

Instructional Strategies and Goals For Standard English Learners (SELs)

Timeline	Goals	Instructional Strategies	Intervention	Assessment	Curriculum/ Resources	Persons Responsible	Monitoring
<p>Year 1 2010-2011</p> <p>SELs</p>	<ol style="list-style-type: none"> 1. 36% of Standard English Learners will score proficient or advanced on ELA CST. 2. 40% of SELs will score proficient or advanced on Math CST. 3. Decrease the number of SEL students scoring BB and FBB by 25%. 	<ul style="list-style-type: none"> • Assessments used to plan and deliver high quality initial standards-based-instruction for all students (backward planning). • Identify skill gaps that are pre and co-requisite for mastery of standards <p>To accelerate the academic performance of SELs in English Language Arts (ELA) and Math, YES Academy will:</p> <ul style="list-style-type: none"> • Provide culturally relevant and responsive education (CRRE) for SELs focusing on: <ul style="list-style-type: none"> ○ Use of culturally relevant pictures, artifacts and realia ○ Limit teacher-centered lectures and increase oral discourse opportunities for SEL students ○ Responsive Classroom strategies • Develop and Incorporate the following Access Strategies: <ul style="list-style-type: none"> ○ Cultural Connections ○ Academic Language Development using direct instruction for vocabulary development and contrastive analysis ○ Cooperative and Communal Learning ○ Advanced Graphic Organizers/Thinking Maps • Design and deliver standards-based lessons that incorporate BOTH core content and language development objectives • Identify language objectives for procedures, story retelling, and descriptions • Use the MELD Instructional Guide for grade-level planning, lesson study and classroom observations • Provide Mainstream English Language Development accommodations in listening, speaking, reading, and writing using: • Implement the following MELD instructional units: <ul style="list-style-type: none"> ○ Unit 1 – Linguistic and Cultural Diversity 	<ul style="list-style-type: none"> • Provide differentiated instruction using small group instruction to SELs not making adequate progress in ELA and Math • Provide in school targeted intervention using small group instruction (Pull Out) for FBBs for 30min/day 4 days/week • Monitor and coordinate increased extracurricular activities with LA's BEST program • Refer students who have failed to respond to Tier 2 intervention to Student Success Team (SST) 	<ul style="list-style-type: none"> • Monitor student progress frequently using MyData and benchmark assessments • SOAR • Math Periodic Assessment 	<ul style="list-style-type: none"> •30-45 minutes of MELD instruction per day using the LAUSD adopted curriculum •Incorporate AEMP strategies in ELA and Math •SRA Open Court •enVision Math •MELD Instructional Guide •Culturally Relevant Literature 	<p>AEMP Classroom teachers</p> <p>Grade-span AEMP Facilitators</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>CEAC</p> <p>SSC</p>

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		<ul style="list-style-type: none"> ○ Unit 2 – Language Variation and Characteristics Linguistic Features ● Budget curricular trips that will focus student learning on culturally relevant and responsive education (CRRE) 					
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<p>Year 2 2011-2012</p> <p>SEL's</p>	<ol style="list-style-type: none"> 1. 48% of Standard English Learners will score proficient or advanced on ELA CST. 2. 55% of SELs will score proficient or advanced on Math CST. 3. Decrease the number of SEL students scoring BB and FBB by 30%. 	<ul style="list-style-type: none"> ● Use assessments to plan and deliver high quality standards-based instruction and identify skill gaps ● Provide CRRE focusing on: <ul style="list-style-type: none"> ○ Cultural Connections ○ Use of culturally relevant literature and materials ○ Role play and Games ● Develop and Incorporate the following Access Strategies: <ul style="list-style-type: none"> ○ Academic Language Development focusing on syntax and grammar ○ Contrastive Analysis ○ Instructional Conversations ● Incorporate and support SEL students in using appropriate structured academic discourse, for example: comparing and contrasting, cause and effect, idiomatic expressions, and figurative language ● Explicitly teach informational text structure to support comprehension and writing applications ● Use a variety of questioning to develop student critical thinking skills ● Provide Mainstream English Language Development accommodations in listening, speaking, reading, and writing ● Implement the following additional MELD instructional units: <ul style="list-style-type: none"> ○ Unit 3 – Language Use for Effective Communication ○ Unit 4 – Use of Academic English in Oral and Written Language ● Develop academic English using the following instructional strategies: <ul style="list-style-type: none"> ○ Corrective Recasting ○ Thinking Maps®, KWL, T-charts ○ Vocalized Reading/Read with Expression ● Budget curricular trips that will focus student learning on culturally relevant and responsive education (CRRE) 	<ul style="list-style-type: none"> ● Provide differentiated instruction using small group instruction to SELs not making adequate progress in ELA and Math ● Provide in school targeted intervention using small group instruction (Pull Out) for FBBs and BBs for 30min/day 4 days/week ● Monitor and coordinate increased extracurricular activities with LA's BEST program ● Refer students who have failed to respond to Tier 2 intervention to Student Success Team (SST) 	<ul style="list-style-type: none"> ● Monitor student progress frequently using MyData and benchmark assessments ● SOAR ● Math Periodic Assessment ● Student Portfolios ● Checklists 	<ul style="list-style-type: none"> ●30-45 minutes of MELD instruction per day using the LAUSD adopted curriculum ● Incorporate AEMP strategies in ELA, Math and other content areas ● SRA Open Court ● enVision Math ● MELD Instructional Guide ● Culturally Relevant Literature ● <i>Write Source</i> materials 	<p>AEMP Classroom teachers</p> <p>Grade-span AEMP Facilitators</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>CEAC</p> <p>SSC</p>

