

Griffith-Joyner Elementary School: Detailed Plan for Supporting English Learners and Standard English Learners
 Partnership for Los Angeles Schools

Support / Program / Intervention	ELLs/SELs	Purpose	Professional Development & Teacher Support	Timeline for Implementation and Method to Monitor
<p>Into English ELD Practicum</p> <p>Utilize the District-developed enhanced lessons for the Into English program called Task Based Language Teaching (TBLT).</p> <p>TBLT refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching.</p>	<p>ELLs/SELs</p>	<p>TBLT consists of exposing students to key vocabulary, students practicing language forms to fill in information. Students orally compose sentences and write. TBLT involves the use of meta-cognitive strategies so that students may control their own learning processes by centering, planning, and evaluating their learning. TBLT also involves cognitive strategies to enable learners to learn, remember, and understand language input by practicing, receiving and sending messages, analyzing and reasoning, and creating structures for input and output.</p>	<p>The site-based Literacy and mathematics coaches will provide professional development for teachers on effective lesson delivery involving 6 key strategies: Think-Pair-Share, Vocalized reading, RASP (Repeat/Read/Recite by all, by some, and by one), backward build up, corrective recasting, pull out and talk/write.</p>	<p>Teachers are expected to have fully implemented TBLT by the end of the 2010-2011 school year.</p> <p>Lesson planning and instructional delivery will be monitored through regular classroom visits by the Principal, Assistant Principal, and the PLAS Assistant Superintendent of Instruction.</p> <p>The Literacy and Mathematics Coach will provide professional development and one-to-one assistance to teachers as needed.</p>

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Monitoring for Reclassification	ELLs	<p>To ensure that eligible students are Reclassified and RFEP students are continuing to make progress.</p> <p>An effort will be made to reclassify students in 1st and 2nd grade.</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>
After-school and Saturday-school intervention – this strategy depends on the availability of funds in the schools budget and approval by the SSC.	ELLs and SELs	<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 determined based on student areas of need.</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 based on standards/skills taught during intervention cycle.</p>
<p>Mondo Oral Language Development, all classrooms grades K-3</p> <p>"Let's Talk About It!" materials</p>	ELLs/SELs	<p>Research shows that in order to achieve literacy success, students must possess a strong oral language foundation.</p>	<p>Teachers will be given professional development throughout the year to understand and</p>	<p>There will be a phased implementation of "Let's Talk About it!".</p> <p>Grade levels will cycle</p>

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<p>provide a sequential, structured approach for Oral Language Development as a foundation for early reading and writing. "Let's Talk About It!" is a daily support for low language, at-risk native speakers and English language learners.</p>		<p>Students must understand that their thoughts can be talked about, written about, and read about. A child's ability to comprehend orally must be developed before a child can comprehend printed material.</p>	<p>implement the program. After the training, teachers will be able to (1) Introduce standard oral English sentence structures to students. (2) Help students develop oral comprehension. (3) Link thought, talk and print. (4) Build vocabulary. (5) Demonstrate print concepts. (6) Increase students' oral and reading fluency. (7) Integrate oral language with the writing process. (8) Develop a sense of author.</p>	<p>through professional development, two grade levels at a time. By the end of year 2010-2011, grades K & 1 will fully implement the program. By the end of 2011-2012, grade 2 & 3 will fully implement the program.</p> <p>Monitoring of implementation will be the responsibility of the PLAS Coordinators of School Improvement and Site-based Instructional Coaches.</p>
<p>Additional Reading Materials Implementation of SSR/DEAR program</p>	ELLs/SELs	<p>Provide a range of age-appropriate leveled reading materials for students in classrooms and the school library.</p>	<p>School will purchase books for classroom libraries. Teachers will provide easy access for students to have leveled reading books during independent reading or home reading.</p>	<p>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. Age appropriate, high interest books will be</p>

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				placed in all classrooms. Teachers will be responsible for tracking and rewarding Home Reading.
<p>Instructional Assistants</p> <p>Every teacher will have an instructional assistant for 3 hours per day, 5 days a week</p>	ELLs/SEs	Instructional Assistants will support the teacher by providing small group intervention for students grouped either by prior year CST performance level or CEDLT level (if an ELL).	Teachers will work together by grade level to develop the intervention curriculum to guide Instructional Assistants in their work with students. This method will ensure consistency and coherence within the grade level and minimize the preparation work of individual teachers.	Instructional Coaches (Literacy and Mathematics) will assist teachers in the development of lessons utilized by the Instructional Assistants. Instructional Coaches will monitor the quality of the intervention groups by regularly visiting classrooms and offer feedback and modeling for Instructional Assistants, to optimize their support of ELLs and SEs.
Student Engagement to improve Oral Language Development and Comprehension	ELLs/SEs	Students will be required to proactively participate in their lessons through the use of instructional strategies that elicit student-to-student and	Teachers will be expected to design lessons that actively engage students in their learning. Teachers will use engagement strategies	Teachers will be given professional resources and professional development during schoolwide banked days on planning for and choosing

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		student-to-teacher talk.	that require students to develop and practice oral language skills, including partner talk, and small group instruction.	engagement strategies throughout their day. Teacher instructional engagement strategies will be monitored through regular classroom landscapes and observations or through Instructional Rounds by Principal, Asst. Principal, & Superintendent of Instruction.