

## Instructional Strategies and Goals For *English Language Learners (ELs)*

| Timeline  | Goals  | Instructional Strategies   | Intervention   | Assessment   | Curriculum/ Resources  | Persons Responsible   | Monitoring  |
|---|--|--|--|--|--|---|---|
| <p><b>Year 1<br/>2010-2011</b></p> <p><b>EL's</b></p> | <ol style="list-style-type: none"> <li>1. 36% of English Learners will score proficient or advanced on ELA CST.</li> <li>2. 45% of ELLs will score proficient or advanced on Math CST.</li> <li>3. Decrease the number of ELL students scoring BB and FBB by 20%.</li> <li>4. 30% of English Learners are reclassified-English Proficient</li> <li>5. 50% of EL's score Proficient on CELDT</li> </ol> | <ul style="list-style-type: none"> <li>• Use assessment data to plan and deliver high quality initial standards-based-instruction for all students (backward planning).</li> <li>• Identify skill gaps that are pre and co-requisite for mastery of standards</li> </ul> <p>To accelerate the academic performance of ELs in English Language Arts (ELA) and Math, YES Academy will:</p> <ul style="list-style-type: none"> <li>• Provide specially designed academic instruction in English (SDAIE) for ELs focusing on:                             <ul style="list-style-type: none"> <li>○ <b>Use of realia, pictures, and visuals</b></li> <li>○ <b>Sentence frames/stems</b></li> <li>○ <b>Limit teacher-centered lectures</b></li> </ul> </li> <li>• Develop and Incorporate the following Access Strategies:                             <ul style="list-style-type: none"> <li>○ <b>Academic Language Development using direct instruction for vocabulary development</b></li> <li>○ <b>Cooperative and Communal Learning</b></li> <li>○ <b>Advanced Graphic Organizers/Thinking Maps</b></li> </ul> </li> <li>• Design and deliver standards-based lessons that incorporate BOTH core <b>content and language development objectives</b></li> <li>• Identify language objectives for <b>procedures, story retelling, and descriptions</b></li> <li>• Use the Access to Core Instructional Tool and the Sheltered Instruction Observation Protocol (SIOP) for grade-level planning, lesson study and classroom observations</li> <li>• Cluster ELs by no more than two ELD levels during ELD through grade-level teaming</li> <li>• Implement the following ELD instructional strategies:                             <ul style="list-style-type: none"> <li>• <b>-Think-Pair-Share</b></li> <li>• <b>-Pull Out and Talk/Write</b></li> <li>• <b>-Thinking Maps®</b></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Provide differentiated instruction using small group instruction to ELs not making adequate progress in ELA and Math</li> <li>• In school targeted intervention using small group instruction (Pull Out) for FBBs for 30min/day 4 days/week</li> <li>• Provide English Language Acquisition Program (ELAP) intervention for students not making adequate ELD progress afterschool</li> <li>• Provide ELAP intervention for EL students preparing to reclassify afterschool</li> <li>• Refer struggling students to the Language Appraisal Team (LAT)</li> </ul> | <ul style="list-style-type: none"> <li>• Monitor student progress frequently using <b>MyData</b> and benchmark assessments</li> <li>• SOAR</li> <li>• Math Periodic Assessment</li> <li>• CELDT</li> <li>• ELD Assessment Portfolio</li> <li>• <i>Into English!</i> Student Progress Form</li> </ul> | <ul style="list-style-type: none"> <li>• 30-45 minutes of ELD instruction per day using the LAUSD adopted Into English! ELD curriculum and the Task-Based Language Teaching Approach</li> <li>• Use SDAIE in core curriculum</li> <li>• SRA Open Court</li> <li>• enVision Math</li> </ul> | <p>Classroom teachers of ELs</p> <p>Instructional Coaches</p> <p>Language Acquisition Coordinator</p> <p>Administrators</p> | <p>Administrators</p> <p>Language Acquisition Coordinator</p> <p>Grade Level Chairs,</p> <p>Categorical Program Advisor</p> <p>Language Appraisal Team (LAT)</p> <p>ELAC</p> <p>SSC</p> |