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<p>Year 3 2012-2013</p> <p>SEL's</p>	<ol style="list-style-type: none"> 1. 66% of Standard English Learners will score proficient or advanced on ELA CST. 2. 75% of SELs will score proficient or advanced on Math CST. 3. Decrease the number of SEL students scoring BB and FBB by 30%. 	<ul style="list-style-type: none"> • Use assessments to plan and deliver high quality standards-based instruction and identify skill gaps • Provide CRRE focusing on: <ul style="list-style-type: none"> ○ Performing Arts ○ Drama • Develop and Incorporate the following Access Strategies: <ul style="list-style-type: none"> ○ Academic Language Development focusing on the Sociolinguistic Component ○ Contrastive Analysis ○ Teacher Directed Instructional Conversations • Incorporate and support students in using varied and appropriate structured academic discourse • Explicitly teach Six Traits of Writing • Implement four MELD instructional units with fidelity • Identify a MELD Instructional unit for lesson study • Develop academic English using the following instructional strategies: <ul style="list-style-type: none"> ○ Oral Presentations ○ Thinking Maps®, KWL, T-charts ○ Drama, Role-play and Readers' Theatre • Budget curricular trips that will focus student learning on culturally relevant and responsive education (CRRE) 	<ul style="list-style-type: none"> • Provide differentiated instruction using small group instruction to SELs not making adequate progress in ELA and Math • Provide in school targeted intervention using small group instruction (Pull Out) for FBBs and BBs and Basic SEL students for 30min/day 4 days/week • Monitor and coordinate increased extracurricular activities with LA's BEST program • Refer students who have failed to respond to Tier 2 intervention to Student Success Team (SST) 	<ul style="list-style-type: none"> • Monitor student progress frequently using MyData and benchmark assessments • SOAR • Math Periodic Assessment • Student Portfolios • Checklists 	<ul style="list-style-type: none"> •30-45 minutes of MELD instruction per day using the LAUSD adopted curriculum •Incorporate AEMP strategies in ELA, Math and other content areas •SRA Open Court •enVision Math •MELD Instructional Guide •Culturally Relevant Literature •<i>Write Source</i> materials 	<p>AEMP Classroom teachers</p> <p>Grade-span AEMP Facilitators</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>CEAC</p> <p>SSC</p>

