

**TAB 1**



# English Learner Intervention Plan

# Background

The WISH mission is to maximize every scholar's learning potential within an atmosphere of caring and belonging. The WISH instructional philosophy rests upon the concepts of hands 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.

# The Plan

## Action 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.**

**\*ELs in grades 6-12 who have not reclassified after five full years or more in U.S. schools**

1. Advanced, content-based ELD emphasizing oral and written academic language development with an emphasis on expository text. Includes instruction in organization strategies and support for other content classes.
2. Support classes that teach academic language through science or social science content.
3. Access to instruction aligned to content standards.
4. Students clustered in heterogeneous Mainstream English content classes. Explicit language and literacy development across curriculum using SDAIE strategies.
5. Focus on study skills and critical thinking in all content areas.
6. 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.
7. School data systems are configured to identify and monitor progress of LTELs for teachers and administrators.
8. Preference is for a CLAD or BCLAD teacher with specialized professional development to meet language and academic needs of LTELs.
9. 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

## Current Status

Given 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.

At 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.

At 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

WISH provides ongoing annual professional development for administrators and staff, including special education 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:

- Initial identification

- Placement options and procedures

- Communicating assessment results to families effectively

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

Our 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

ELs are 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:

Score 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 measures may be considered:

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

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

Prior SBAC ELA and Math scores

Authentic student work samples, especially writing samples



# Evaluation

(1) The 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 problem solve.

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

**(ZPD) Zone of Proximal Development or i + 1** (input plus 1) Strategies: use a scaffold such as questioning techniques, modeling, demonstrations, realia, mentors to assist learning process. Meaning 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 literacy, reading and writing to satisfy their own needs and goals.

(2) The 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

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

(3) The WISH program is evaluated both internally and externally to determine whether they are effective in helping students overcome language barriers

Outside COP 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.

LAT team meets quarterly to review student data, progress, and communicates with teachers and parents regarding next steps

Teacher 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  
the 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.

Ednovate – USC Hybrid  
High College Prep  
English Learner  
Intervention Plan

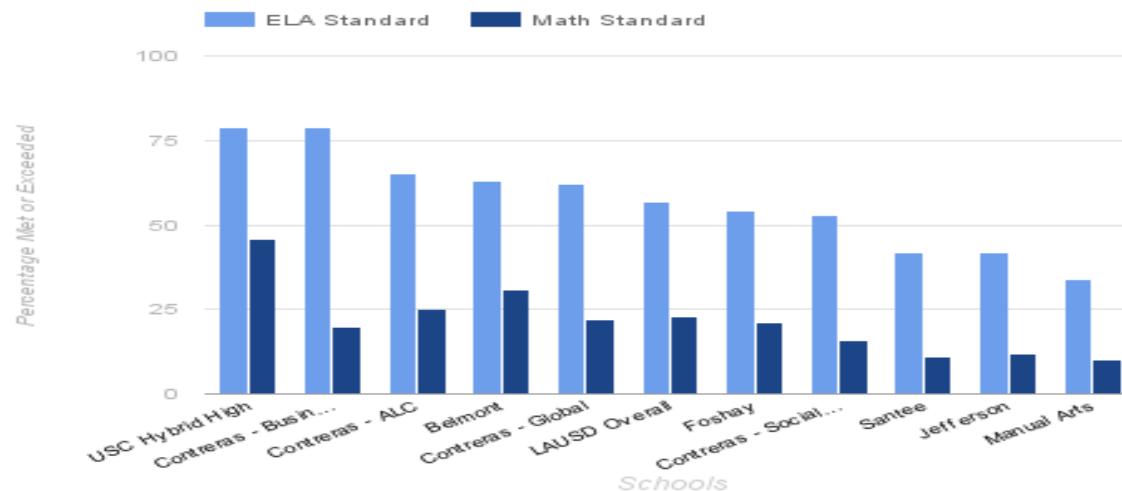
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# Background

In SY 2015-2016, Ednovate – USC Hybrid High College Prep had the following:

