

# AUSD English Learner Master Plan

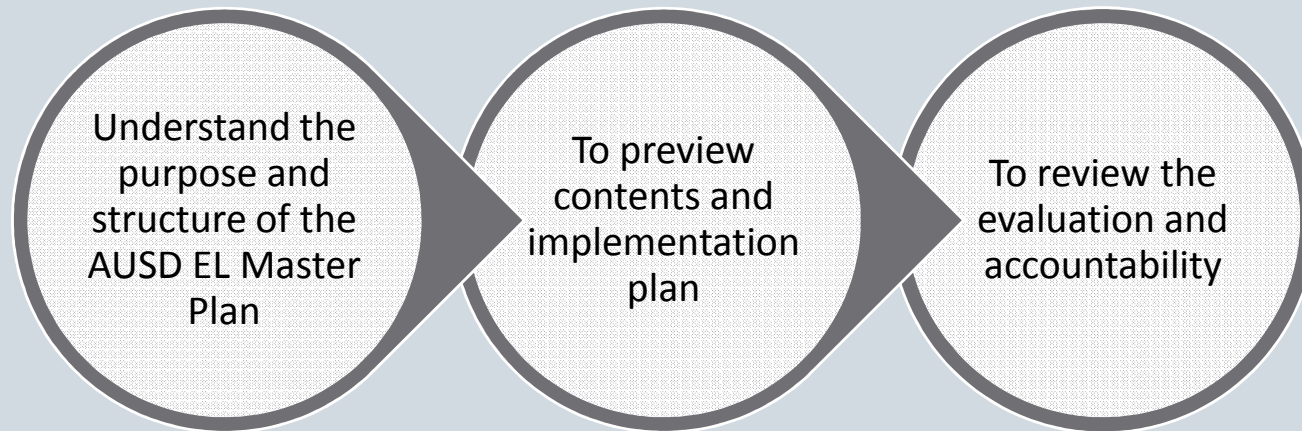
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MAY 13, 2014

EL PROGRAM OFFICE

# Outcomes

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# Our accountability to academic success of English Language Learners