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<p>Year 4 2013-2014</p> <p>SEL's</p>	<ol style="list-style-type: none"> 1. 85% of Standard English Learners will score proficient or advanced on ELA CST. 2. 90% of SELs will score proficient or advanced on Math CST. 3. Decrease the number of SEL students scoring BB and FBB by 30%. 	<ul style="list-style-type: none"> • Use assessments to plan and deliver high quality standards-based instruction and identify skill gaps • Provide CRRE focusing on: <ul style="list-style-type: none"> ○ Embedded Context ○ Culturally Relevant Readers' Theatre • Incorporate the Access Strategies in ALL Content Areas: <ul style="list-style-type: none"> ○ Cultural Connections ○ Academic Language Development ○ Cooperative and Communal Learning ○ Advanced Graphic Organizers/Thinking Maps ○ Contrastive Analysis ○ Instructional Conversations • Develop and Incorporate the Six Traits of Writing • Implement the four MELD instructional units with fidelity • Identify a MELD Instructional unit for lesson study • Embed culturally responsive pedagogy throughout the content areas through the use of the Mainstream English Language Development (MELD) Instructional Guide • Provide Mainstream English Language Development accommodations in listening, speaking, reading, and writing using: <ul style="list-style-type: none"> ○ Culturally relevant realia, pictures, and visuals ○ Culturally relevant literature and materials ○ Responsive Classroom strategies ○ Drama, Role-play, and Readers' Theatre ○ Thinking Maps, Advanced Graphic Organizers, KWL, T-Charts, etc. • Budget curricular trips that will focus student learning on culturally relevant and responsive education (CRRE) 	<ul style="list-style-type: none"> • Provide differentiated instruction using small group instruction to SELs not making adequate progress in ELA and Math • Provide in school targeted intervention using small group instruction (Pull Out) for FBBs and BBs and Basic SEL students for 30min/day 4 days/week • Monitor and coordinate increased extracurricular activities with LA's BEST program • Refer students who have failed to respond to Tier 2 intervention to Student Success Team (SST) 	<ul style="list-style-type: none"> • Monitor student progress frequently using MyData and benchmark assessments • SOAR • Math Periodic Assessment • Student Portfolios • Checklists 	<ul style="list-style-type: none"> • 30-45 minutes of MELD instruction per day using the LAUSD adopted curriculum • Incorporate AEMP strategies in ELA, Math and other content areas • SRA Open Court • enVision Math • MELD Instructional Guide • Culturally Relevant Literature • <i>Write Source</i> materials 	<p>AEMP Classroom teachers</p> <p>Grade-span AEMP Facilitators</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>CEAC</p> <p>SSC</p>

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<p>Year 5 2014-2015</p> <p>SEL's</p>	<ul style="list-style-type: none"> • 100% of Standard English Learners will score proficient or advanced on ELA CST. • 100% of SELs will score proficient or advanced on Math CST. • Decrease the number of SEL students scoring BB and FBB if needed. 	<ul style="list-style-type: none"> • Use assessments to plan and deliver high quality standards-based instruction and identify skill gaps • Provide varied and appropriate CRRE strategies • Incorporate the Access Strategies in ALL Content Areas: <ul style="list-style-type: none"> ○ Cultural Connections ○ Academic Language Development ○ Cooperative and Communal Learning ○ Advanced Graphic Organizers/Thinking Maps ○ Contrastive Analysis ○ Instructional Conversations • Develop and Incorporate the Six Traits of Writing • Implement the four MELD instructional units with fidelity: <ul style="list-style-type: none"> ○ Unit 1 – Linguistic and Cultural Diversity ○ Unit 2 – Language Variation and Characteristics Linguistic Features ○ Unit 3 – Language Use for Effective Communication ○ Unit 4 – Use of Academic English in Oral and Written Language • Identify a MELD Instructional unit for lesson study • Develop academic English using varied and appropriate MELD strategies • Budget curricular trips that will focus student learning on culturally relevant and responsive education (CRRE) 	<ul style="list-style-type: none"> • Provide differentiated instruction using small group instruction to SELs not making adequate progress in ELA and Math • Provide in school targeted intervention using small group instruction (Pull Out) for FBBs and BBs and Basic SEL students for 30min/day 4 days/week • Monitor and coordinate increased extracurricular activities with LA's BEST program • Refer students who have failed to respond to Tier 2 intervention to Student Success Team (SST) 	<ul style="list-style-type: none"> • Monitor student progress frequently using MyData and benchmark assessments • SOAR • Math Periodic Assessment • Student Portfolios • Checklists 	<ul style="list-style-type: none"> •30-45 minutes of MELD instruction per day using the LAUSD adopted curriculum •Incorporate AEMP strategies in ELA, Math and other content areas •SRA Open Court •enVision Math •MELD Instructional Guide •Culturally Relevant Literature •<i>Write Source</i> materials 	<p>AEMP Classroom teachers</p> <p>Grade-span AEMP Facilitators</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>CEAC</p> <p>SSC</p>