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| <p><b>Year 2 2011-2012</b></p> <p><b>EL's</b></p> | <ol style="list-style-type: none"> <li>51% of English Learners will score proficient or advanced on ELA CST.</li> <li>60% of ELLs will score proficient or advanced on Math CST.</li> <li>Decrease the number of ELL students scoring BB and FBB by 25%.</li> <li>35% of English Learners are reclassified-English Proficient</li> <li>55% of EL's score Proficient on CELDT</li> </ol> | <ul style="list-style-type: none"> <li>Use the ELD instructional Tool and/or other classroom observation tools to monitor the implementation of ELD</li> <li>Provide targeted intervention to ELs not making adequate progress in ELD</li> </ul><br><ul style="list-style-type: none"> <li>Use assessment data to plan and deliver high quality standards-based-instruction and identify skill gaps</li> <li>Provide SDAIE focusing on:             <ul style="list-style-type: none"> <li><b>Role play</b></li> <li><b>Games</b></li> <li><b>Increase student talk time</b></li> </ul> </li> <li>Develop and incorporate the following Access Strategies:             <ul style="list-style-type: none"> <li><b>Academic Language Development focusing on syntax and grammar</b></li> <li><b>Instructional Conversations – increase verbal rehearsal opportunities</b></li> </ul> </li> <li>Incorporate and support students in using appropriate <b>structured academic discourse</b>, for example: comparing and contrasting, cause and effect, and idiomatic expressions</li> <li>Explicit teach <b>informational text structure</b> to support comprehension and writing applications</li> <li>Use a <b>variety of questioning</b> to develop student critical thinking skills</li> <li>Implement ELD instructional strategies during ELD focusing on:             <ul style="list-style-type: none"> <li><b>-Corrective Recasting</b></li> <li><b>-Vocalized Reading/Read with Expression</b></li> </ul> </li> <li>Continue use of the ELD/Access to Core Instructional Tools and the SIOP for grade-level planning, lesson study and classroom observations</li> <li>Continue to group ELs by no more than two ELD levels</li> </ul> | <ul style="list-style-type: none"> <li>Provide differentiated instruction using small group instruction to ELs not making adequate progress in ELA and Math</li> <li>In school targeted intervention using small group instruction (Pull Out) for FBBs and BBs for 30min/day 4 days/week</li> <li>Provide English Language Acquisition Program (ELAP) intervention for students not making adequate ELD progress afterschool</li> <li>Provide ELAP intervention for EL students preparing to reclassify afterschool</li> <li>Refer struggling students to the Language Appraisal Team (LAT)</li> </ul> | <ul style="list-style-type: none"> <li>Monitor student progress frequently using <b>MyData</b> and benchmark assessments</li> <li>SOAR</li> <li>Math Periodic Assessment</li> <li>CELDT</li> <li>ELD Assessment Portfolio</li> <li><i>Into English!</i> Student Progress Form</li> <li>Student Portfolios</li> </ul> | <ul style="list-style-type: none"> <li>30-45 minutes of ELD instruction per day using the LAUSD adopted Into English! ELD curriculum and the Task-Based Language Teaching Approach</li> <li>Use SDAIE in core curriculum</li> <li>SRA Open Court</li> <li>enVision Math</li> <li><i>Write Source</i> materials</li> </ul> | <p>Classroom teachers of ELs</p> <p>Instructional Coaches</p> <p>Language Acquisition Coordinator</p> <p>Administrators</p> | <p>Administrators</p> <p>Language Acquisition Coordinator</p> <p>Grade Level Chairs,</p> <p>Categorical Program Advisor</p> <p>Language Appraisal Team (LAT)</p> <p>ELAC</p> <p>SSC</p> |

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| <p><b>Year 3<br/>2012-2013</b></p> <p><b>EL's</b></p> | <ol style="list-style-type: none"> <li>1. 66% of English Learners will score proficient or advanced on ELA CST.</li> <li>2. 75% of ELLs will score proficient or advanced on Math CST.</li> <li>3. Decrease the number of ELL students scoring BB and FBB by 25%.</li> <li>4. 35% of English Learners are reclassified-English Proficient</li> <li>5. 55% of EL's score Proficient on CELDT</li> </ol> | <ul style="list-style-type: none"> <li>• Use assessment data to plan and deliver high quality standards-based-instruction and identify skill gaps</li> <li>• Provide SDAIE focusing on:               <ul style="list-style-type: none"> <li>○ <b>Art</b></li> <li>○ <b>Drama (gestures and facial expressions)</b></li> <li>○ <b>Total physical response (TPR)</b></li> </ul> </li> <li>• Develop and Incorporate the following Access Strategies:               <ul style="list-style-type: none"> <li>○ <b>Academic Language Development focusing on the sociolinguistic component</b></li> <li>○ <b>Teacher-Directed Instructional Conversations</b></li> </ul> </li> <li>• Incorporate and