



# Blueprint for English Language Learners Success

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- **Memorize the following!**

- **ELL:** English Language Learner (Student)
- **MLL:** Multi-Language/Lingual Learners
- **LEP:** Limited English Proficiency (Student)
- **ESL:** English as a Second Language (Program)
- **ENL:** English as a New Language (Program)
- **L1:** First or Home Language
- **L2:** Second or New Language/English Language
- **NYSITELL:** New York State Identification Test for English Language Learners
- **NYSESLAT:** New York State English as a Second Language Achievement Test
- **HLQ:** Home Language Questionnaire

# Our English Language Learners

- o 2015-2015

- o 169 English Language Learners

- o 75 Female

- o 94 Male

- o 2015-2016

- o 182 English Language Learners

# 2015-2016: The United Nations at Herricks UFSD

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



## 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.

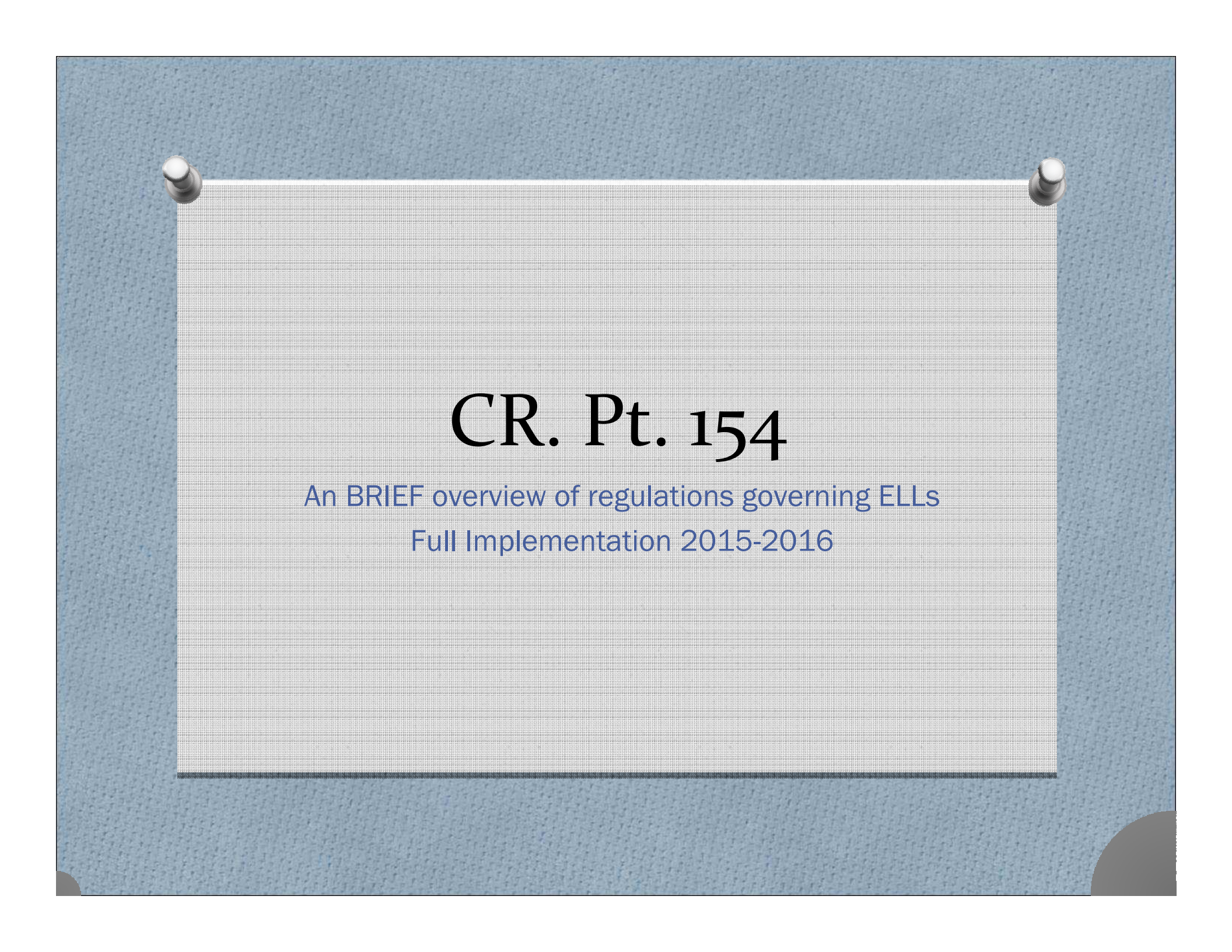


The Blueprint is composed of the following 8 principles:

