

Vision for Learning

Vision for Learning

The MTSD English Language Development (ELD) Program vision for learning is to increase an English Learner's (EL) social and academic language proficiency. ELD instruction is planned in order to meet each EL's unique needs in each one of the language domains – listening, reading, speaking, and writing. This aligns with the district's mission to nurture and challenge for success. ELD instruction is delivered by certified English Language Development (ELD) teachers and also by non-ESL teachers during core/content instruction. ELD instruction may happen in a classroom composed of all ELs (EL Specific English-only Instruction) or in a setting with ELs and non-ELs (Mixed Classes with English-only Support). Both ELD and non-ELD teachers are required to provide supports for all ELs enrolled in their classes. These supports should allow ELs access to standards-aligned essential content. Accommodations can be made to both instruction and assessments. Assessment tools allow ELs to demonstrate what they have learned. The ultimate goal of ELD Program is for an EL to acquire the language needed to be successful in school and reclassify from the ELD program. According to guidance provided by the Pennsylvania Department of Education, students must be at or closely approaching Level 5 (Bridging) in order to be considered for reclassification as a Former English Learner and possibly stop receiving ELD services. Generally, the rate of transition from the program is five to seven years, depending on an individual student's needs.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
False 7	False 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Review of Grade Level(s) and Individual Student Group(s)

Strengths

<p>Indicator ACCESS for ELLs 2.0 assessment growth data from January 2020- January 2021 and January 2021- January 2022. ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations From January 2020- January 2021 and January 2021- January 2022, over 65% of the ELs at Manheim Township High School made one or more points of growth on the ACCESS for ELLs assessment (20-21: 77.8%, 21-22: 66.7%).</p>
<p>Indicator ACCESS for ELLs 2.0 assessment participation data from January 2020, January 2021, and January 2022. ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations MTWP high school students are adequately represented in the ACCESS for ELLs assessment sample. January 2020: 97.7% participation January 2021: 96.5% participation January 2022: 100% participation</p>
<p>Indicator ACCESS for ELLs 2.0 assessment growth data from January 2020- January 2021 and January 2021- January 2022. ESSA Student Subgroups</p>	<p>Comments/Notable Observations The percentage of long term English Learners (LTELs)reaching growth targets increased between January 2020- January 2021 and January 2021- January 2022. 2020-2021` : 7.1% of LTELs made adequate growth 2021-2022: 13% of LTELs made adequate growth</p>

Challenges

<p>Indicator ACCESS for ELLs 2.0 assessment</p>	<p>Comments/Notable Observations Overall grade cohorts demonstrated a decrease in the percentage of students meeting their</p>
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<p>growth data from January 2020- January 2021 and January 2021- January 2022.</p> <p>ESSA Student Subgroups English Learners</p>	<p>interim growth targets when comparing overall scale scores from January 2020- January 2021 with January 2021- January 2022. Class of 2022: 2020-2021 = 33% growth, 2021-2022 = 25% growth Class of 2023: 2020-2021 = 30% growth, 2021-2022 = 17% growth Class of 2024: 2020-2021 = 12% growth, 2021-2022 = 0% growth Class of 2025: 2020-2021 = 13% growth, 2021-2022 = 9% growth</p>
<p>Indicator Future Ready Index - Manheim Township School Performance On Track Measures for English Learners</p> <p>ESSA Student Subgroups English Learners</p>	<p>Comments/Notable Observations There was a decrease in the percentage of overall students from Manheim Township High School who met their interim growth targets when comparing overall scale scores from January 2020- January 2021 with January 2021- January 2022. 2020-2021: 23.8% 2021-2022: 9.4% January 2020- January 2021</p>
<p>Indicator Algebra Keystone Exam Scores</p> <p>ESSA Student Subgroups</p>	<p>Comments/Notable Observations It was reported that more students scored basic and below basic than proficient and advanced.</p>
<p>Indicator Literature Keystone Exam Scores</p> <p>ESSA Student Subgroups</p>	<p>Comments/Notable Observations 19 English Learners scored below basic/basic. No proficient scores were reported.</p>

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

<p>From January 2020- January 2021 and January 2021- January 2022, over 65% of the ELs at Manheim Township High School made one or more points of growth on the ACCESS for ELLs assessment (20-21: 77.8%, 21-22: 66.7%).</p>
<p>The percentage of long term English Learners (LTELs)reaching growth targets increased between January 2020- January 2021 and January 2021- January 2022.</p>
<p>The percentage of long term English Learners (LTELs)reaching growth targets increased between January 2020- January 2021 and January 2021- January 2022.</p>

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Overall grade cohorts demonstrated a decrease in the percentage of students meeting their interim growth targets when comparing overall scale scores from January 2020- January 2021 with January 2021- January 2022.