support students in using <b>varied and appropriate</b> structured academic discourse</li> <li>• Explicitly teach the <b>Six Traits of Writing</b></li> <li>• Implement ELD instructional strategies during ELD focusing on:               <ul style="list-style-type: none"> <li>- <b>Backward Build-Up</b></li> <li>- <b>RASP (Repeat by All, Some, and by One Person)</b></li> </ul> </li> <li>• Continue use of the ELD/Access to Core Instructional Tools and the SIOP for grade-level planning, lesson study and classroom observations</li> <li>• Continue to group ELs by no more than two ELD levels</li> </ul> | <ul style="list-style-type: none"> <li>• Provide differentiated instruction using small group instruction to ELs not making adequate progress in ELA and Math</li> <li>• In school targeted intervention using small group instruction (Pull Out) for FBBs, BBs and Bs for 30min/day 4 days/week</li> <li>• Provide English Language Acquisition Program (ELAP) intervention for students not making adequate ELD progress afterschool</li> <li>• Provide ELAP intervention for EL students preparing to reclassify afterschool</li> <li>• Refer struggling students to the Language Appraisal Team (LAT)</li> </ul> | <ul style="list-style-type: none"> <li>• Monitor student progress frequently using <b>MyData</b> and benchmark assessments</li> <li>• SOAR</li> <li>• Math Periodic Assessment</li> <li>• CELDT</li> <li>• ELD Assessment Portfolio</li> <li>• <i>Into English!</i> Student Progress Form</li> <li>• Student Portfolios</li> </ul> | <ul style="list-style-type: none"> <li>• 30-45 minutes of ELD instruction per day using the LAUSD adopted Into English! ELD curriculum and the Task-Based Language Teaching Approach</li> <li>• Use SDAIE in core curriculum</li> <li>• SRA Open Court</li> <li>• enVision Math</li> <li>• <i>Write Source</i> materials</li> </ul> | <p>Classroom teachers of ELs</p> <p>Instructional Coaches</p> <p>Language Acquisition Coordinator</p> <p>Administrators</p> | <p>Administrators</p> <p>Language Acquisition Coordinator</p> <p>Grade Level Chairs,</p> <p>Categorical Program Advisor</p> <p>Language Appraisal Team (LAT)</p> <p>ELAC</p> <p>SSC</p> |

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| <p><b>Year 4<br/>2013-2014</b></p> <p><b>EL's</b></p> | <ol style="list-style-type: none"> <li>1. 85% of English Learners will score proficient or advanced on ELA CST.</li> <li>2. 90% of ELLs will score proficient or advanced on Math CST.</li> <li>3. Decrease the number of ELL students scoring BB and FBB by 25%.</li> <li>4. 35% of English Learners are reclassified-English Proficient</li> <li>5. 55% of EL's score Proficient on CELDT</li> </ol> | <ul style="list-style-type: none"> <li>• Use assessment data to plan and deliver high quality standards-based-instruction and identify skill gaps</li> <li>• Provide SDAIE focusing on:               <ul style="list-style-type: none"> <li>○ <b>Embedded context</b></li> <li>○ <b>Focus on the meaning, not the form</b></li> </ul> </li> <li>• Incorporate the Access Strategies in ALL Content Areas:               <ul style="list-style-type: none"> <li>○ <b>Academic Language Development</b></li> <li>○ <b>Cooperative and Communal Learning</b></li> <li>○ <b>Advanced Graphic Organizers/Thinking Maps</b></li> <li>○ <b>Instructional Conversations</b></li> </ul> </li> <li>• Develop and Incorporate the <b>Six Traits of Writing</b></li> <li>• Implement varied and appropriate ELD strategies including the following:               <ul style="list-style-type: none"> <li>-<b>Think-Pair-Share</b></li> <li>-<b>Pull Out and Talk/Write</b></li> <li>-<b>Backward Build-Up</b></li> <li>-<b>Vocalized Reading/Read with Expression</b></li> <li>-<b>Corrective Recasting</b></li> <li>-<b>RASP (Repeat by All, Some, and by One Person)</b></li> <li>-<b>Thinking Maps®</b></li> </ul> </li> <li>• Continue use of the ELD/Access to Core Instructional Tools and the SIOP for grade-level planning, lesson study and classroom observations</li> <li>• Continue to group ELs by no more than two ELD levels</li> </ul> | <ul style="list-style-type: none"> <li>• Provide differentiated instruction using small group instruction to ELs not making adequate progress in ELA and Math</li> <li>• In school targeted intervention using small group instruction (Pull Out) for FBBs, BBs and Bs for 30min/day 4 days/week</li> <li>• Provide English Language Acquisition Program (ELAP) intervention for students not making adequate ELD progress afterschool</li> <li>• Provide ELAP intervention for EL students preparing to reclassify afterschool</li> <li>• Refer struggling students to the Language Appraisal Team (LAT)</li> </ul> | <ul style="list-style-type: none"> <li>• Monitor student progress frequently using <b>MyData</b> and benchmark assessments</li> <li>• SOAR</li> <li>• Math Periodic Assessment</li> <li>• CELDT</li> <li>• ELD Assessment Portfolio</li> <li>• <i>Into English!