

Leveraging 154 to have the Greatest Impact on Student Learning

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October 08, 2015

To Leverage

- Le ver age
- /'lev(ə)rij, 'lēv(ə)rij/
- *verb*
- influence or power used to achieve a desired result

Session Overview

- Blueprint for ELL Success
 - Regulations
 - Bring them, and yourself, out into the light!
 - Website
- Financial Support
 - Title III, Part A LEP
 - Immigrant Funds
 - General Budget

- Professional Development
 - Faculty
 - First-Year Teachers
 - Seasoned Teachers
 - Co-Teaching
- Collaboration / Partnership
 - Data
- Parent Outreach
 - Presentations
 - Documents on website

Blueprint? Released in April 2014





The Blueprint for ELL Success aims to:

- Clarify expectations for administrators, policy makers, and practitioners;
- Provide a framework to prepare ELLs for success—beginning in Prekindergarten to lay the foundation for college and career readiness;
- Provide guidance, resources, and supports to districts, schools, and teachers; and
- Promote a better understanding and appreciation of Bilingual Education, English as a Second Language, and World Languages/Foreign Language Studies.

The Blueprint is composed of the following 8 principles:

1. All teachers are teachers of English Language Learners (ELLs) and need to plan accordingly.
2. All schools boards and districts/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed.
3. Districts and schools engage all English Language Learners in instruction that is grade-appropriate, academically rigorous, and aligned with the New York State Prekindergarten Foundation for the Common Core and P- 12 Common Core Learning Standards.
4. Districts and schools recognize that bilingualism and biliteracy are assets and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma

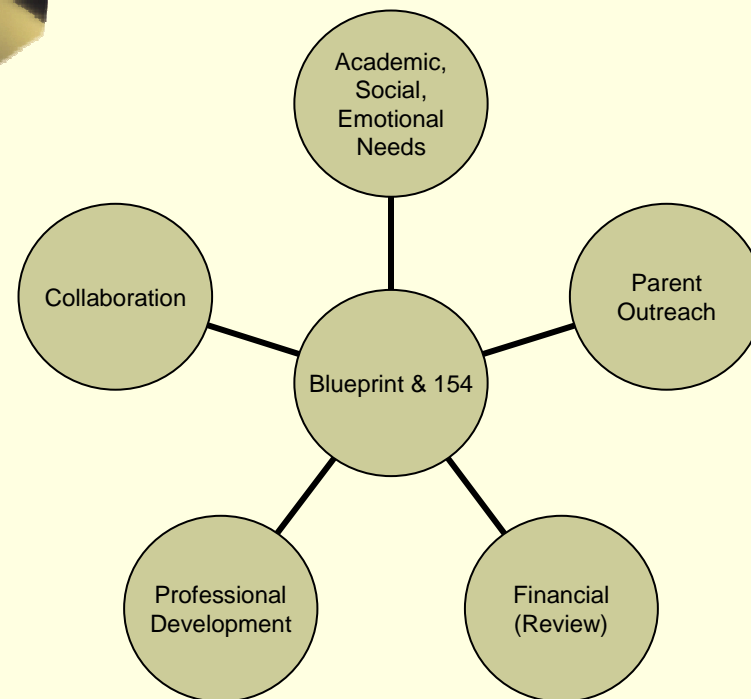
Continued:

5. Districts and schools value all parents and families of ELLs as partners in education and effectively involve them in the education of their children.
6. District and school communities leverage the expertise of bilingual, ESL, and Language Other Than English (LOTE) teachers and support personnel while increasing their professional capacities.
7. Districts and school communities leverage ELLs' home languages, cultural assets, and prior knowledge.
8. Districts and school use diagnostic tools and formative assessment practices in order to monitor ELLs' content knowledge as well as new and home language development to inform instruction.

Why the change?

- *Students once identified as English Language Learners (ELL) who were previously served by bilingual and English as a Second Language programs continue to show progress. For the 2010 cohort, such students graduated at a rate of 73 percent, compared to the 2009 cohort which graduated at a rate of 71 percent. Current ELLs graduated at a rate of 31 percent. The Board of Regents continues to take steps to improve district delivery of ELL services and instruction, including, for the first time in 30 years, an update to Part 154 regulation that govern services for ELLs; release of instructional supports for ELLs; a memorandum of understanding with the New York City Department of Education to improve services for NYC ELLs; and a new graduation safety net appeal process for certain ELL students who enter the U.S. during ninth grade or above.*
- Source: NYSED Press Release, December 18, 2014
- [Link](#) to the press release

How do we leverage 154 at Herricks?



