

Vision for English Language Learners (ELLs)
School District of Janesville
Developed by the Project SWEETT Team, April 2010

<u>What does teaching and learning for P4J-12 ELL students look like in 3-5 years?</u>	Pillar
<u>1. Family and Community Collaboration</u>	
• Upon enrollment, schools connect ELL families to community resources in Spanish and other languages	Service
• All written correspondence from school to home is available in English and Spanish.	Service
• Community-building activities are made accessible to ELL families.	Service
• School and community encourage ELL families to maintain, develop, and use their native language skills.	Service
• Schools and community organizations work together to empower community members to embrace cultural diversity by providing opportunities to learn about different cultures.	Service
• ELL families participate in the educational community.	Service
<u>2. Curriculum/Instruction/Staff Development</u>	
• All staff incorporate research-based best practice for ELLs in their daily universal instruction.	Quality
• Content area lessons are aligned with grade-level content and English Language Development benchmarks.	Quality
• ELLs have access to and use of latest technology and resources.	Quality
• Homework is designed to appropriately meet the needs of ELL students working independently outside of the classroom.	Quality
• Tier 2 and 3 interventions are culturally and linguistically appropriate for ELLs.	Quality
<u>3. Assessment and Data</u>	Quality
• ELLs meet proficiency level benchmarks for English Language Development.	Quality
• ELLs make expected annual progress or better on the ACCESS test according to state and federal criteria.	Quality
• ELLs meet grade-level benchmarks for math, science, social studies, and special/elective courses.	Quality
• ELLs are assessed within each content area using alternative and authentic assessments appropriate to their English proficiency levels.	Quality
• Reading achievement for ELLs is measured against an established set of local ELL norms for data analysis and RtI.	Quality
<u>4. School Culture and Learning</u>	
• All staff create conditions for ELLs to participate fully in the learning community – academically, socially, and co/extra-curricularly.	Service
• ELLs embrace and celebrate their cultures.	Service
• ELL families embrace and understand the language acquisition process for their children and themselves.	Service
• There are positive community-building activities for ELL families, regularly and consistently, across the district every semester.	Service