

English Learner Master Plan, 2016-2017 Citizens of the World Charter School Hollywood

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PROGRAMMATIC GOALS FOR ENGLISH LANGUAGE LEARNERS

A core part of CWC Hollywood's mission is to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other languages and cultures. Students at CWC will learn the California ELD Standards in tandem with the Common Core State Standards for ELA/Literacy. Students will be engaged in the type of rich instruction called for in the Common Core State Standards for ELA/Literacy, with appropriate scaffolding that attends to their particular language learning needs. They will be fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience
- Become aware that different languages and varieties of English exist
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia work
- Develop proficiency in shifting registers based on task, purpose, audience, and text type

PROCESS FOR IDENTIFICATION & RECLASSIFICATION OF ENGLISH LANGUAGE LEARNERS

Citizens of the World Charter School Hollywood (CWCH) seeks to enroll a student population that serves an English language learner population (ELLs) that reflects the demographics of the local neighborhood. Accordingly, CWCH will comply with federal, state, and district mandates regarding ELL education and re-designation of ELL students.

- Home Language Survey: All incoming families will complete a Home Language Survey upon enrollment at CWCH. If parents indicate that a student speaks a language other than English, students with no previous experience in LAUSD will be administered the California English Language Development Test to determine their English Proficiency.
- CELDT/ELPAC: The California English Language Development Test (CELDT) will be administered every fall to all students whose primary language is not English (within 30 calendar days after they are enrolled in a California public school for the first time) and then once each year to English learners until they are reclassified. The results from this test will be examined alongside other assessments. The CELDT is one of the measures used to determine whether students redesignate from English Learners to Fluent English Proficient students. Redesignation will be one of the school's primary goals and measures of success. Beginning in 2017-18, CWC will join other California public schools in administering the new English Language Proficiency Assessment for California ("ELPAC") to determine students' English language proficiency.
- ELD Monitoring: Students identified as English Learners will have their performance tracked both by standardized test scores (now CELDT, and in the future ELPAC) and through CWC's other assessments and measures. In all of the areas above, an English Learner will need to demonstrate proficiency in the newly adopted ELD standards.

At each reporting period, teachers track student progress toward each ELD standard. Given the ELD standards' alignment to the CCSS ELA standards, teachers will compare students' performance and proficiency within ELD specific assessments to their performance on other Common Core aligned ELA assessments (e.g. NWEA MAP assessment and/or CAASPP). CWC will participate in this type of data analysis and comparison throughout each school year as part of our usual protocols to regularly examine and analyze subgroup data.

School leadership and Student Success Team will meet with teachers on an ongoing basis to evaluate and plan curriculum and differentiated instruction to support the language development of English Learners. School leadership and teachers, in collaboration with the Student Success Team, will ensure appropriate and timely communications with parents about EL classifications.

RECLASSIFICATION PROCEDURES

CWCH will use LAUSD guidelines stipulated in REF-1848.4 and REF-1849.2 issued by the Office of Planning, Assessment, and Research as a guide when determining reclassification eligibility for EL students. The reclassification criteria may include:

Grade 1-2 Reclassification Criteria:

- The student has demonstrated English proficiency on the Annual CELDT (and the future ELPAC) by achieving an overall performance level of 4 or 5 and scores of 3 or higher in Listening and Speaking
- Our instructional team conclusion based on Progress Report marks and/or assessments
- The parent has been consulted and notified that the student is eligible for reclassification

Grade 3 - 5 Reclassification Criteria:

- The student has demonstrated English proficiency on the Annual CELDT (and the future ELPAC) by achieving an overall performance level of 4 or 5 and scores of 3 or higher in Listening, Speaking, Reading, and Writing
- Our instructional team conclusion based on Progress Report marks and/or assessments
- The parent has been consulted and notified that the student is eligible for reclassification

Reclassification Goal

It is CWCH's goal that students will progress 1-2 English language levels per year through this targeted instruction and assessment. For students enrolled at CWCH beginning in transitional Kindergarten, this allows for re-designation prior to sixth grade. For students who are enrolled in subsequent years whose language development is still in the beginning or early intermediate stage, students will be provided added intervention with a goal that they will stay on target to advance 1-2 levels or more per year such that they can be reclassified in their TK-8 career.