There was a decrease in the percentage of overall students from Manheim Township High School who met their interim growth targets when comparing overall scale scores from January 2020- January 2021 with January 2021- January 2022.

For the Algebra Keystone exam, we had more students score basic and below basic than proficient and advanced.

For the Literature Keystone exam, 19 English Learners scored below basic/basic. No proficient scores were reported.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Between May of 2018 and May 2022, the percentage of LEP students (ELs and monitor students) identified for Special Education services (including Speech and Language) has decreased from 27.3% (78/286) to 21.5% (84/394).
Steps taken to increase awareness and prevention of overidentification of LEP students for Special Education services since the 2017-18 school year: 2017-18 - Implementation of MTSD CLD Intervention/ Support Discussion Guidance for use during the PST process 2017-18 to present - Consistent participation of MTSD ELD consultant at K-12 PST meetings for ELs 2019-20 - Implementation of the ECOS (Ensuring a Continuum of Success) process as a proactive approach to providing background information, resources, and appropriate scaffolding techniques to teachers of individual English learners
Between May of 2019 and May 2022, the percentage of LEP students (ELs and monitor students) identified for Gifted Education services has increased from 1.5% (5/329) to 2.28% (9/394).
Steps taken to increase awareness and prevention of underidentification of LEP students (ELs and monitor students) for Gifted Education services since the 2018-19 school year: 2018-19 - District-wide committee formed to investigate the underidentification of sub-groups (including ELs) for Gifted Education services 2019-20 - Implementation of Gifted Screening Checklist for Culturally and Linguistically Diverse Learners 2020-21 - Guidance created for ELs taking the OLSAT (Recommendations for Culturally and Linguistically Diverse Learners Taking the OLSATs)

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Determining language difference versus disability
Consistency of PST process across the district Consistency of decisions made by PST teams and psychologists Consistency in evaluations by psychologists during the PST process
Increased use of opportunities and resources such as ECOS meetings and EL student profiles to proactively brainstorm and utilize appropriate ELD strategies for students throughout their instructional day
Consistency of Gifted Education identification process across the district
Consistency in evaluations of ELs done by psychologists during Gifted Education identification process

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Overall grade cohorts demonstrated a decrease in the percentage of students meeting their interim growth targets when comparing overall scale scores from January 2020- January 2021 with January 2021- January 2022.		False
There was a decrease in the percentage of overall students from Manheim Township High School who met their interim growth targets when comparing overall scale scores from January 2020- January 2021 with January 2021- January 2022.	Additional training for teachers and curriculum development within the high school ELD program.	True
For the Algebra Keystone exam, we had more students score basic and below basic than proficient and advanced.		False
For the Literature Keystone exam, 19 English Learners scored below basic/basic. No proficient scores were reported.		False
For the algebra Keystone exam, we had more students score basic and below basic than proficient and advanced.		False
Continue collaboration and communication with CTC ELD teachers to streamline supports for students.		False
Additional layers of accommodations needed for ELs during career readiness advisory lessons.		False
Engagement of teachers in reflective practices to identify instructional needs for English Learners		False
Determining language difference versus disability	Teacher understanding of the difference between language difference and disability as well as the effective and consistent implementation of appropriate instructional strategies and documentation thereof.	True
Consistency of PST process across the district Consistency of decisions made by PST teams and psychologists Consistency in evaluations by psychologists during the PST process		False
Increased use of opportunities and resources such as ECOS	Insufficient understanding of students' needs and	True

