

Shawsheen Valley Technical High School EL Goals:

English Learning Success Template

Shawsheen Valley Public Schools strives to assist every English learner (EL) in attaining English proficiency.² The district monitors the progress that ELs are making in meeting English proficiency benchmarks. For ELs who are not meeting English proficiency benchmarks, the district will:

- Identify areas in which the EL needs improvement;
- Establish personalized goals for the EL to attain English proficiency;
- Assess and track the progress of the EL in the identified areas in need of improvement;
- Obtain and incorporate input from the parents or legal guardian of the EL; and
- Review resources and services available to assist the EL.

In reviewing resources and services to assist ELs, our district may take the following steps:

- Evaluate strategies for improving instructional practices and routines for ELs;
- Provide additional support to teachers of ELs, including professional development and coaching;
- Examine the adequacy of the curriculum and materials available to teachers of ELs;
- Obtain supplemental materials designed to assist ELs who are struggling with attaining English proficiency;
- Establish language support teams that may include English as a second language (ESL) teachers, content teachers, school administrators, guidance counselors, and other relevant personnel.
- Support structured collaborative opportunities for teachers of ELs (ESL teachers and content teachers) to review student performance data regularly.
- Review resources provided by the Department of Elementary and Secondary Education at <http://www.doe.mass.edu/ele/>

In addition to the specific steps above, our district may also consider the following:

- Successful approaches taken by schools to assist ELs and ways to adopt them;
- Development or improvement of the plan for addressing the instructional and social emotional learning needs of ELs;
- Implementation or continued implementation of English Learner Parent Advisory Council;
- Examination of opportunities for increased family engagement, including taking additional steps to create an inclusive environment.

² English learner is 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.