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

## 8 Principles 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.



# CR. Pt. 154

An BRIEF overview of regulations governing ELLs  
Full Implementation 2015-2016

Our Beliefs

Spirit of the  
Legislation

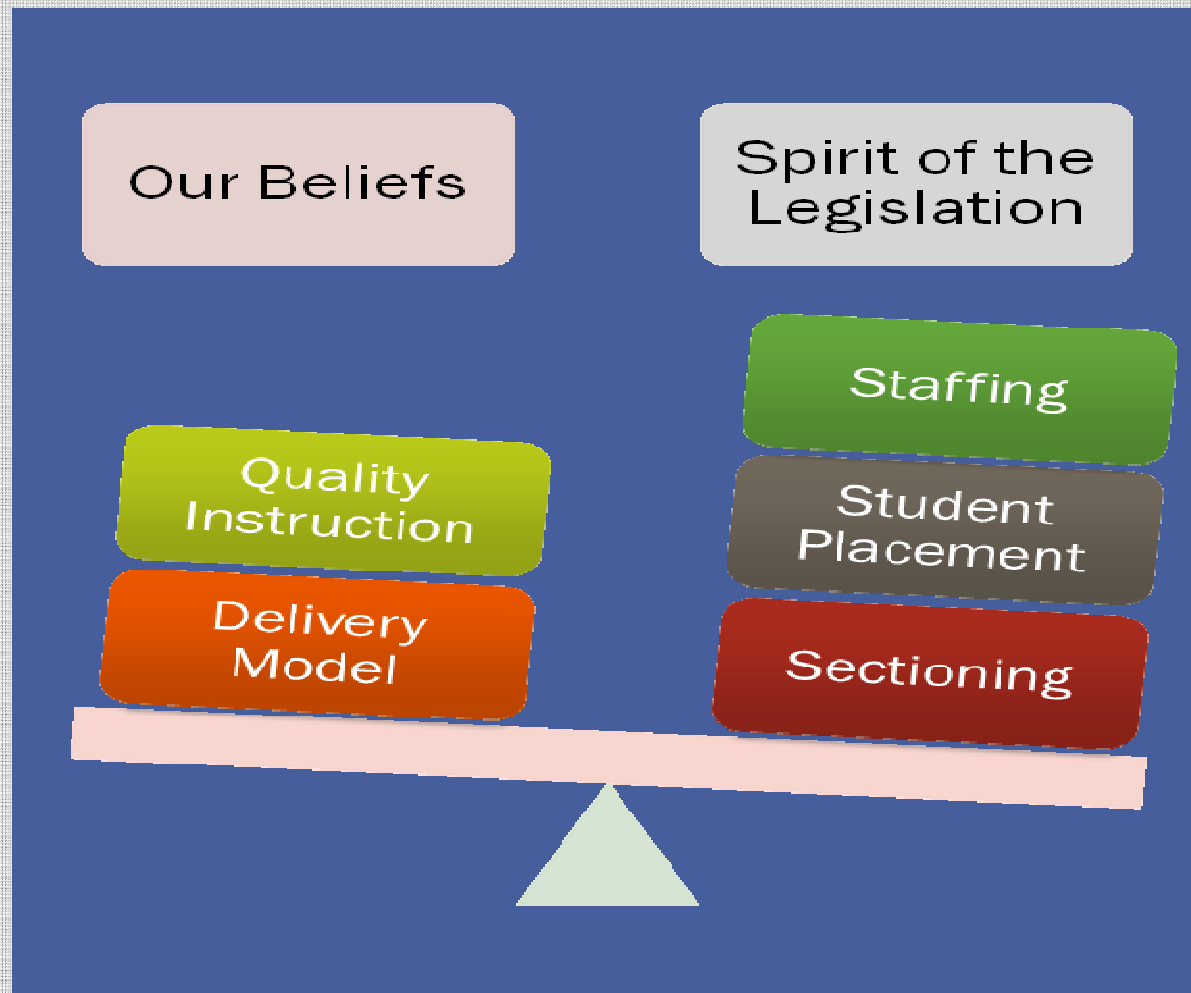
Quality  
Instruction

Delivery  