It's not easy, but....

- Use Part 154 and Blueprint to help guide our thinking and decision making
- Funding is targeted and programs are reviewed
- Collaboration is fostered
- ALL teachers are teachers of ELLs (in process)
- Data is reviewed
- We have tons of conversations! TONS!!!
- We bring our ELLs out into the light and celebrate our diversity
- We know we can improve and we will!

The Mission of the Herricks UFSD

- The Herricks School District, a Community of Learners, through its educational programs, promotes intellectual curiosity and creative expression, values diversity, and measures success by one's personal development and contributions to society.

2015-2016: The United Nations at Herricks UFSD

- Arabic
- Bengali
- Chinese
- Farsi
- Greek
- Gujarti
- Hindi
- Japanese
- Korean
- Malayalam
- Nepali
- Panjabi
- Portuguese
- Spanish
- Thai
- Urdu

Our Beliefs

Spirit of the
Legislation

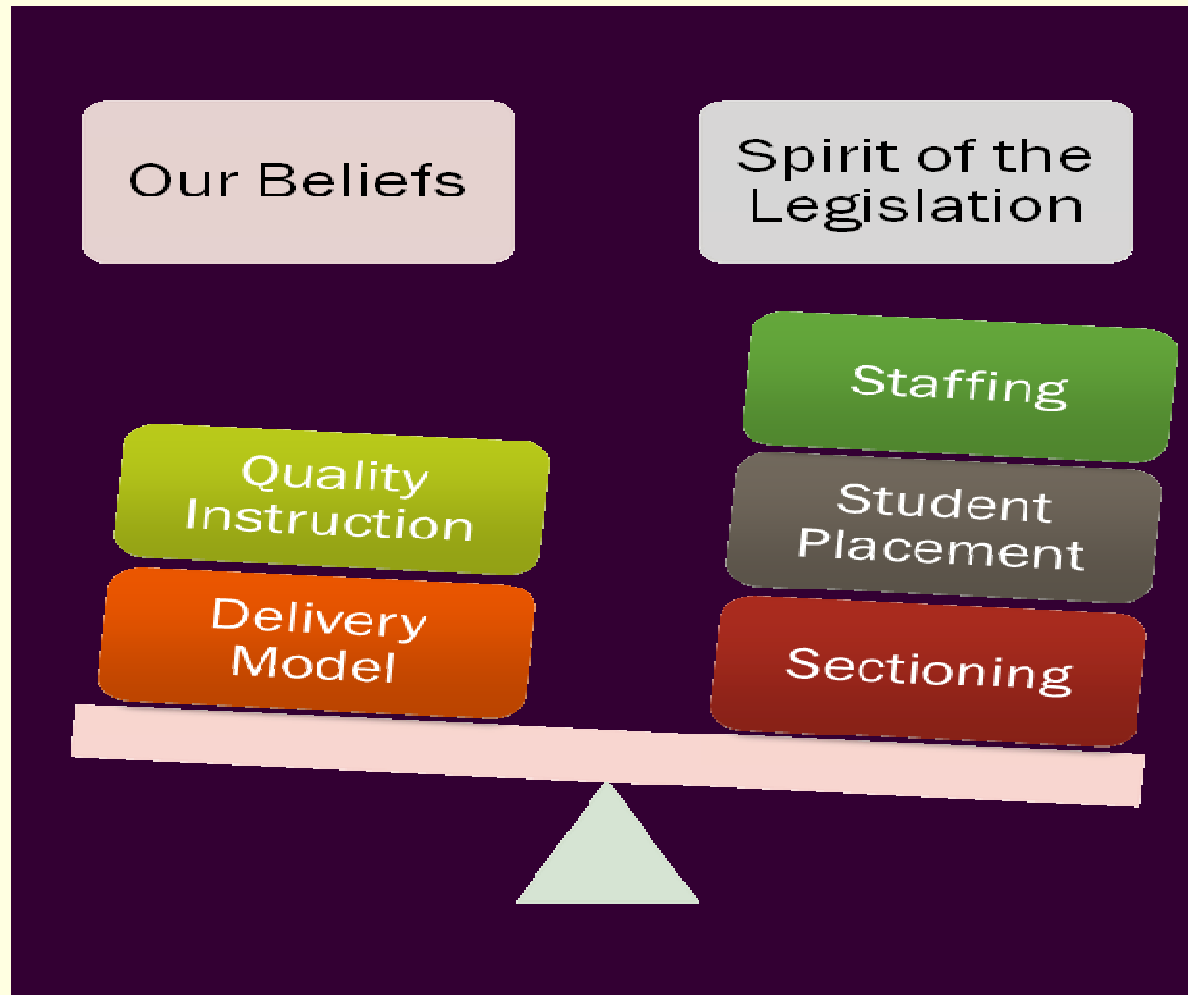
Quality
Instruction

Staffing

Delivery
Model

Student
Placement

Sectioning



Financial

- Title III LEP and Immigrants Programs
 - How much?
- Target what ELLs need
- Review programs yearly and decide if they are worth the investment

Herricks and Title III Funds

- JumpStart K-12 Summer Program
 - Theme
 - Focus on oral language and writing (upper grade levels)
 - Supplies and materials
 - Secretarial and teacher aides
- ELL Tutoring Program
- SIOP Training (Consultants) and Materials
- Hofstra or similar events
- Digital Glossaries
- Laminated Glossaries
- SmartBoard (2nd Generation) with color printers

Herricks and Title III Funds: Possible Future Programs

- Develop a targeted summer program that focuses on writing for grade 6-12 students
- Parent ENL Evening Class
- Translation of district documents
- Subscription to RAZ Kids for ELLs
