

Partnership for Los Angeles Schools

Carver Middle School: Detailed Plan for Supporting English Learners and Standard English Learners

Support / Program / Intervention	ELLs/SEEs	Purpose	Professional Development & Teacher Support	Timeline for Implementation and Method to Monitor
Ensure Proper Placement of English Learners in English Classes	ELLs	ELL students with a CELDT 1 or 2 are placed in ESL classes. Students with CELDT 3 are placed in SEI English courses with an ELD intervention support class. Students with a CELDT 4 or 5 are placed in MEC English Courses, with ELD intervention based on individual needs of each student.	<p>Bilingual Coordinator ensures that students are placed appropriately in courses.</p> <p>Bilingual Coordinator and Literacy Coach ensure that teachers know how to use MyData in order to track relevant data for each ELL students.</p>	Proper scheduling of students will take place in May and June of 2010 for 2010-11 school year. Method for monitoring is Master Schedule review by Assistant Superintendent.
Teachers use appropriate GLAD instructional strategies designed to support English Language Acquisition		Guided Language Acquisition Design (GLAD) provides an organizational structure for an integrated, balanced literacy approach. The integration, of listening, speaking, reading, and writing into all content areas and the interrelating of science, social studies, and literature with each other, underscores research that language is acquired most effectively when the emphasis is on	Teachers are expected to plan lessons that utilize appropriate SDAIE strategies with an emphasis on GLAD strategies to support ELLs. Professional Development will be offered through banked days and common planning time to ensure that teachers understand expectations and have support from Literacy Coach(es) and Bilingual Coordinator to	Ongoing throughout the 2010-11 school year. Teacher utilization of supportive instructional strategies will be monitored by Principal, Asst. Principal, Bilingual Coordinator, and Asst. Superintendent of Instruction during Classroom Observations, Instructional Rounds, and whole staff PD and Grade Level Planning. If teachers are not demonstrating

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		<p>meaning and the message. Language, any language, should be acquired while studying something of interest or real life use.</p>	<p>implement effective instructional strategies.</p>	<p>appropriate use of SDAIE and GLAD strategies, then they will be asked to provide weekly lesson plans to the Administrator to ensure the teacher is planning appropriately and to monitor fidelity of actual instruction during classroom observations.</p>
<p>Monitoring for Reclassification</p>	<p>ELLs</p>	<p>To ensure that eligible students are Reclassified and RFEP students are continuing to make progress.</p>	<p>Bilingual Coordinator will utilize MyData EL Monitoring Report to ensure that proper paperwork and meetings are completed to reclassify eligible students. Bilingual Coordinator will work with teachers to ensure they are aware of RFEP students' progress.</p>	<p>Reclassification will take place September through the end of November 2010.</p> <p>Principal will monitor Bilingual Coordinator's activities through regular instructional cabinet meetings and one-on-one status updates/meetings.</p>
<p>After-school and Saturday-school intervention</p>	<p>ELLs and SELs</p>	<p>To ensure that ELLs and SELs are receiving extended learning time to master ELA and Mathematics California content standards.</p>	<p>Teachers are paid extra hours to teach intervention classes. Classes will not have more than 15 (?) students. Instruction is offered in 8 to 10 week cycles. Student grouping and Curriculum is</p>	<p>Classes for intervention begin 4 weeks after the start of school and cycle every 8 to 10 weeks.</p> <p>Students progress will be monitored using LAUSD benchmark assessments and pre- and post-tests</p>

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			determined based on student areas of need.	based on standards/skills taught during intervention cycle.
Word Generation	ELLs/SEEs	<p>Whole school program designed to explicitly teach academic vocabulary to students across all core content areas – English, Mathematics, Science, and History.</p> <p>Core Program Elements</p> <ul style="list-style-type: none"> <li>• Focus on the Academic Word List – a set of word families that appear frequently in academic texts across disciplines</li> <li>• Word study curriculum materials, including high-interest paragraphs and associated activities, designed for flexible use by middle school teachers across the curriculum</li> <li>• Expectation that schools will dedicate at least 15 instructional minutes a day to school-wide (or grade-wide) study of</li> </ul>	<p>2-semester curriculum developed by the Strategic Education and Research Partnership (SERP). All instructional materials are free, including teacher and student materials. Teacher lesson plans are pre-made.</p> <p>Professional Development provided to all core teachers during the summer or first 3 weeks of school.</p>	<p>Implementation begins by 4<sup>th</sup> week of school.</p> <p>Implementation of Word Generation will be monitored by Asst. Superintendent, Principal, Asst. Principal, Coordinators, and Instructional Coaches.</p> <p>Pre- and Post-tests are given every cycle to assess student mastery of academic vocabulary words.</p>