CWC Los Angeles schools have reclassified students at or above LAUSD'S average reclassification rate in recent years. The Principal will continue to monitor the reclassification rate, and, in collaboration with the Executive Director, make adjustments to the academic program if the goal is not met.

PROGRESS MONITORING OF ENGLISH LANGUAGE LEARNERS

Students identified as English language learners will have their performance tracked both by CELDT scores and through performance-based assessments that reflect the CA ELD and Common Core State Standards. The levels are as follows:

- *Beginning:* Student performance does not demonstrate an understanding of the English language expected at this grade level.
- *Intermediate:* Student performance demonstrates a partial understanding of the English language expected at this grade level.
- *Advanced:* Student performance demonstrates an understanding of the English language expected at this grade level.
- *Proficient:* Student performance demonstrates a thorough understanding of the English language expected at this grade level.

The levels will be changed based on the revised CA ELD standards once the ELPAC is fully adopted in 2017.

At the end of each year, teachers score student progress toward each of the standards and select student work to show the student's mastery of the standards. The Principals and English Language Development Teacher/Coordinator will meet with teachers to evaluate and plan curriculum and differentiated instruction to support the language development of ELL students. Our ELD Teacher collaborates as well with leadership and our teachers to ensure appropriate and timely communications with parents about ELL classifications and interventions their children experience at school.

Once students are identified as English Learners, we use various internal controls and methods to collect and document all pertinent and appropriate information about an English Learner's progress. Within each student's cumulative file there is also an English Language Learner folder that has been created to house all of the necessary documentation related to the students growth as an ELL in all areas. This ensures that all members of our CWC Hollywood instructional team can easily access information about an English Learner's status and progress over time.

At least once yearly, a Language Appraisal Team (LAT) meets to review the performance and progress of RFEP students, using the RFEP Monitoring Roster. The LAT includes the principal or designee, EL Coordinator, the student's classroom teacher(s), and other personnel as appropriate, such as counselors, specialist teachers, intervention teachers, EL Experts, and/or parents of the student being reviewed. The review of students who have met reclassification criteria takes place in late summer/early fall after the release of SBAC scores and by teacher request for students not meeting proficiency benchmarks in Language Arts or Math. In addition to meeting for progress monitoring of students not meeting proficiency benchmarks, the LAT will maintain a report to keep a record of RFEP student progress that will include, but is not limited to, data on SBAC scores, periodic assessment results, curriculum embedded assessments and teacher evaluation reports.

The site administrator/designee coordinates the monitoring of reclassified students.

The Language Appraisal Team (LAT) also meets to review the progress of each EL who is not making adequate progress, according to the expectations outlined above. The LAT includes the principal or designee, EL coordinator, the student's classroom teacher(s), including specialist teachers, intervention teachers, or other personnel. Input from parents of these students will be solicited prior to the LAT meeting.

RESEARCH-BASED INSTRUCTIONAL FRAMEWORKS THAT INFORM OUR PRACTICE WITH ENGLISH LANGUAGE LEARNERS

CWCH provides all ELL instruction in the general education classroom. ELL students participate in a Response to Intervention (RtI) model if their assessment results indicate that they struggle with any subject area especially in English Language Arts and mathematics. The support provided to ELL students in RtI accommodates students' language level.

Additionally, CWCH employs an ELD intervention teacher who helps to provide push-in services and targeted pull-out groups in addition to the targeted instruction that Lead Teachers and their Teaching Associates offer on a daily basis in literacy-based subjects.

