

Local District Sample Schedules for Providing d-ELD

Local Districts	Grouping Model (Description for Designated and Integrated ELD)	Schools Currently Implementing the Described Model (School Name and Level)	Sample Schedule Description	Monitoring (How does the administrative team monitor the implementation of the comprehensive ELD program?)	Formative Assessment Used to inform instruction (Which and how often?)
Northwest	<p><u>Instruction</u> The EL teachers teach the Smart Start Lessons and/or Benchmark ELD. They also focus on the reclassification criteria EL students need (DIBELS daze or fluency) to reclassify. Since many students are only with their “homeroom” teacher for ELD, their “mixed room” teacher must collaborate with the ELD teacher to plan integrated ELD lessons to meet the needs of their EL students. Student writing is analyzed to determine focused designated lessons for ELD Standards Part II. Constructive Conversations strategies have been implemented in all EL and EO classrooms. TAs work with small groups of students or one to one focusing on specific skills (sometimes determined by SSPT team meeting).</p> <p><u>Mixing Plan</u> EL students are assigned to homeroom classrooms according to the Master Plan. Kinder, 1st, and 2nd EL students mix for PE, music, 2nd step, academy, science and social studies. 3rd through 5th grade students mix every day after designated ELD instruction (1 hr.). Non-EL teachers teach comprehension, listening/speaking standards, core literature, or an integrated unit. Usually the EL class mixes with 1 of the mainstream classes. The other 2 or 3 classes stay the same.</p>	<p>Parthenia TK-5 Please see document below.</p>	<p><u>Mixing Plan: See Document Below</u> EL students are assigned to homeroom classrooms according to the Master Plan. Kinder, 1st, and 2nd EL students mix for PE, music, 2nd step, academy, science and social studies. 3rd through 5th grade students mix every day after designated ELD instruction (1 hr.). Non-EL teachers teach comprehension, listening/speaking standards, core literature, or an integrated unit. Usually the EL class mixes with 1 of the mainstream classes. The other 2 or 3 classes stay the same.</p>	<p><u>Monitoring</u> EL monitoring rosters are reviewed with teachers at grade level meetings. Homeroom and mixed room teachers collaborate to determine support needed for each student to reclassify. Reclassification criteria and data drop dates are discussed. Homeroom teacher, mixed room teacher, intervention teacher, RSP teacher and TSP advisor communicate regularly to ensure students don’t miss an opportunity to reclassify.</p>	<p>Reading Goals DIBELs Data Student Writing Grades Reclassification Criteria</p>

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Northwest	<p>Because the academic and linguistic needs of English Learners at ELD levels 1-3 are different from ELD levels 4-5 and proficient English Speakers, Dearborn Elementary has grouped ELs who are considered “less than reasonably fluent” (ELD level 1-3) separately from EL students who are considered “reasonably fluent” (ELD levels 4-5) and both are in classes with IFEP, RFEP, and EO students, due to the school’s small number of ELs in each grade level.</p>	Dearborn TK-5	<ul style="list-style-type: none"> • A separate block of time is devoted to daily Designated ELD instruction in all classes • Small group instruction during Designated ELD block with a focus on reading domain (differentiated instruction) 	<ul style="list-style-type: none"> • Classroom observations, student work samples, performance tasks, lesson plans, and observations of planning during grade level meetings • Administrator will observe for agreed upon instructional practices/tools modeled and shared during PD and grade level planning for implementation in the classroom. 	<ul style="list-style-type: none"> • CELDT • DIBELS • Grades • ELA interim Assessments • SSPT • ELD Observation tool

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Northeast	<p>Columbus Elementary participated in the UCSC study. They organized their classrooms with 50% EL and 50% EO/IFEP/RFEP. ELs were clustered by CELDT level with 2 adjacent EL levels to the extent possible. Classrooms typically have either CELDT levels 1 - 3 or CELDT levels 3 - 5.</p>	Columbus ES	<p>Students were instructed by homeroom teacher for all core content including Designated ELD.</p> <p>There are two models for teaching Designated ELD: 1) teachers taught Designated ELD to the whole class, but changed the expectations for non-ELs according to CCSS ELA or 2) teachers taught Designated ELD to the small group of only EL students while non-ELs worked on independent/collaborative grade level assignments. Grades K-2 regrouped students during Academics (ELLP) for targeted foundational skills instruction.</p> <p>Attached (below) is a schedule of when teachers teach Designated ELD.</p>	<p>Principal monitored Designated ELD Instruction. EL monitoring rosters were reviewed by teachers with support of EL Designee on a regular basis. All staff received on-going English learner P.D.</p>	<ul style="list-style-type: none"> • CELDT • DIBELs • Grades • Classroom observations by administration • On-going RFEP rate 10% (as of 3/1/18)