- Herricks funds the ENL department – separate from federal funding

Ask questions:

- Does your district provide a budget line for the ENL department? Does your district share or review how Title III funds are spent?

How can you use federal funding to support your ELLs?

Think, Pair, Share



Professional Development

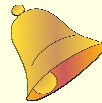
- If the expectation is that ALL teachers are teachers of ELLs, then they need support
 - Faculty Presentation
 - Language Acquisition
 - Differentiation
 - Scaffolding
 - Collaboration / Partnership
 - Grading
 - Review of Regulations
 - Co-Teaching Model (Integrated)
 - 175 PD Hours and ELLs

Collaboration / Partnerships

- The Special Education Department
 - Language or learning disability
 - RTI Process
 - Text: Multicultural Students with Special Language Needs
 - Establish a Language Proficiency Team
 - Evaluate new entrants
 - Discuss data
 - How many ELLs are being referred to CSE for evaluation?
- Principals and Central Office Administrators
 - Provide an overview of the regulations
 - Data (examples provided in upcoming slides)
 - ENL Teachers need training on various programs (TC, New STEM program, etc)

Collaboration / Partnerships

- Colleagues (teachers and counselors)
 - Data
 - Access
 - Student Management Systems



- In Herricks, all ELLs have a bell next to their name with proficiency level (New)
 - Scaffolding and Differentiation
 - Don't differentiate, but sit with a teacher and show them how to do it!
 - Peer to Peer Comparison (be careful)
 - Educate your colleagues and provide them with a deep understanding of what ELLs are able to do at their level of proficiency
 - Build capacity in one another
 - Have the difficult conversation about modifying and grading
 - Share the accommodations that ELLs are required to have

What opportunities have you had to collaborate?