Given the variety of home languages spoken by students residing in the local community and the instructional philosophy of the school, CWCH prepares all teachers for a multi-lingual environment. Accordingly, teachers are trained in a variety of instructional techniques to be used specifically with ELL students, relying on three primary programs: Specially Designed

Academic Instruction in English (SDAIE), Project GLAD and the Sheltered Instruction Observation Protocol (SIOP). The Principal has undergone the training and certification process to become a Tier 1 Project GLAD professional development trainer. To understand more about Project Glad, see below.

Specially Designed Academic Instruction in English (SDAIE): SDAIE is a teaching approach that can be used across the curriculum to support ELL students. It emphasizes the importance of supporting ELL students in acquiring academic-related skills and knowledge, while at the same time learning English through comprehensible second language input. The practice was based on linguistic theories laid out by a number of researchers, including Dr. Steven Krashen and Dr. James Cummins, who developed *Contextual Interaction Theory*.¹ At the heart of the theory are two major components that impact the SDAIE classroom: comprehensible second language input and a supportive affective environment. Language is acquired because of the context in which it is contained.

Rather than focusing on language development, SDAIE focuses on *content* comprehension. Language is acquired because of the context in which it is contained. Teachers build vocabulary with their students and have high expectations for success of language acquisition and the concepts.

SDAIE encompasses solid teaching techniques that benefit all types of learners, offering particular support to students who are English language learners. The four major components of this teaching approach are:

1. **A visual approach to classroom presentation:** Teachers will use models, kits, manipulatives, and gestures to show students what they are talking about.
2. **A hands-on approach to class work:** Students will learn faster with the use of manipulatives and task-oriented projects for them to build new vocabulary into their work banks.
3. **Cooperative learning strategies:** Teachers will structure learning opportunities through project-based learning and during workshop instruction for students to work together, be held individually accountable, and develop positive social skills. Students are more likely to try to practice their English skills in smaller groups.
4. **Guided vocabulary techniques:** Teachers make conscious choices regarding the language used and how vocabulary will be introduced, practiced, and incorporated into all components of their lessons. Paying attention to clearly enunciate words and phrases, teachers avoid idioms, colloquialisms, and abbreviations.

The SDAIE approach seeks to teach both content and language in a cognitively demanding environment. The nature and goals of SDAIE lessons are to provide equal access to the curriculum of study. SDAIE strategies are consistent with multiple intelligence strategies, project-based learning theories, and special education approaches.

CWCH will ensure that our faculty receives intensive SDAIE professional development both during our Summer Institute and throughout the school year.

Project GLAD: Project GLAD is an instructional and professional development model in the area of language acquisition and literacy. GLAD strategies are specific methods of instruction for a successful English immersion education in a multi-lingual classroom. School leaders at Citizens of the World Hollywood – a school with a very similar academic program –

¹ See, for example:

Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.

Cummins, J. (1991). Interdependence of first- and second-language proficiency in bilingual children. In E. Bialystok (Ed.), *Language processing in bilingual children*. Cambridge: Cambridge University Press.

reported that the Project GLAD techniques are very well-aligned to the instructional model and, as such, well-integrated into ongoing instruction.

According to its materials, the major components of this pedagogical approach include:²

1. Teach to the highest:

- A classroom environment that values the student and provides authentic opportunities for use of academic language and maintains the highest standards and expectations for all students.

2. Brain research, metacognition, and second language acquisition:

- A time to activate and focus prior knowledge: inquiry charts, brainstorming, and clustering
- An opportunity to insure a common base of understanding and scaffolding: direct experiences, films, visuals, and teachers' read-alouds.
- Students taught how and encouraged to organize thoughts and texts utilizing multiple intelligences: graphic organizers, summaries, visuals, or contextual and semantic clues.
- Metacognitive aspect of teacher and students modeling of how an answer was obtained not merely the correct answer.
- A student set purpose for learning: motivating, stated result or goal, student choices, inquiry charts.
- Chances to negotiate meaning from language and text: co-op activities for problem solving, social skills; heterogeneous grouping.