Kindergarten



Grade 12

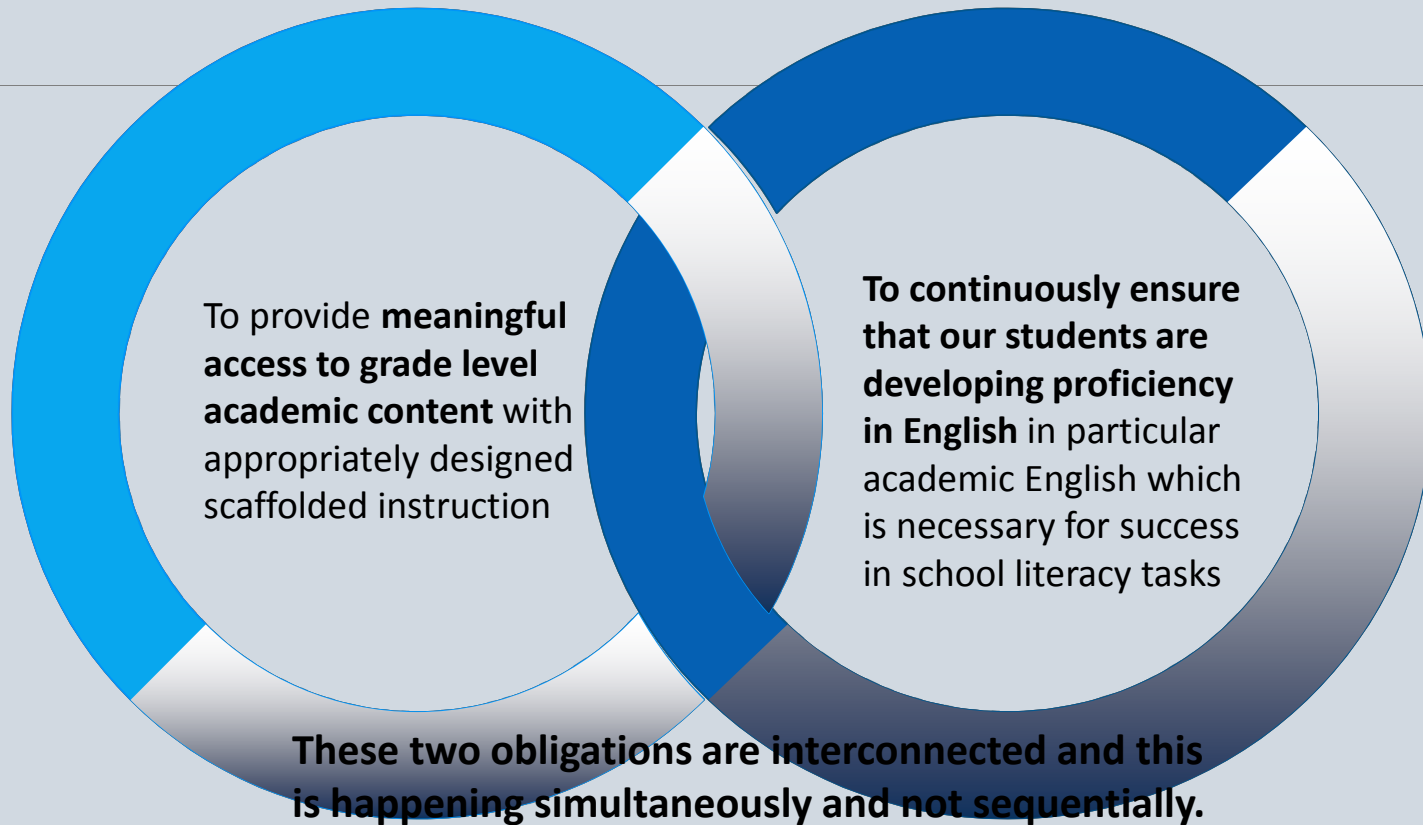


Aligned to the current research and principles that will yield mastery in both language and literacy.

# GWU Guiding Principles

<b>George Washington University Center for Equity and Excellence in Education Guiding Principles for ELs</b>	<p>1 Development of full receptive &amp; productive proficiencies in L,S,R W</p>	<p>4 Taught challenging academic content</p>
	<p>2 Evaluated with appropriate and valid assessments taking into account language development stages and cultural background</p>	<p>5 Receive instruction that builds on previous education</p>
	<p>3 Holding High Expectations</p>	<p>6 The academic success of ELs is a responsibility shared by all educators, the family and community</p>