- 466 students, of which 25 were designated as English Language Learners, and 19 of the 25 were LTELs
- 50% of students were redesignated as Fluent-English-Proficient
- 68% of students grew at least one level on the CELDT exam
- USC Hybrid High RFEP students outperformed<sup>1</sup> their peers' performance at comparison schools

**Figure 1: 2016 CAASPP Results - RFEP Subgroup<sup>2</sup>**



<sup>1</sup> USC Hybrid High tied one school's performance in ELA, but exceeded all other comparison schools' performance

<sup>2</sup> Source: DataQuest

# The Plan

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- USC Hybrid High will use a systematic, ongoing process to monitor ELs', including Long Term English Learners (LTELs), progress toward English proficiency.
- Teachers will use formal and informal assessment data, including annual CELDT/ELPAC scores, internal interim assessments, pre/post assessments, the speaking and writing portions of performance tasks, CAASPP performance, and daily performance in coursework to monitor student progress and to modify instruction to meet students' needs.
- Teachers will regularly examine student progress toward ELD standards and tailor instruction to ensure that students make gains according to the English learner levels.
- If students are not meeting mastery toward ELD and Career and College Readiness standards, teachers will employ a cycle of instruction whereby teachers assess student progress, analyze patterns and trends pertaining to student mastery, and develop an action plan tailored to the student's personalized learning needs.
- Reclassified English Learners' progress will be monitored in the same way, excluding annual CELDT/ELPAC assessments. This process has resulted in strong rates of English Learner reclassification over time.

# Implementation

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- At the beginning of enrollment: USC Hybrid High School, every effort will be made to obtain their cumulative record in order to identify their English Learner status. In the absence of a cumulative record, USC Hybrid High will access CALPADS data to determine the student's English Learner Status. USC Hybrid High will also utilize the Home Language Survey to confirm the student's status.
  - Within 30 days of enrollment: All students for whom USC Hybrid High has not obtained a cumulative record or whose English Learner status is unknown and whose home language is other than English (as indicated on their home language survey) will be given the California English Language Development Test (CELDT).
- Annually, students who have been CELDT/ ELPAC tested before will be assessed between July 1 and October 31 until a student is redesignated as Fluent English proficient.
- USC Hybrid High will use a systematic, ongoing process to monitor ELs', including Long Term English Learners (LTELs), progress toward English proficiency.
  - August and June pre/post assessments
  - Quarterly internal interim assessments
  - Quarterly performance tasks (including speaking and writing portions)
  - Quarterly, teachers will examine student progress toward ELD standards and tailor instruction to ensure that students make gains according to the English learner levels
  - Annual CELDT/ELPAC scores
- The implementation of this system has led to reclassification rates that exceed the 20% goal:
  - 2014-2015: 34.5%
  - 2015-2016: 50%

# Evaluation

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- USC Hybrid High aims to reclassify 100% of its ELs, LTELs included, over the course of their enrollment.
- To this end, the school will evaluate its EL programs through the following:
  - Regular subgroup analysis of its quarterly interim assessments and end-of-year assessment data, continuously monitoring any discrepancies in performance between English Learners, RFEP students, and their Fluent English peers.
  - Bi-weekly progress monitoring and subgroup analysis on performance of Ednovate's six annual college readiness indicators
  - CELDT and CAASP data
  - Annual reclassification rates

\*Castañeda v. Pickard: "Programs for ELs must be (1) based on a sound educational theory, (2) implemented effectively with sufficient resources and personnel, and (3) evaluated to determine whether they are effective at having students overcome language barriers and meet the same academic goals set for all other students within a reasonable period of time."

# Conclusion

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- USC Hybrid High believes English proficiency is critically important for all students and for ensuring their success in college and beyond.
- USC Hybrid High strives to adequately support all English Learners with the goal of having 100% of English Learners reclassified to Fluent English Proficient by the time they graduate.
- USC Hybrid High will continue to use a systematic, ongoing process to monitor ELs', including Long Term English Learners (LTELs), progress toward English proficiency.
- This process led to a redesignation rate 2.5x greater than the board's goal of 20% and CAASP results where students outperformed their peers at comparison schools.