Model

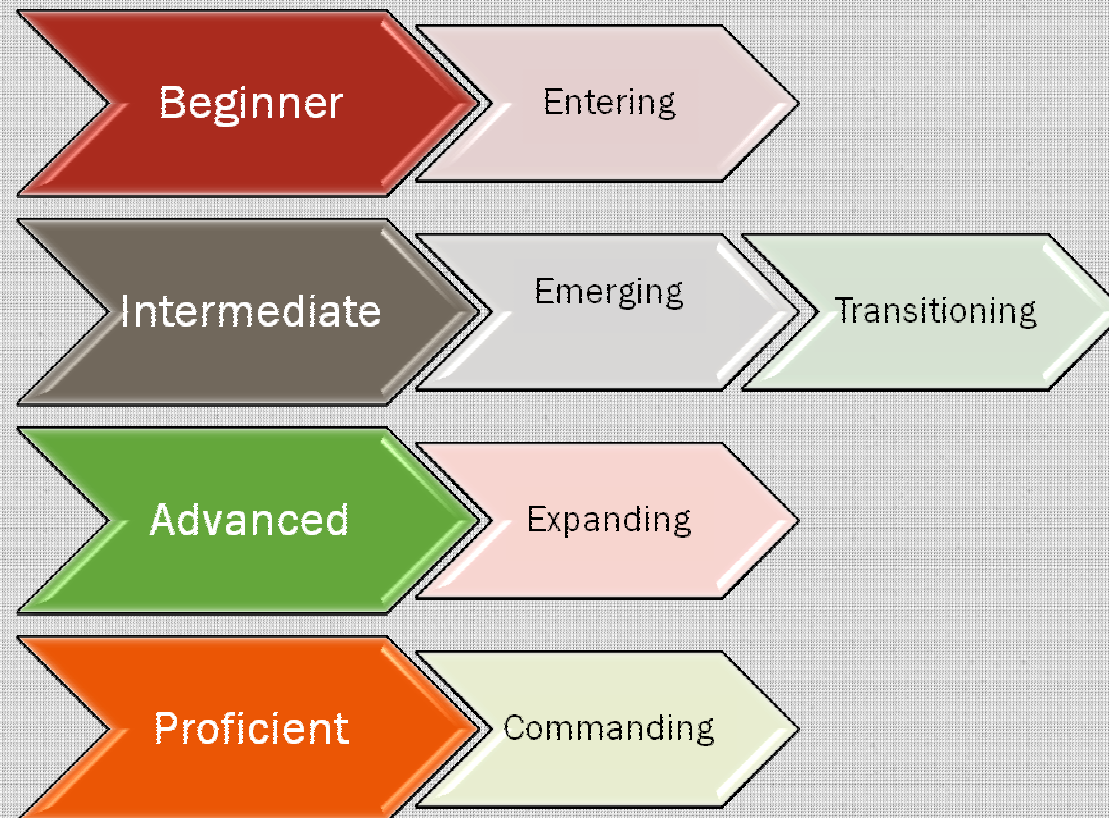
Staffing

Student  
Placement

Sectioning



# Proficiency Levels



# Service Delivery Models

## Stand Alone

- a unit of study in which ELLs receive instruction to acquire English to succeed in core content courses; cannot be delivered in lieu of core content area instruction, including ELA.