Think, Pair, Share



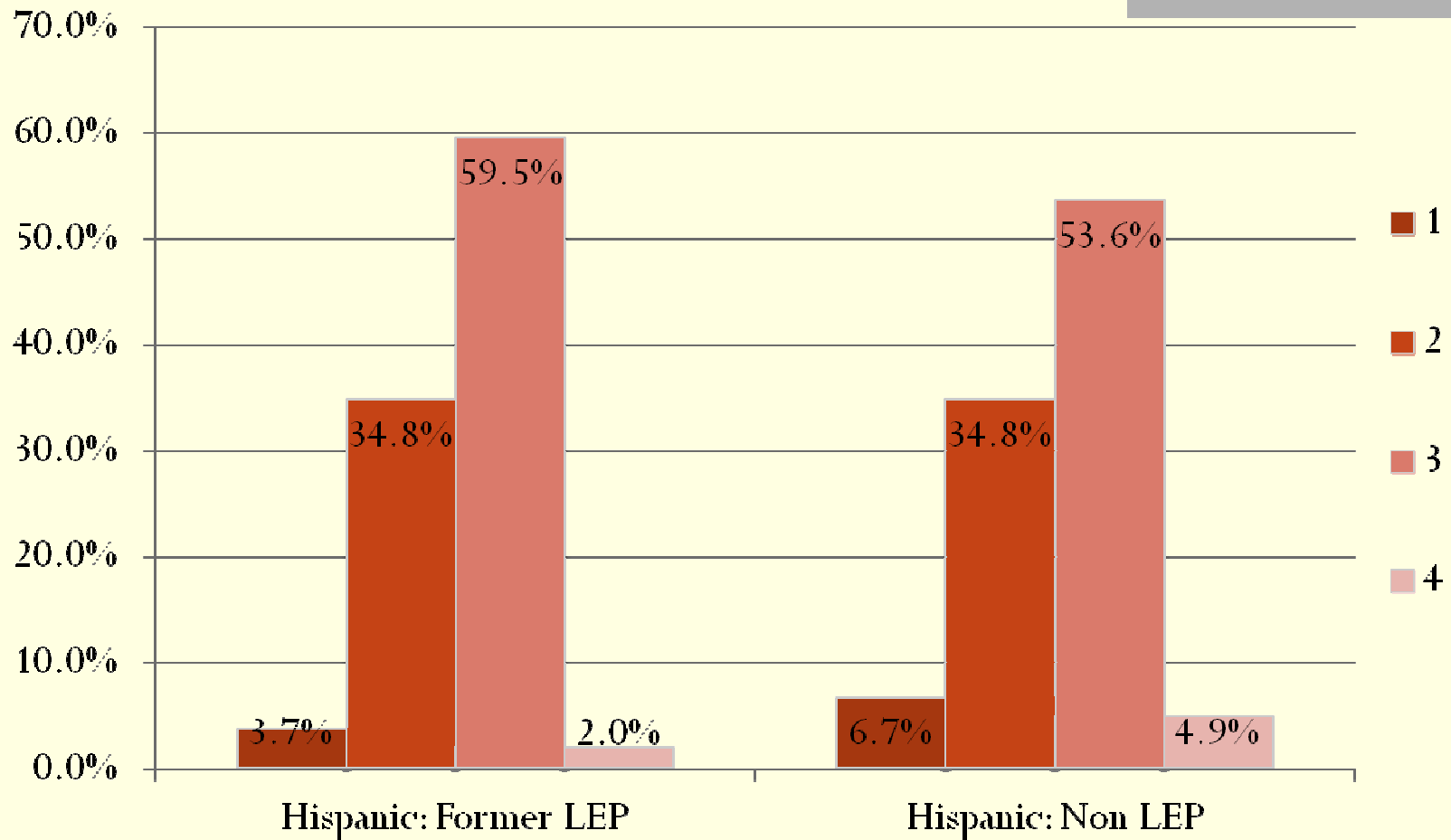
Examples of a Data Presentation on ELLs in my former district (District X)

- The district questioned the effectiveness of the ESL program
- Lacked data
- Worked with CIO and extracted 8 years of data on former ELLs
 - Why former?
- Shattered Perceptions
 - ALL students need an ENL Program!