3. Reading and writing to, with, and by students:

- Reading that stresses the purpose and joy before the skills; that begins with writing and reading one's own language; continues with immense amounts of being read to; time for silent sustained reading and silent sustained writing with oral book sharing and quick shares.
- Direct teaching of concepts, vocabulary, or necessary skills; text patterns, academic language, writing patterns; decoding skills.
- Writing that stresses the metacognitive use of reading and writing as a process; use of clustering/brainstorming to initiate writing; acceptance of developmental level of writer; editing and revising done only in appropriate place in the process. No over-editing in early drafts; not all writing brought to editing stage; use of conferencing methods to guide students through the process; use of logs for personal responses to texts or issues; use of interactive journals.
- Big Books on walls, shared reading/writing experiences are only a few strategies for a language functional environment; use of personal interaction values oral ideas and cross-cultural respect.

4. Strategies to foster respect, trust, identity, and voice (Cummins, Berman, Baron).

5. Ongoing assessment:

- Use of a variety of assessment tools to provide reflection on what has been learned, how it was learned and what will be done with the information. Assessment, ongoing and summative, based on strengths, as well as needs.

In Project GLAD, the growth in scores of ELL students far exceeded the norm at the national level. Over the past 20 years, Project GLAD has received the following awards:

² <http://www.projectglad.com/>

- United States Department of Education, OBEMLA, Project of Academic Excellence
- California Department of Education Exemplary Program
- Model reform program for the California School Reform Design
- Training model for five Achieving Schools Award Winners.

It is the recommended K-8 project for the California State Superintendent's Task Force on successful implementation of Proposition 227.³ Therefore, we expect it to be equally successful in supporting ELL students at CWCH.

The Sheltered Instruction Observation Protocol (SIOP) Model: In addition to the above, in the previous school year, CWC Hollywood staff began a series of trainings on the SIOP model. This is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.

Project GLAD, SDAIE and SIOP are all intrinsic to constructivism, project-based learning, and multiple intelligences theory. These coordinated approaches will ensure that all CWCH students acquire English language skills in reading, writing, listening, speaking, viewing, and thinking, and proficiently meet grade-level ELA standards.

ONGOING TRAINING AND PROFESSIONAL DEVELOPMENT

Every year, CWCH develops organizational priorities. These priorities impact our focus areas for staff development and training throughout the year. With an organizational priority on improving the achievement of English Language Learners, CWCH administrators have structured a professional development series in ELD for all instructional staff. Led by both our ELD Teacher/Coordinator and outside experts and trainers, CWCH Teachers have received Professional Development most recently on the SIOP model. Additionally, in the previous school year, all CWCH Lead Teachers, RSP staff and our new ELD Teacher/Coordinator participated in an ELD professional development series. This series focused on looking at the

³ In 1991, Project GLAD was declared Exemplary by the California Department of Education. The growth of standardized test scores far exceeded the norm. In 1991, Project GLAD was declared a Project of Academic Excellence by the US Department of Education, OBEMLA. At a national level, the growth in scores also far exceeded the norm. Project GLAD was chosen as a national dissemination model of effective training for teachers in multilingual settings. Five GLAD-trained schools have won Title I Achieving Schools Awards. GLAD is a recognized Model Reform Program for the California School Reform Design. Project GLAD has trained in over 120 school sites nationally.

new ELD standards/framework to better target and teach specific language functions the area of science/social studies (TFU).

- In these trainings, teachers have spent time:
 - Learning about more strategies to increase oral language in the classroom. Teachers have been exposed to new routines that will allow students to have additional ways practice specific language functions, vocabulary and ELD standards.
 - Teams have spent time adding additional layers to their TFU (science and social studies) unit plans that go further to identify how teachers are addressing specific language objectives in addition to the science/social studies content objectives also being taught.
- In addition to this “in house” training our ELD Teacher attends LA County sponsored ELD Trainings

Building on this professional development, CWCH teachers have participated in several Lesson Study cycles that have provided a scaffolded and collaborative opportunity to practice the strategies they have learned in professional development.