## Integrated (Co-Teaching)

- a unit of study in which ELLs receive instruction in core content courses (ELA, Math, Science, Social Studies) AND English language development instruction; can be delivered by a dually-certified ESL teacher or through co-teaching with a certified general education teacher and an ESL teacher in grades K-12

ENL: 9-12  
ELLs will now receive credit for Stand-Alone

Proficiency	Stand Alone ENL	Integrated ENL	Period(s)
Entering	1 or 2 Elective credit	1 ELA (must) or 2 ELA or 1 ELA with 1 content area	3 Periods
Emerging	$\frac{1}{2}$ or 1	1 ELA (must) + $\frac{1}{2}$ ELA or $\frac{1}{2}$ content area	2 Periods
Transitioning	$\frac{1}{2}$	$\frac{1}{2}$ ELA (must)	1 Period
Expanding	NA	1 ELA or other content area	1 Period
Commanding	NA	$\frac{1}{2}$ content area "or other such services that monitor and support their language development and academic progress	$\frac{1}{2}$ Period

# ENL: K-8

Proficiency	Stand Alone ENL	Integrated ENL	Time
Entering	1	1 ELA	72 min
Emerging	½ or 1	1 ELA + ½ ELA or other content area	72 min
Transitioning	½	½ ELA	36 min
Expanding	NA	1 ELA or other content area	36 min
Commanding	NA	½ ELA or other content area “or other such services that monitor and support their language development and academic progress	18 min

# Graduation and ELLs: New Pathways

- ELLs who score between 55-64 on the Regents Exam in English after two attempts at attaining a score of 65 or above, are also eligible to receive the Local Diploma via appeal if they:
- Successfully appeal the Regents Exam in English AND score at least 65 on each of the four remaining required Regents exams; OR
- Successfully appeal the Regents Exam in English AND score at least 65 on three other required Regents exams AND score between 62 to 64 on one other required Regents exam and successfully appeal that exam.

# Graduation and ELLs: New Pathways

- o The student has received academic intervention services in English language arts; AND
- o The student has an attendance rate of at least 95 percent for the school year during which the student last took the Regents examination in English; AND
- o The student has attained a course average in English language arts that meets or exceeds the required passing grade by the school and is recorded on the student's official transcript with grades achieved by the student in each quarter of the school year; AND
- o The student is recommended for an exemption to the passing score on the Regents examination by his or her teacher or department chairperson.

# Types of ELLs

- o Student is not literate
  - o Interrupted schooling (SIFE)
- o Student is literate
  - o Below grade level
  - o Student on or above grade level

# He/She does speak English, but.....

- **BICS:**

- Basic Interpersonal Communication Skills
- (English used in the hallway, store, with friends, etc.)