meetings and EL student profiles to proactively brainstorm and utilize appropriate ELD strategies for students throughout their instructional day	backgrounds and effective language development strategies.	
Consistency of Gifted Education identification process across the district		False
Increased participation for ELs in engineering and technology coursework.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
ECOS meetings focus on providing tiered ELA support for English Learners	ECOS meetings help to provide background information and highlight appropriate strategies to use for individual students in a way that is consistently communicated and discussed among a team of teachers and other professionals.
ELD support is provided for English Learners within their ELA courses.	Push in support from ELD teachers during English courses provides a platform for additional support for English Learners and can leverage understanding of English standards for the ELD teacher as well as ELD accommodations for the English teacher in order to plan effective connections between ELA concepts and the teaching of specific language forms and functions.
Focus on the use of data protocols to progress monitor English Learners' achievement and growth.	Continued use of data protocols provides a structured context from which to discuss and analyze trends and patterns in the data.
Steps taken to increase awareness and prevention of overidentification of LEP students for Special Education services since the 2017-18 school year: 2017-18 - Implementation of MTSD CLD Intervention/ Support Discussion Guidance for use during the PST process 2017-18 to present - Consistent participation of MTSD ELD consultant at K-12 PST meetings for ELs 2019-20 - Implementation of the ECOS (Ensuring a Continuum of Success) process as a proactive approach to providing background information, resources, and appropriate scaffolding techniques to teachers of individual English learners	Professional learning for teachers to identify the difference between language differences and learning disabilities
Steps taken to increase awareness and prevention of underidentification of LEP students (ELs and monitor students) for	Professional learning for teachers to identify the difference between language differences and giftedness

Gifted Education services since the 2018-19 school year: 2018-19 - District-wide committee formed to investigate the underidentification of sub-groups (including ELs) for Gifted Education services 2019-20 - Implementation of Gifted Screening Checklist for Culturally and Linguistically Diverse Learners 2020-21 - Guidance created for ELs taking the OLSAT (Recommendations for Culturally and Linguistically Diverse Learners Taking the OLSATs)	
ELD support is provided for English Learners within their science, technology, and engineering courses.	Teachers support English Learners in various content areas outside of English and mathematics.
Focus on data protocols and communication efforts to monitor English Learners' participation in school programming including translating information about engineering and STEM courses to families.	Using data to inform and target instructional strategies to support English Learners.
Increased participation of MTWP ELs in CTC programming has been documented.	Providing English Learners with information about alternate programming that supports their interests and abilities (this could be revealed in an ECOS meeting)
Implementation of the district's MTSS Framework- focus on core instruction and tiered supports for students	Focus on strong core instruction for English Learners and tiered supports in academic content areas.
District's North Star work- focus on creating a welcoming and supportive environment where all students, staff, and families feel a sense of belonging.	Foster a culture of belongingness for English Learners.
Implementation of the district's Assessment Framework & guidelines	Consistent assessments to measure the achievement and progress of our English Learners.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Foster alignment between content standards and ELD instruction and provide training for ELD staff on curriculum implementation.
	Further develop a process for supporting English Learners who are struggling academically including consistent documentation thereof.
	Support teacher understanding of English Learners' needs and backgrounds and ways to incorporate effective language development strategies.

Goal Setting

Priority: Foster alignment between content standards and ELD instruction and provide training for ELD staff on curriculum implementation.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
English Language Development (ELD) Instruction during ELD elective courses will focus on language forms and functions with practical connections to content standards and topics as measured by the development of unit plans.			
Measurable Goal Nickname (35 Character Max)			
ELD Elective Courses Alignment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
(Continued from year 1) Continue to develop units for language instruction including content area connections.	Continue to develop units for language instruction including content area connections.	Continue to develop units for language instruction including content area connections.	Reflect on the effectiveness of newly developed units and make adjustments as needed based on student progress.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
English Language Arts (ELA) instruction will incorporate language objectives in addition to content objectives as measured by ELA lesson plans.			
Measurable Goal Nickname (35 Character Max)			
Language Objectives			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
(Continued from year 1) Continue to incorporate and revise language objectives in alignment with ELA lessons. Training on the development and use of language objectives was completed during year 1.	Continue to incorporate and revise language objectives in alignment with ELA lessons.	Continue to incorporate and revise language objectives in alignment with ELA lessons.	Continue to incorporate and revise language objectives in alignment with ELA lessons.

