiative.

Possible reduction in funding for 2010- 2011

A reduction of .4 FTE teaching positions would result in the following programmatic changes. An English language development course that currently serves 13 beginner and advanced beginner ELLs would be eliminated. Without this course, these students would be placed in mainstream English or science courses, which are not educationally appropriate and would not address these students' learning needs. The other course to be lost with a reduction in .4 FTE teaching positions would be one of the ELL/Content co-taught courses that currently serves 14 beginner level ELLs. Without this course, these students would be placed in mainstream science and mathematics courses, which are not educationally appropriate and would not address these students' learning needs.

FY 2010 ELL Program at Watertown High School

The ELL Program at Watertown High School (WHS) consists of 2.4 FTE teaching positions. Of these positions, .2 FTE is grant funded for the 2009 - 2010 school year only. In addition, a volunteer tutor provides instructional assistance to beginner-level English language learners. At WHS, students are placed in beginning, intermediate or advanced ELL classes depending on their English proficiency level. Students also receive instruction in sheltered U.S. History courses, which are specifically designed to teach social studies subject matter while promoting students' English language development. In addition, ESL teachers provide in-class instructional support in mainstream science and English Language Arts courses.

Proposal for ELL Program at WHS in 2010 – 2011

.2 FTE ESL Position: The creation of a .2 FTE ESL teaching position would maintain the self-contained ESL course for intermediate-level English language learners that is grant funded in 2009 – 2010. There are currently 14 students who would be served by this course. Funding: \$10,600.00

Part-time ELL Tutor: The creation of a Part-Time ELL Tutor position would maintain the instructional support for beginner-level English language learners that is currently provided by a volunteer. There are currently 14 students who receive instruction from the ELL Tutor. Funding: \$30.00 per hour, 3 hours per day, 33 weeks = \$14, 850.00.

□ .2 FTE Math Position for Sheltered Math Course: The creation of a sheltered math section would provide instructional assistance for beginner-level English language learners who have gaps in their mathematical content knowledge. There are currently 9 students who would be served by this course. Funding: \$10,600.00

Possible reduction in funding in 2010 – 2011

A reduction of .4 FTE teaching positions would result in the following programmatic changes. In-class instructional support in mainstream science and language arts courses would be eliminated. There are currently 13 students in a physical science course, 12 students in a biology course, and 4 students in a language arts course that receive in-class instructional support from ELL Program teachers.

FY 2011 Anticipated Needs (Prioritized)

- .10 FTE ESL teaching position at Hosmer School: \$5,400.00
- .2 FTE ESL teaching position for Sheltered Math course at WHS: \$10,600.00
- .4 FTE ESL teaching position at WMS: \$21,200.00
- .2 FTE ESL teaching position at WHS: \$10,600.00
- Part time ELL tutor at WHS: \$14,850.00
- Additional instructional materials for ELL Program at WMS: \$1400.00

FY 2011 Possible Reductions

- A reduction of .4 FTE ESL teaching positions at WMS would result in loss of one English language development course and one ESL/Content team teaching course
- A reduction of .4 FTE ESL teaching positions at WHS would result in loss of in class ESL instructional support in one science and one language arts course.
- A reduction of .4 FTE ESL teaching positions at Hosmer School would result in average case load of 27 students per ESL teacher in grades K – 5.