- Per the structured Lesson Study process, teachers co-developed detailed ELD lessons that incorporate the best practices and strategies that were covered in trainings. Teachers then observe each other and provide feedback to one another on the effectiveness of using these new ELD teaching strategies. This has also been a great method for peer observations.
- CWCH employed the Lesson Study process to practice and apply ELD strategies within social studies, science and math instruction.

With this ongoing work and examination of student achievement assessment results, CWCH aims to see great improvements with the English Learners at our school.

SERVICE MODEL FOR ENGLISH LANGUAGE LEARNERS

K - 5 English Language Development Classroom Practices

For all English language learners in grades K-5, CWCH instructional staff aim to build vocabulary while also teaching students the different language functions and structures that connect authentically to the academic content being taught simultaneously. As supported by recent professional development, teachers have learned new strategies and routines that augment the amount of opportunities students will have to practice reading, writing, listening, and speaking language at each level and across subject areas.

Listed below are also core strategies and practices that teachers are engaging EL students in on a regular basis. These strategies and practices come out of the Guided Language Acquisition Development (GLAD) repertoire and other sources as well.

Strategy	How it helps:	How it works:
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<p>Vocabulary Building (Cognitive Content Dictionary)</p>	<ul style="list-style-type: none"> * Students think about thinking * Builds vocabulary * Aids in comprehension 	<ol style="list-style-type: none"> 1. Teacher chooses a word 2. Students, in teams, guess what it means 3. Teacher gives the meaning with hand motions 4. Teacher explains the word's origins 5. Teacher provides dictionary definition 6. Students use the word in a sentence 7. The word becomes a signal word
<p>Observation Charts</p>	<ul style="list-style-type: none"> * Makes students curious * Builds background information * Provides peer support 	<ol style="list-style-type: none"> 1. Teacher attaches photos to chart paper 2. Students write observations, questions, or comments 3. The class discusses
<p>Sentence Frames</p>	<ul style="list-style-type: none"> * Guides speaking and writing * Shows proper use of vocabulary * Gets students talking 	<ol style="list-style-type: none"> 1. Teacher provides first words of a sentence or portion of a sentence, which might include key vocabulary or a language function that students are learning (i.e. compare & contrast) 2. Students use those words and then add their own to finish the sentence
<p>Pictorial Input Chart</p>	<ul style="list-style-type: none"> * Helps students understand * Watching the drawing helps with memory * Organizes information * Becomes a resource for students 	<ol style="list-style-type: none"> 1. Teacher makes a chart drawing with labels in pencil 2. As students watch, teacher traces in marker and explains 3. Teacher revisits to add word cards and images and to review concept 4. Students draw and label their own picture or color the class chart

Story Chart (Narrative Input)	<ul style="list-style-type: none"> * High level words and concepts are put into a story format * The story format aids understanding * Provides a visual retelling of the story 	<ol style="list-style-type: none"> 1. Teacher chooses words and concepts 2. Teacher writes a story to explain 3. Teacher draws or prints pictures and puts the story on the back 4. Students listen as teacher shows pictures and reads story aloud 5. Teacher revisits to add word cards or speech bubble
Real objects (Realia)	<ul style="list-style-type: none"> * Links words with objects *Aids in understanding 	<ol style="list-style-type: none"> 1. Teacher brings in real object 2. Teacher names and explains object 3. Students see, hear, smell, touch, taste object and use language to describe their experience
Photographs and Pictures (Visuals)	<ul style="list-style-type: none"> * Links concepts with images * Aids in understanding 	<ol style="list-style-type: none"> 1. Teacher brings in photograph or image 2. Teacher names and explains image 3. Students look at image and have opportunities to use language frames to describe the objects or photographs they are observing

3rd - 5th Grade Targeted ELD Intervention Model

Below is a detailed description of the supplemental RTI model that our ELD Teacher follows for students in grades 3rd grade and higher. This model is meant to provide targeted support to students in these upper elementary grade levels who have not yet been reclassified and require additional help with language acquisition. Additionally, this model is another way to monitor the progress of students who have recently been reclassified, to ensure that their academic proficiency maintains.