Priority: Further develop a process for supporting English Learners who are struggling academically including consistent documentation thereof.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Develop a proactive plan to support English Learners who are struggling academically as measured by ELD strategy plans.			
Measurable Goal Nickname (35 Character Max)			
EL Academic Support			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
(Continued from year 1) Continue to monitor student progress and convene/reconvene with teams as needed. Document action steps.	Continue to monitor student progress and convene/reconvene with teams as needed. Document action steps.	Continue to monitor student progress and convene/reconvene with teams as needed. Document action steps.	Continue to monitor student progress and convene/reconvene with teams as needed. Document action steps.

Priority: Support teacher understanding of English Learners' needs and backgrounds and ways to incorporate effective language development strategies.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Teachers will receive training about effective ELD strategies as measured by attendance at training sessions and training documents.			
Measurable Goal Nickname (35 Character Max)			
ELD Strategies Training			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
(Continued from year 1 of improvement plan) Develop a training session and materials to use district-wide regarding research-based effective instructional strategies for ELs.	Train school-level ELD Specialists to facilitate training at individual school sites.	School- level ELD Specialists facilitate training at individual school sites.	School- level ELD Specialists facilitate training at individual school sites.

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)

Daily attendance of active high school English Learners will increase by 10% during the 24-25 school year as measured by attendance reports.

Measurable Goal Nickname (35 Character Max)

English Learner Attendance

Target 1st Quarter

Current baseline data regarding attendance for the 2024-2025 school year will be established during the first month of school. This will include the % daily attendance for English learners. The target by the end of marking period 1 will be to increase high school EL daily attendance by 2.5%.

Target 2nd Quarter

2.5% increase in high school EL daily attendance by the end of MP2

Target 3rd Quarter

2.5% increase in high school EL daily attendance by the end of MP3

Target 4th Quarter

2.5% increase in high school EL daily attendance by the end of MP4 to account for a total of 10% increase during the 2024-2025 school year.

Action Plan

Measurable Goals

ELD Elective Courses Alignment	Language Objectives
EL Academic Support	ELD Strategies Training
English Learner Attendance	

Action Plan For: ELA Lesson Plans

Measurable Goals:

- English Language Arts (ELA) instruction will incorporate language objectives in addition to content objectives as measured by ELA lesson plans.

Action Step		Anticipated Start/Completion Date	
Continue to incorporate and revise language objectives in alignment with ELA lessons.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Katelyn Barlet/Supervisor of Multilingual Learning Mrs. Jennifer Kaufmann/ELD Consultant	MTSD ELA Board approved curriculum MTSD ELD Resources	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student growth and achievement	Teachers- Ongoing, school year, observation in alignment with the supervision plan and Danielson Framework. Students- Ongoing progress monitoring with common assessments, local assessments, ACCESS and Keystone

Action Plan For: Unit plans aligned with ELD and content standards

Measurable Goals:

- English Language Development (ELD) Instruction during ELD elective courses will focus on language forms and functions with practical connections to content standards and topics as measured by the development of unit plans.

Action Step	Anticipated

		Start/Completion Date	
Continue to develop units for language instruction including content area connections.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Katelyn Barlet/Supervisor of Multilingual Learning Mrs. Jennifer Kaufmann/ELD Consultant	ELD Standards PDE ELD Standards PDE Content Standards MTSD Board-approved curriculum MTSD ELD Resources	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student growth and achievement	ELD Teachers will be evaluated each school year as part of the MTSD supervision plan- Danielson Framework On-going curricula review and evaluation- MTSD Curricular Needs Assessment Local Assessments, Common Assessments, Access Scores & Keystone Data

Action Plan For: ELD strategies plan

Measurable Goals:
<ul style="list-style-type: none"> Develop a proactive plan to support English Learners who are struggling academically as measured by ELD strategy plans.