</i> Student Progress Form</li> <li>• Student Portfolios</li> </ul> | <ul style="list-style-type: none"> <li>•30-45 minutes of ELD instruction per day using the LAUSD adopted Into English! ELD curriculum and the Task-Based Language Teaching Approach</li> <li>•Use SDAIE in core curriculum</li> <li>•SRA Open Court</li> <li>•enVision Math</li> <li>•<i>Write Source</i> materials</li> </ul> | <p>Classroom teachers of ELs</p> <p>Instructional Coaches</p> <p>Language Acquisition Coordinator</p> <p>Administrators</p> | <p>Administrators</p> <p>Language Acquisition Coordinator</p> <p>Grade Level Chairs,</p> <p>Categorical Program Advisor</p> <p>Language Appraisal Team (LAT)</p> <p>ELAC</p> <p>SSC</p> |

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| <p><b>Year 5<br/>2014-2015</b></p> <p><b>EL's</b></p> | <ul style="list-style-type: none"> <li>100% of English Learners will score proficient or advanced on ELA CST.</li> <li>100% of ELLs will score proficient or advanced on Math CST.</li> <li>Decrease the number of ELL students scoring BB and FBB by 25%.</li> <li>35% of English Learners are reclassified-English Proficient</li> <li>55% of EL's score Proficient on CELDT</li> </ul> | <ul style="list-style-type: none"> <li>Use assessment data to plan and deliver high quality standards-based-instruction and identify skill gaps</li> <li>Provide varied and appropriate SDAIE strategies</li> <li>Incorporate the Access Strategies in ALL Content Areas:               <ul style="list-style-type: none"> <li><b>Academic Language Development</b></li> <li><b>Cooperative and Communal Learning</b></li> <li><b>Advanced Graphic Organizers/Thinking Maps</b></li> <li><b>Instructional Conversations</b></li> </ul> </li> <li>Develop and Incorporate the <b>Six Traits of Writing</b></li> <li>Implement varied and appropriate ELD strategies including:               <ul style="list-style-type: none"> <li><b>-Think-Pair-Share</b></li> <li><b>-Pull Out and Talk/Write</b></li> <li><b>-Backward Build-Up</b></li> <li><b>-Vocalized Reading/Read with Expression</b></li> <li><b>-Corrective Recasting</b></li> <li><b>-RASP (Repeat by All, Some, and by One Person)</b></li> <li><b>-Thinking Maps®</b></li> </ul> </li> <li>Continue use of the ELD/Access to Core Instructional Tools and the SIOP for grade-level planning, lesson study and classroom observations</li> <li>Continue to group ELs by no more than two ELD levels</li> </ul> | <ul style="list-style-type: none"> <li>Provide differentiated instruction using small group instruction to ELs not making adequate progress in ELA and Math</li> <li>In school targeted intervention using small group instruction (Pull Out) for FBBs, BBs and Bs for 30min/day 4 days/week</li> <li>Provide English Language Acquisition Program (ELAP) intervention for students not making adequate ELD progress afterschool</li> <li>Provide ELAP intervention for EL students preparing to reclassify afterschool</li> <li>Refer struggling students to the Language Appraisal Team (LAT)</li> </ul> | <ul style="list-style-type: none"> <li>Monitor student progress frequently using <b>MyData</b> and benchmark assessments</li> <li>SOAR</li> <li>Math Periodic Assessment</li> <li>CELDT</li> <li>ELD Assessment Portfolio</li> <li><i>Into English!</i> Student Progress Form</li> <li>Student Portfolios</li> </ul> | <ul style="list-style-type: none"> <li>30-45 minutes of ELD instruction per day using the LAUSD adopted Into English! ELD curriculum and the Task-Based Language Teaching Approach</li> <li>Use SDAIE in core curriculum</li> <li>SRA Open Court</li> <li>enVision Math</li> <li><i>Write Source</i> materials</li> </ul> | <p>Classroom teachers of ELs</p> <p>Instructional Coaches</p> <p>Language Acquisition Coordinator</p> <p>Administrators</p> | <p>Administrators</p> <p>Language Acquisition Coordinator</p> <p>Grade Level Chairs,</p> <p>Categorical Program Advisor</p> <p>Language Appraisal Team (LAT)</p> <p>ELAC</p> <p>SSC</p> |