Supplemental Push In and Consultation, Level I
10% of ELD Coordinator Time

Accelerated Intervention, Level II, 40% of ELD Coordinator Time

Intensive Clinic, Level III, 40% of ELD Coordinator Time

Supplemental Push In & Consultation (Level I)

Who - For EL, RFEP and some IFEP (lower performing) students who have exhibited proficiency (as reflected by the data; SBAC, DRA, and NWEA), but require supplemental push-in support and ELD to maintain their proficiency levels. These are students who scored a "3" on the SBAC who we'd like to, at the least, maintain at that level. These students would be receiving push-in support, exclusively.

Where - Inclusive instructional support within classroom (push-in only).

What - This supplemental support occurs within the current teacher designed and directed lesson plans. In addition to progress monitoring student performance, the ELD Coordinator will augment and scaffold the language component of any core-aligned, standards-based instruction that is already taking place within the classroom. The ELD Coordinator will support these students by providing: differentiation strategies, schema (e.g. Thinking Maps, graphics, oral practice routines, writing sentence frames, and general scaffolding/progress monitoring).

How - ELD Coordinator will collaborate with Lead Teachers to acquire lesson objectives prior to instruction (verbally, during common planning, or by email). During instruction, coordinator may work with small groups, 1:1 or co-teaching, as determined by collaboration with Lead Teacher.

Why - EL learners will be provided extra support to maintain and increase proficiency in grade level standards. This will help EL students develop a higher level of competence and could positively benefit ALL students as well within the classroom environment while also building capacity and collaboration with Lead Teachers and TAs.

Percentage of ELD Coordinator Time - approximately 10% (about 5 hours per week)

Accelerated Intervention - "Movers" (Level II)

Who- For students who are just below proficient in Common Core ELA standards, as reflected by the data (SBAC, DRA, and NWEA). These students are a combination of RFEP and students who scored a "2" on the SBAC, but who can reasonably achieve a 3 this year, with some accelerated support.

Where- ELD office and Classroom

What- For rigorous instruction in Comprehension, Literary Analysis, and Writing, using core instructional materials, *Language Central's English Learning System* (Pearson), and *The Fundamentals of Grammar & Conventions* (Schoolwide).

How- The ELD Coordinator will examine academic data (End of T1) AND work with Lead Teachers to acquire current reading comprehension and writing objectives (verbally, during common planning, or by email). Coordinator will use guided release, metacognitive strategies, schema (*Thinking Maps*, etc.), grade level exemplars, and rubrics to improve reading comprehension and formal writing including informational, narrative, and literary response.

Why- These learners are on the cusp of academic proficiency (as reflected by data) and are showing movement in response to instruction and previous interventions. These are students who we want to move and accelerate towards proficiency through a mixture of very targeted accelerating pull out and push in.

Percentage of ELD Coordinator Time - approximately 40% (about 17 hours per week)

Intensive Intervention - "Clinic" (Level III)

Who- For students who are far below proficient in Common Core ELA standards, as reflected by the data (SBAC, DRA, and NWEA). Those who scored 1, who we want to move to a 2 or higher.

Where- ELD office

What- For intensive, specific skill instruction in language and grammar conventions using the *Language Central's English Learning System* (Pearson), *The Fundamentals of Grammar & Conventions* (Schoolwide), and the *Leveled Literacy Intervention Program (LLI, Scholastic)*.

