



# English Learner Intervention Plan

# Background

WISH mission is to maximize every scholar's learning potential within an atmosphere of caring and belonging. Our instructional philosophy rests upon the concepts of mastery on learning, meaningful instructional activities, systematic instruction, and a collaborative group of professionals working together to make the learning environment exciting for students. Evidence-based teaching strategies will be tailored to meet individual development

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# the Plan

## Plan for Students Identified as Long Term English Learners

**Program Goals: Accelerate the academic ELD and academic achievement of Long-Term EL students\* so they are reclassified and able to meet college and career-ready standards comparable to native-English speaking peers in Mainstream English classrooms.**

**Target Population: Long-Term English Learners (LTELs) in grades 6-12 who have not reclassified after five full years or more in U.S. schools**

Advanced, content-based ELD emphasizing oral and written academic language development with an emphasis on expository text. Includes instruction in reading and writing organization strategies and support for other content classes.

Support classes that teach academic language through science or social science content.

Access to instruction aligned to content standards.

Students clustered in heterogeneous Mainstream English content classes. Explicit language and literacy development across curriculum using SDAIE strategies.

Focus on study skills and critical thinking in all content areas.

All LTELs are assigned to a counselor, teacher specialist or faculty member to monitor their language proficiency level, test results, goals for meeting grade-level standards, and progress toward reclassification.

School data systems are configured to identify and monitor progress of LTELs for teachers and administrators.

Preference is for a CLAD or BCLAD teacher with specialized professional development to meet language and academic needs of LTELs.

Parent and child meet at least twice yearly with a faculty member to review L2 progress, program placement, test results, and goals for meeting reclassification criteria and accelerated academic progress targets.

# the Plan

## nt Status

en that we have served ES students for the last 6 years and MS students for only two years, we do not have students who have been identified as LTELs, as most of our English Learners have already been reclassified.

WISH ES we have two students who have been identified as EL for the past five years. If they do not acquire the necessary English skills then next year they will be identified by our LAT team as LTEL and we will follow the guidelines for implementing an Accelerated Learning Program for Long Term English Learners in the LAUSD EL

Master Plan. In the meantime, both students are receiving intensive supports to build English Language Acquisition

WISH MS we have one 7th grader who came to us from another school. We are waiting for his test results which will be reviewed by our LAT team. Following receipt of the results if it is determined that he qualifies as a Long Term

English Learner we will follow the guidelines set forth for Accelerated Learning Programs in the LAUSD EL Master

Plan.

## MATHEMATICS

### ▼ Fluent-English Proficient and English Only

#### Achievement Level Distribution Over Time

	7th Grade (2015)	8th Grade (2016)
<b>Mean Scale Score</b>	<b>2522.2</b>	<b>2535.4</b>
Standard Exceeded: Level 4	10 %	13 %
Standard Met: Level 3	26 %	19 %
Standard Nearly Met: Level 2	29 %	32 %
Standard Not Met: Level 1	35 %	35 %

## ENGLISH LANGUAGE ARTS/LITERACY

### ▼ Fluent-English Proficient and English Only

#### Achievement Level Distribution Over Time

	7th Grade (2015)	8th Grade (2016)
<b>Mean Scale Score</b>	<b>2514.3</b>	<b>2576.5</b>
Standard Exceeded: Level 4	3 %	10 %
Standard Met: Level 3	43 %	52 %
Standard Nearly Met: Level 2	23 %	19 %
Standard Not Met: Level 1	30 %	19 %

# Implementation

Provides ongoing annual professional development for administrators and staff, including special training for teachers and staff, on legal requirements and district procedures relating to the implementation of the identification and placement requirements of this English Learner Master Plan, including but not limited to:

Identification

Placement options and procedures

Communicating assessment results to families effectively

Parental rights and informed consent regarding initial identification and placement, including the parental consent and opt-out waiver process.

The Language Acquisition Team (LAT) meets quarterly to review Annual Assessment (AA) and Initial Assessment (IA) scores along with student work samples and progress to determine reclassification statuses

# Implementation

be reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

Grade of Basic or above on the most recent California Content Standards Test (CST) or CMA in English-language arts

English proficiency on the CELDT: Overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher

Teacher evaluation based on student grades/progress report marks

Parent consultation and approval

In the event that a student meets the CELDT and CST/CMA criteria, but not the grade/ progress report mark requirements, the school's Language Appraisal Team (LAT) must meet to analyze other student data that demonstrates grade-level proficiency. The following multiple criteria may be considered:

Grade of Basic or higher on District-adopted standards-based ELA assessments

Report card grades/progress report marks in equivalent ELA courses (secondary)

SBAC ELA and Math scores

Authentic student work samples, especially writing samples

# evaluation

WISH program is based on a sound educational theory

**Constructivism** - is based on the premise that we all construct our own perspective of the world, based on individual experience and schema, focuses on preparing the learner to pro

**Constructivist** – the learner discovers the meaning potential of language by participating in communication

**Theory of Proximal Development or i + 1** (input plus 1) Strategies: use a scaffold such as questioning techniques, modeling, demonstrations, realia, mentors to assist learning  
centered, whole language, using all 4 domains l,s,r,w to create classrooms where students' lives and experience are valued, and they explore the multiple functions of literac  
to satisfy their own needs and goals.

WISH program is implemented effectively with sufficient resources and personnel

Instruction is provided by fully credentialed teachers in whole group, small group, and 1:1

Strategies are provided to ensure that all curriculum is meaningful and engaging

WISH program is evaluated both internally and externally to determine whether they are effective in

helping students overcome language barriers

Instructional Leadership Team representative walked every classroom at WISH to determine areas of strength and weakness; reported an update to the administrative team, led  
professional development, set goals for instructional shifts and growth for each team, and received evidence of implementation of shifts from teams.

Instructional Leadership Team meets quarterly to review student data, progress, and communicates with teachers and parents regarding next steps

Instructional Leadership team reviewed subgroup data on internal assessments at PD and in January to determine evaluate student growth

# Conclusion

Currently, all families that have students identified as EL have received a phone call from

a member of the administrative team offering a data chat on their child's progress during the week or on a Saturday

Administrators are having data chats with their own teaching teams to identify areas of needed growth and next steps

Continued outreach to all community members and organizations will be conducted to ensure that all families are aware that WISH provides services and supports for ALL children, including children who are English Learners.

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