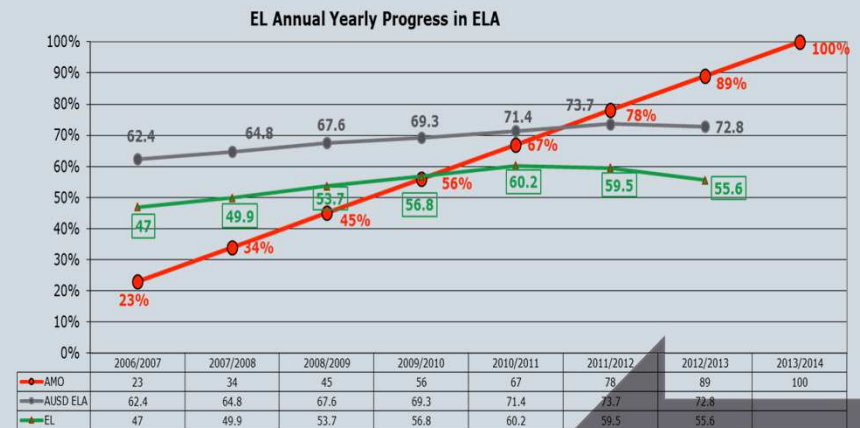
# Our Dual Obligation to ELs



# Closing the achievement gap

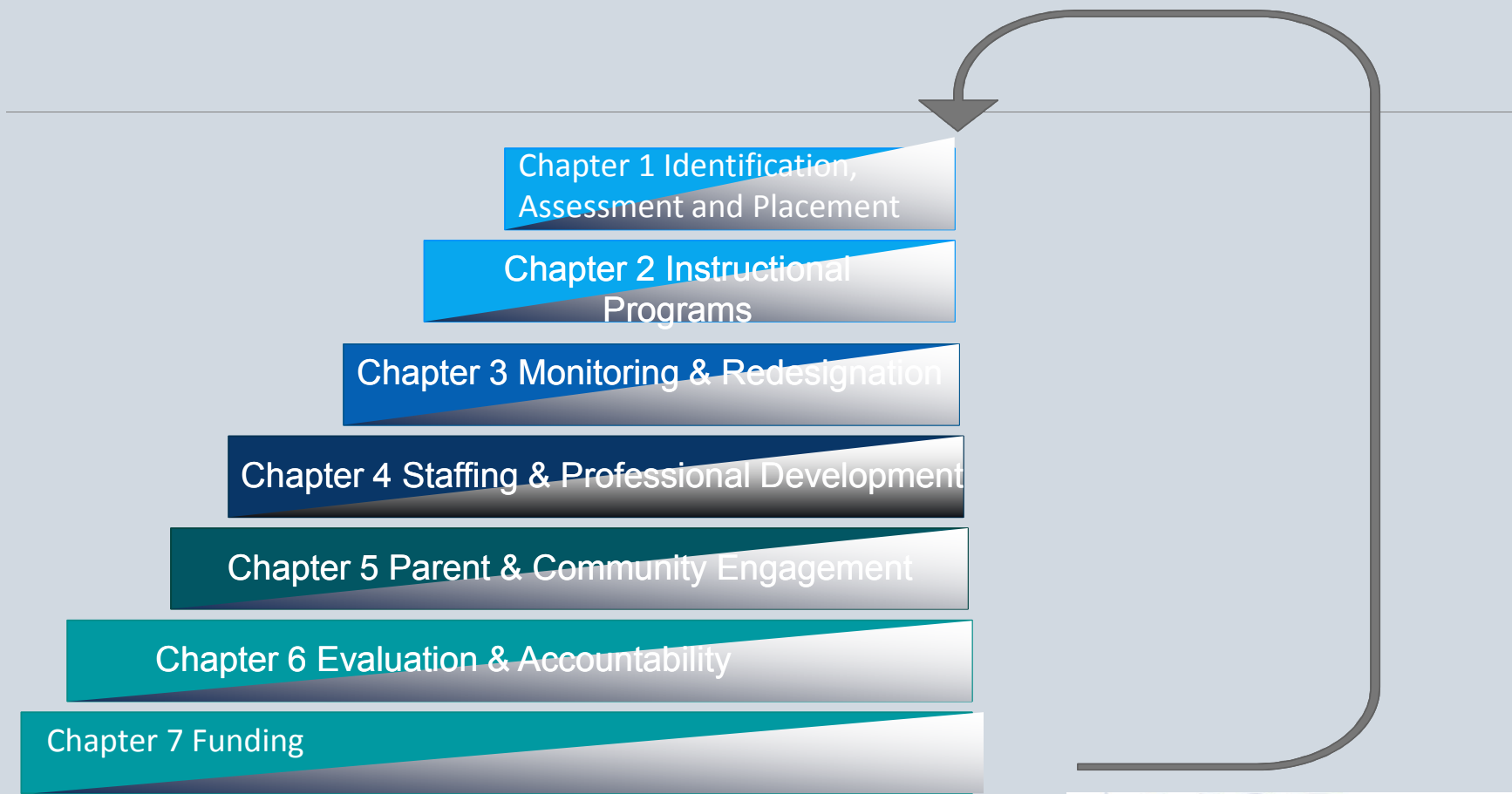
Full implementation of EL master plan will...

- Help close the achievement gap
- Provide direct ongoing support to sites
- Guide instructional programs and assessment
- Define roles and responsibilities



Who ?  
What ?  
When ?