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		weekly words		
<p>Additional Reading Materials</p> <p>Accelerated Reader Program</p> <p>Implementation of SSR/DEAR program</p>	ELLs/SEEs	Provide a range of age-appropriate leveled reading materials for students in classrooms and the school library.	School will purchase books for English and History-Social Science classroom libraries. Teachers will provide easy access for students to have leveled reading books during independent reading or home reading.	Principal and SSC will ensure that at least 3% of the school's categorical budgets are allocated to purchasing leveled books that are age-appropriate and interesting to adolescents. Books will be placed in the school library and the English and Social Science classrooms. Teachers will be responsible for tracking and rewarding Home Reading and Accelerated Reader points.
<p>Earobics Reach - implementation of this support depends on the availability of the school's categorical funds and approval by the SSC.</p> <p>Used during English-ELD block. Program will be deployed during small group instruction.</p>	ELLs/SEEs	Provide computer-based interactive support program for all multi-year FBB students and multi-year CEDLT Level 1 & 2 students. Program is intended to provide remedial, direct instruction in phonemic awareness, speed, accuracy, comprehension, and word study. Instruction is provided based on student's	Houghton Mifflin will provide 12 hours of training (two days) to teachers to design and implement a program that supports classroom instruction.	<p>By the second semester of the 2010-11 school year, Earobics Reach will be implemented in 100% of ESL 1 &amp; 2 classes.</p> <p>Benchmark assessments and program assessments will be regularly monitored by the Bilingual Coordinator.</p>

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		identified reading level. Intended for students at least 3 to 4 years behind grade level.		
Reduced Class Size – implementation of this strategy depends on school budget and physical space constraints (because of MTYR schedule). Final confirmation of implementation will be provided to district after the annual budgeting process – by May 10 <sup>th</sup> , 2010.	ELLs/SEs	ESL Classes and ELA-ELD Block classes will not exceed a student-to-teacher ratio of 22-to-1.	Teachers with the lowest performing students will be given a reduced student load to provide more targeted support for English Language Development acceleration. Smaller class sizes enable the teacher to more effectively deliver instruction through individual and small-group instruction.	Proper scheduling of students will take place in May and June of 2010 for 2010-11 school year. Method for monitoring is Master Schedule review by Assistant Superintendent.
Student Engagement to improve Oral Language Development	ELLs/SEs	Students will be required to proactively participate in their lessons through the use of instructional strategies that elicit student-to-student and student-to-teacher talk.	Teachers will be expected to design lessons that actively engage students in their learning. Teachers will use engagement strategies that require students to develop and practice oral language skills, including partner talk, small group instruction, oral presentations, and project-based learning	Depending on the level of technology available to students on campus, every core teacher will require at least one assignment per semester for every student that involves an oral presentation, or the development of a video or podcast.  Teacher instructional engagement strategies

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			<p>where students may use videos or podcasts to accomplish assignments.</p>	<p>will be monitoring through regular classroom landscapes and observations or through Instructional Rounds by Principal, Asst. Principal, &amp; Superintendent of Instruction.</p>
<p>AVID – Full implementation of this program depends on the availability of funds in the school’s budget.</p> <p>Offers:</p> <ul style="list-style-type: none"> <li>▪ Curricular support</li> <li>▪ Rigorous support class</li> <li>▪ Structured tutorials</li> <li>▪ Re-defined academic peer groups</li> <li>▪ Emphasis on study skills, organization, goal-setting, time management (connected to academics)</li> <li>▪ Accountability</li> </ul>	<p>ELLs/SEEs</p>	<p>To provide academic instruction and other support to students and to prepare them for eligibility to four-year colleges and universities</p> <ol style="list-style-type: none"> <li>1. To give students college-level entry skills</li> <li>2. To increase the “coping skills” of program participants</li> <li>3. To motivate program students to seek a college education</li> <li>4. To increase the participants’ levels of awareness</li> </ol>	<p>AVID is a program to move cohorts of middle school students successfully through the most demanding courses and into college. AVID schools reinforce student achievement through an academic elective class and support educators through professional development and team planning.</p> <p>Training will be provided by the LA County Office of Education.</p> <p>Teachers will be offered opportunities to attend AVID annual conference.</p>	<p>Implementation of schoolwide program will take three years. Beginning in the 2010-11 school year, the school will roll out AVID classes to all 6<sup>th</sup> graders. In 2011-12, the school will add 7<sup>th</sup> grade. In 2012-13, the school will add 8<sup>th</sup> grade and at that point the school will have implemented schoolwide program.</p> <p>Principal and Assistant Superintendent of Instruction will ensure that school budgets and schedules are structured to support a full implementation of AVID.</p>