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Central	Title III coach provides daily support with all EL Profiles by working with teachers and students during class time/small groups/intervention		Marshall HS	Based on EL Profiles: Student focus groups: Daily provide supporting the building of both teacher and student capacity: Monday: *Focus students: Read Theory Wednesday: small groups- Vocab development, grammar, oral fluency and Edge Thursday: Model lessons, High Impact Practices (HIPS), POSERS Thursday: Literature Circles (small group)-reading foundational skills *missing one criterion		ELD/LTEL grade RI ELPAC *reclass rate as of 3/1/18=6%
	Title III coach provides daily support with all EL Profiles by working with teachers and students during class time/small groups/intervention		Berendo MS	Analyzing student data by identifying specific strengths and needs and specific student skills. Use Read Theory and provide targeted reading	Facilitate peer observation cycles and debriefs of instruction to generate staff developed Glows and Grows school-wide to elevation instruction in	ELD/LTEL grade RI ELPAC *reclass rate as of 3/1/18=23% Develop understanding with teacher that

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			comprehension and inference based skills for upcoming RI. With small groups daily focus on POSERS and WICOR that support literacy across content areas.	Designated and Integrated ELD.	monitoring, and ongoing formative assessments serve as social acts, too.

<p><u>Designated ELD</u></p> <p>Teachers deliver daily ELD instruction to their class of EL Students grouped homogeneously. Delivery of Designated ELD instruction is whole group, with targeted small group instruction with activities in listening, speaking, reading and writing, as needed.</p> <p>During Grade Level Meetings (monthly), teachers analyze their EL Monitoring Rosters and mix students according to a targeted language needs.</p> <p><u>Integrated ELA/ELD</u></p> <p>Grades 1-3: Teachers teach ELA curriculum to their “home” group and break into ELLP Academies according to their grade level time. During ELLP Academy, teachers work with ELs in small groups according to their target focus on Reading Foundational Skills.</p> <p>Grades 4-5: Utilizing DIBELS Data (BOY, MOY or Progress Monitoring), teachers mix their students according to basic reading skill levels and deliver Integrated ELA/ELD during their ELA Block. During Mixing in ELA, target student groups participate in a Tier 2 Lab for 60 minutes of instruction - strategic small groups with rotations of 20-30 minutes with the teacher, the RSP teacher and 2 teacher assistants. Additionally, for intensive students, Tier 3 instruction is provided utilizing Read 180 program.</p>	<p>Tenth St. Grades 1-5</p>	<p>See attached</p>	<ul style="list-style-type: none"> ● Leadership team meets with Grade level teams weekly to discuss strategic planning for instruction ● Admins calendar weekly classroom visitations and utilize: <ul style="list-style-type: none"> ○ ELD Observation Tool ○ Standards-Based Instruction Observation Tool on Google Drive 	<p><u>Designated ELD</u></p> <ul style="list-style-type: none"> ● EL Monitoring Roster ● Language Samples on Student Progress Forms (SPF) <p><u>Integrated ELA/ELD</u></p> <ul style="list-style-type: none"> ● DIBELS (BOY, MOY, PM) ● Benchmark Assessment ● Read 180 Assessment ● Grade Level selected/created assessment
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	<p>Designated ELD: ELs are organized in Homogenous groups during the protected Designated ELD block</p> <p>Integrated ELD: ELs are organized Heterogeneously with other language classifications throughout the day, except during Designated ELD.</p>	<p>Union Ave. ES Approved MP Organization waiver: Classes are organized heterogeneously with ELs, and are placed in homogenous groups for Designated ELD</p>	<p>Designated ELD blocks are staggered by Grade level to provide additional support</p> <p>K: 12:10-1:10 1st: 9:45-10:45 2nd: 12:30-1:30 3rd: 8:10-9:10 4th: 8:05-9:05 5th: 8:10-9:10</p>	<p>ELD Observation Tool ELD Planning ELD Visits SOAR Observations Cognitive Coaching</p> <p>See folder for samples</p>	<p>SPF samples per semester ELA Assessments and Data Reflection</p> <p>See folder for samples</p>