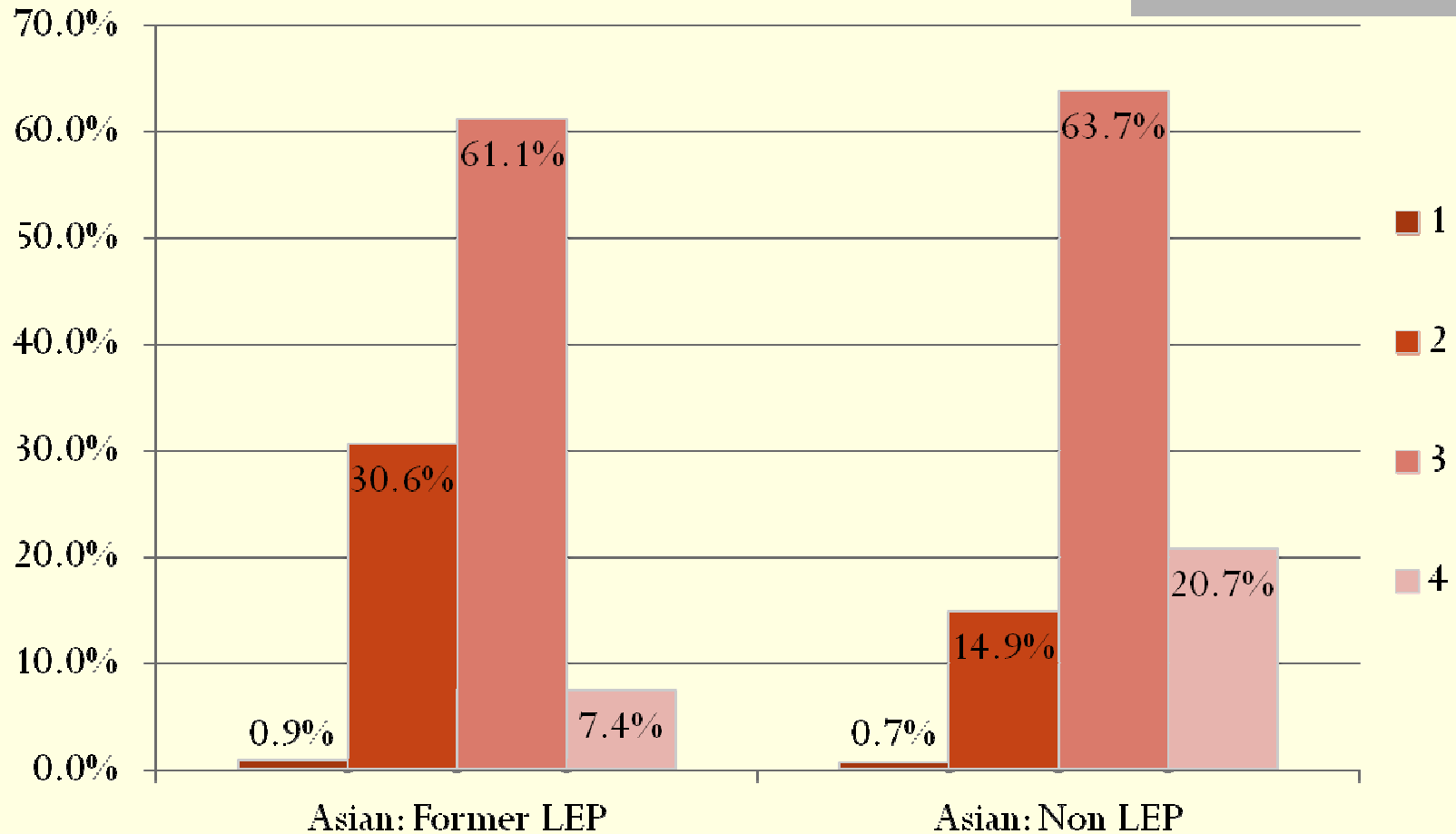
District X: What do we want to know?

- How long does it take for an ELL to exit ESL services?
- How do Hispanic ELLs compare to Asian ELLs?
 - Are there difference between these two groups?
 - How does poverty impact performance?
 - Limited Income: LI
 - Not Limited Income: NLI
- Does math and science performance increase since less language is required to demonstrate knowledge?
- How do our ELLs compare to like schools?