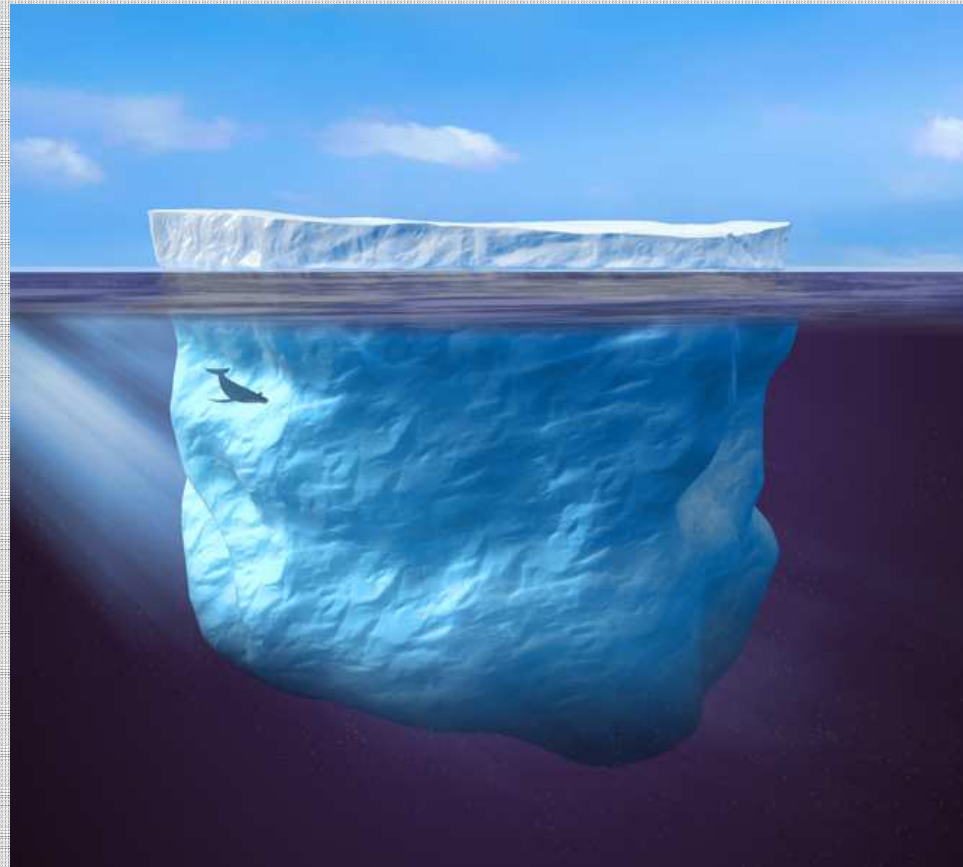
- **CALP:**

- Cognitive Academic Language Proficiency
- (Academic English required in the classroom to discuss concepts such as democracy, theories, art, etc.)

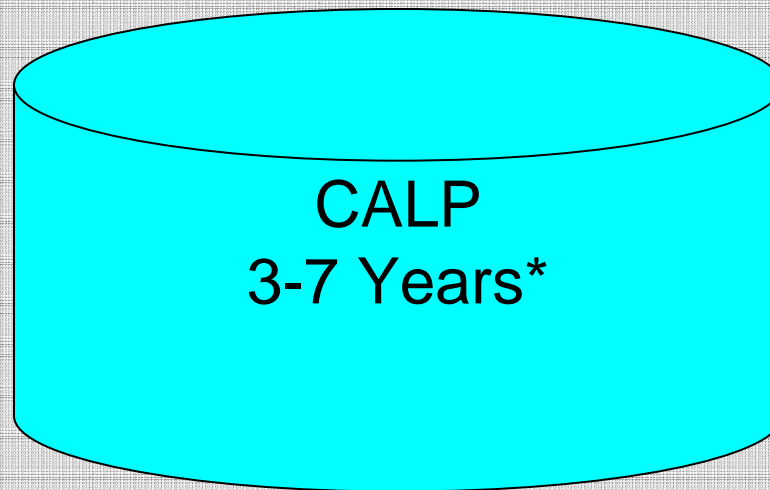
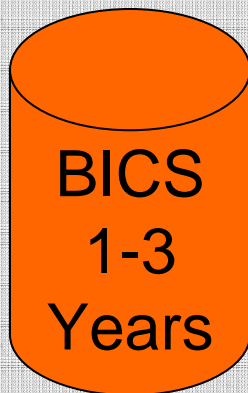
# The Iceberg Theory: He/She speaks English!

BICS

CALP



# So how long does it take?



# As Professionals, We Must:

- o Ensure that ELLs are provided with a program that meets their needs and at the same time, meet the spirit of the regulations
- o Ensure that we understand the changes and its impact
- o Ensure that true collaboration/co-planning is happening
- o Celebrate and value what each child brings to our community of learners

Xie Xie

Terima  
kasih

Kiitos

Toda  
Raba

Arigato

Dank je

Thank  
you

Gracias

Dziękuję

Shukran

Merci

MAHALO