Action Step	Anticipated Start/Completion Date	
Identify appropriate teams of staff members to address unique needs of students that may be having an academic impact. Monitor student progress and convene with teams to discuss individual students and document layers of support. Continue to monitor student progress and convene/reconvene with teams as needed.	2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Dr. Katelyn Barlet/Supervisor of Multilingual Learning Mrs. Jennifer Kaufmann/ELD Consultant	Access to resources and interventions	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student growth and achievement	Teachers- Ongoing observation using district supervision plan students- Ongoing progress monitoring using common assessments, local assessments, ACCESS, and Keystones

Action Plan For: Attendance at PD Sessions and Training

Measurable Goals:
<ul style="list-style-type: none"> Teachers will receive training about effective ELD strategies as measured by attendance at training sessions and training documents.

Action Step		Anticipated Start/Completion Date	
Develop a plan to strategically meet with groups of teachers to discuss English Learners (ELs) and recommend strategies for effective instruction. Meet with groups of teachers to discuss ELs and recommend strategies for effective instruction.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Katelyn Barlet/Supervisor of Multilingual Learning Mrs. Jennifer Kaufmann/ELD Consultant	Building level professional development training materials Resources identifying effective strategies for ELs in the ELD classroom and content classroom	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student growth and achievement	Teachers- documentation of strategies used (ongoing) Students- progress on local assessments, common assessments, Keystone, and ACCESS.

Action Plan For: EL Attendance Data Review

Measurable Goals:
<ul style="list-style-type: none"> Daily attendance of active high school English Learners will increase by 10% during the 24-25 school year as measured by attendance reports.

Action Step		Anticipated Start/Completion Date	
Review EL attendance data on a quarterly basis, and improve by 2.5% each quarter.		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Laura Rakoczy/MTHS Assistant Principal	Student attendance reports	No	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
High School English Learner attendance will improve by 10% during the 24-25 school year.	Data will be monitored quarterly by building administration.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELD strategies plan	Identify appropriate teams of staff members to address unique needs of students that may be having an academic impact. Monitor student progress and convene with teams to discuss individual students and document layers of support. Continue to monitor student progress and convene/reconvene with teams as needed.
Attendance at PD Sessions and Training	Develop a plan to strategically meet with groups of teachers to discuss English Learners (ELs) and recommend strategies for effective instruction. Meet with groups of teachers to discuss ELs and recommend strategies for effective instruction.

Training for ELD staff regarding effective ELD instruction.

Action Step		
<ul style="list-style-type: none"> Identify appropriate teams of staff members to address unique needs of students that may be having an academic impact. Monitor student progress and convene with teams to discuss individual students and document layers of support. Continue to monitor student progress and convene/reconvene with teams as needed. 		
Audience		
Content teachers, ELD teachers, counselors, administration		
Topics to be Included		
ELD best practices culturally responsive teaching		
Evidence of Learning		
Measuring student progress and documenting effective interventions and strategies		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Katelyn Barlet/Supervisor of Multilingual Learning Mrs. Jennifer Kaufmann/ELD Consultant	2024-08-26	2025-06-06

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness 1d: Demonstrating Knowledge of Resources 	

- 1c: Setting Instructional Outcomes
- 1f: Designing Student Assessments

This Step Meets the Requirements of State Required Trainings

Ensuring a Continuum of Success (ECOS) Meetings

Action Step		
<ul style="list-style-type: none"> • Develop a plan to strategically meet with groups of teachers to discuss English Learners (ELs) and recommend strategies for effective instruction. Meet with groups of teachers to discuss ELs and recommend strategies for effective instruction. 		
Audience		
Content teachers, counselors, ELD teachers, administration		
Topics to be Included		
Effective strategies for ELD instruction within the content classroom Culturally responsive teaching		
Evidence of Learning		
Training attendance and meeting documents		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Katelyn Barlet/Supervisor of Multilingual Learning Mrs. Jennifer Kaufmann/ELD Consultant	2024-08-26	2025-06-06

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	

Ensuring a Continuum of Success (ECOS) Meetings

Action Step
<ul style="list-style-type: none"> • Develop a plan to strategically meet with groups of teachers to discuss English Learners (ELs) and recommend strategies for effective instruction. Meet with groups of teachers to discuss ELs and recommend strategies for effective instruction.
Audience

Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 3c: Engaging Students in Learning • 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	