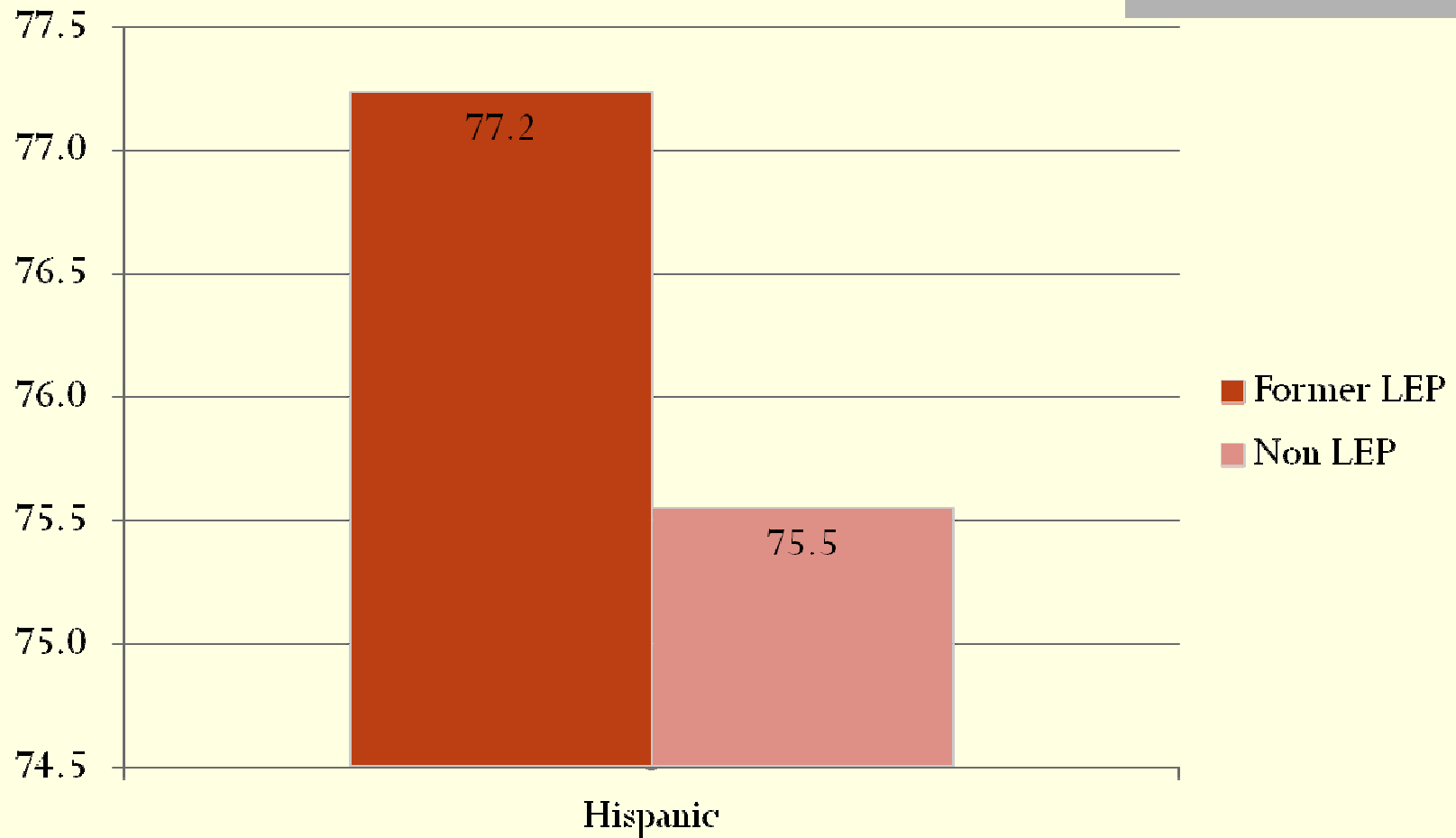
District X: Grades 6-8 ELA: Hispanic



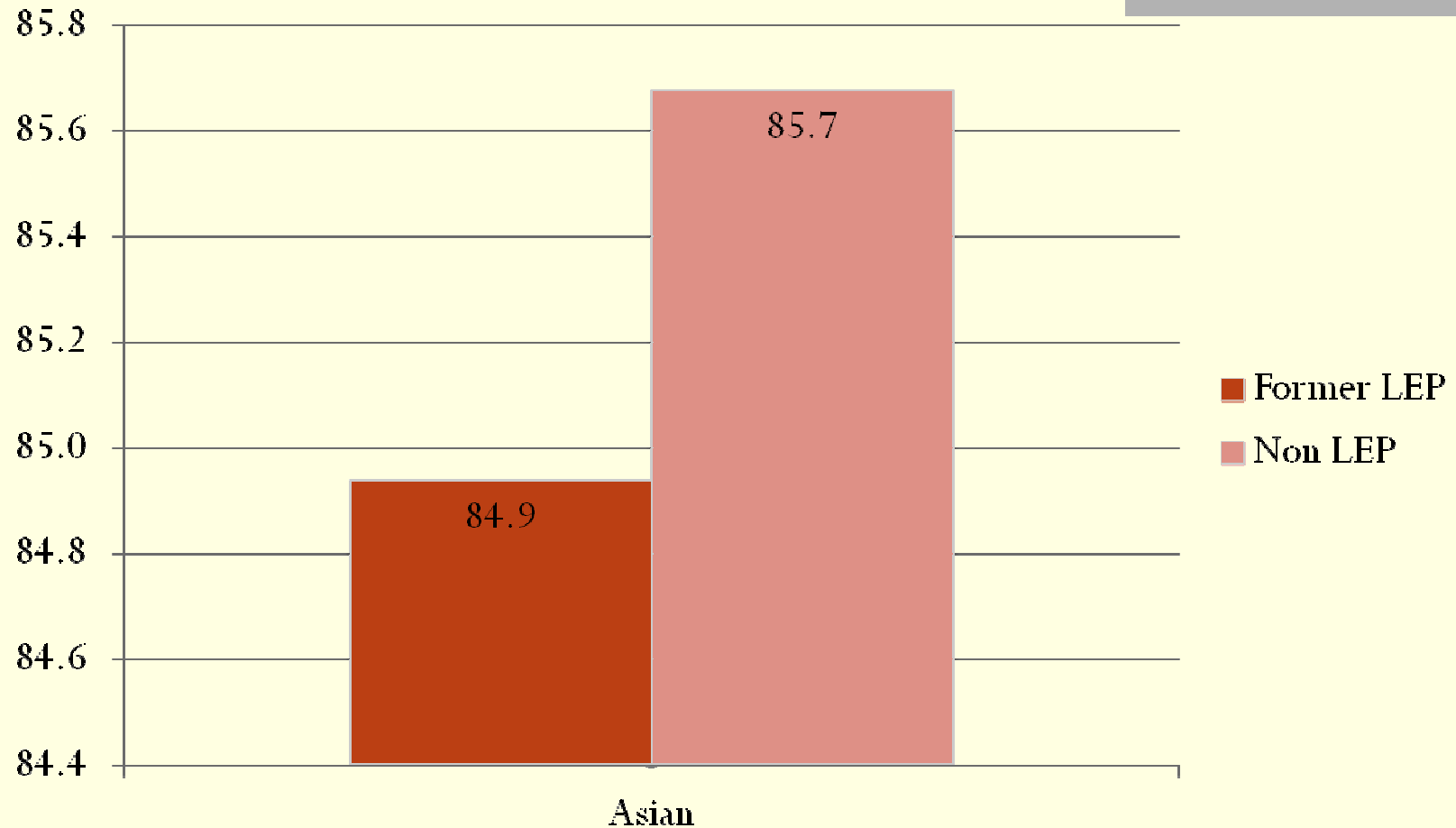
District X: Grades 6-8 ELA: Asian



District X: Regents Living Environment: Hispanic



District X: Regents Living Environment: Asian



What data do you have on your ELLs?

Think, Pair, Share



Parent(s)/Guardian(s)

- Use federal funds
- Parent Workshops
 - Required
 - Encourage parent / teacher meetings
 - Provide a translator
- District Documents in various languages
- Provide a parent workshop, in their language, on how to access the student management system through the parent portal
- Website
- Café Con Leche Group (Example of a parent group)
 - Parents supporting one another
- Work with PTA to have them translate their documents for parents of ELLs
 - Can't use Title III funds for this ;(

Resources for Educators

- US Department of Education: [EL Toolkit](#)
- Colorín [Colorado](#)
- Teaching [Channel](#)
- CARLA – [Research](#)
- Annenberg [Learner](#)
- [REACH](#)
- ESBOCES – [LI-RBE RN](#)
- When in doubt, contact the [OBE & WL!!!!](#)

We can do this because we will turn FEAR into....

- **F**ace it
- **E**xplore it
- **A**ccept it
- **R**espond



Xie Xie

Terima
kasih

Kiitos

Toda
Raba

Arigato

Dank je

Thank
you

Gracias

Dziękuję

Shukran

Merci

MAHALO

Any Questions?

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