How- ELD Coordinator will look at academic data (CELDT, NWEA, SBAC, DRA, etc.) to determine how far below grade level these students are performing. Based on that analysis, students will receive just right direct instruction and application practice at their appropriate level. Curriculum for these clinic lessons will be drawn from the curriculum above.

Why- These students need intensive time out of the classroom to get more directive EL "clinic" time at their just right level. These are our lowest EL students who require focused time outside of the classroom with our ELD Coordinator.

Percentage of ELD Coordinator Time - 40% (approx 17 hours per week)

AVAILABILITY AND USE OF ELD MATERIALS

CWCH meets all requirements of federal and state law, relative to equal access, to the curriculum for English language learners, as it pertains to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement.

CWCH implements policies to assure proper placement, evaluation, and communication regarding ELL students and the rights of students and parents.

This plan is currently implemented with fidelity. The needs of ELL students are currently addressed through SDAIE, Project GLAD and SIOP strategies during the day and such strategies are weaved throughout readers and writer's workshop, math workshop, and Teaching for Understanding (project based science and social studies) time. Additionally, our ELD Teacher currently provides push in and pull out services for our ELL students, especially those in our upper grades.

In the area of science instruction and language development, we have begun to implement the program **Seeds of Science, Roots of Reading** in our upper elementary grade levels. This curricular program is aimed to increase student achievement in both literacy and science for English language learners in particular. The Do-it, Talk-it, Read-it, Write-it approach engages students in learning science concepts in depth, while increasing their skills in reading, writing, and discussing as scientists do. *Seeds of Science/Roots of Reading* has allowed our teachers to teach science and literacy together. This curriculum program has been informed by research, verified by rigorous evaluations, and field-tested in classrooms around the country.

In addition to the above, CWC has also obtained additional ELD curriculum (Language Central, Pearson) that our ELD teacher uses as well to deliver quality English Language Development.

PARENT AND COMMUNITY PARTICIPATION

CWCLA believes that effective parent engagement and involvement is a critical component to the successful education of their children. CWCH uses a variety of mechanisms and structures to involve parents of ELs in the education of their children.

CWCH informs parents and creates dialogue through individual meetings, letters, parent conferences, weekly newsletters, and other community meetings on the following topics:

- Initial identification and placement of ELs
- Parental notifications, including Initial Enrollment
- Notification of Initial Assessment Results
- Annual Notifications
- Title III Annual Measurable Achievement Objectives (AMAOs)
- Assessments for ELs, including the CELDT
- SBAC Goals and rationale
- Structure and outcomes of the instructional programs for ELs
- Monitoring the academic and linguistic progress of ELs, including intervention services for students not making adequate progress
- Criteria and procedures for reclassification of ELs
- Monitoring the academic progress of RFEP students
- Categorical budgets, including appropriate use of funds and supplemental services to address the identified needs of EL and RFEP students

- Participation in guided classroom observation demonstrating effective methodology that fosters language acquisition and academic content knowledge for ELs

PROGRAM EVALUATION

Each school year, school leadership will take steps to ensure CWCH's program is effective for our English Learner population. As part of this, leadership will partake in an annual analysis of our ELD program and go through the following items to evaluate, refine and adjust instructional practices for the coming school year:

- Adherence to Charter School-adopted academic benchmarks as dictated by the newly adopted ELA standards
- Monitor academic data of each EL and their progress based on the number of years within our program to determine if they have experienced adequate yearly progress
- Monitor academic data of entire EL subgroup to evaluate CWCH's approach and success with this portion of our student population
- Continue to monitor the academic data of students previously reclassified to ensure their continued success and progress within all areas of academic development
- Monitoring and supporting teachers to explicitly identify and teach concrete language objectives and academic vocabulary within daily instruction and unit plans
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design
- Monitoring of student identification and placement
- Monitoring of availability of adequate resources