# What's in the ELL Master Plan?



# The overlap of common goals in district guiding documents

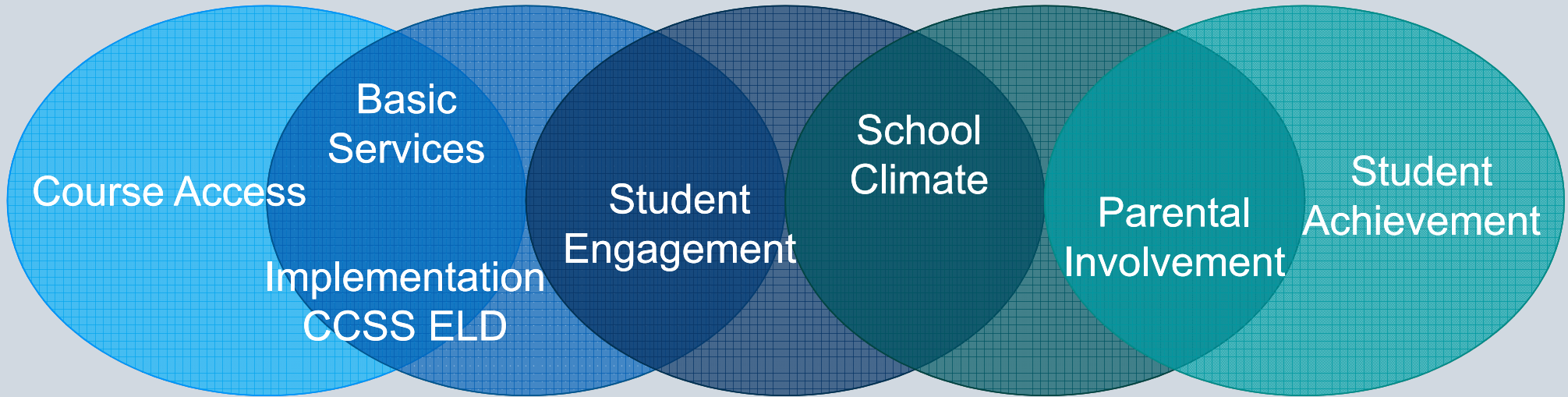
Input on goals, metrics, and allocation of resources described in other plans are incorporated into EL Master Plan.





# What's the overlap?

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The diversity of our ELs requires the differentiation of our instructional programs

**Student data demographics**

Long-Term ELs & Newcomers

EL Program options

Monitoring EL programs

Monitoring student progress



**1,753  
ELs**

**18%**  
AUSD

**23%**  
Elementary

**15%**  
Middle school

**12 %**  
High school

Newcomers /Long term / ELs making  
annual growth

# Different Types of ELs at the Secondary:

## **ACTION #1 Define our population**

### **Newcomers :**

- Newly Arrived English Learners with adequate formal schooling
- Newly Arrived English Learners with limited formal schooling( under schooled)
- New Comer Program in Middle and High school
- Immigrant student and family supported programs

**367 NC**

### **Long- Term English Learners:**

- These students are often not immigrants but rather students who have been born in the US and attended US Schools
- Students with 6 or more years as ELs
- Long term EL students at middle and high school are mostly scheduled into mainstream secondary programs including English Language Arts and require courses that target instruction in accelerated literacy development

**480  
LTEIs**

## **ACTION # 2 Redefine the program offered to students**

### **Newcomer Program :**

**Intense ELD curriculum**

**Limitation on length in  
program ( 2 yr Max)**

**Enrichment courses outside of  
the academic school year**

### **Long-Term EL :**

**ELD curriculum targeted in  
accelerated literacy  
development**

**Early detection monitoring  
system**

**Enrichment course outside of  
the academic school year**

# Diverse instructional programs to meet diverse student needs

It is the mission of AUSD to educate and support English Learners in reaching their highest potential each school year.

Action: Implementing these programs will enable students to achieve:

- 1. Second Language Acquisition
- 2. Academic Growth

## Two Program Options

**Structured English Immersion (SEI)**

**English Language Mainstream (ELM)**

*Future Program Option*

*Dual language Immersion*

### Program components:

- Explicit well articulated standards based ELD instruction ( ie Systematic ELD )
- Well articulated standards based core curriculum instruction with SDAIE
- SEI and ELM provide specific support for ELs to ensure that they continue in their progress to master English .
- Classes are equivalent in content and rigor to courses that will prepare them to be college and career ready.

Transparency  
about the EL path  
with stakeholders  
will bring support  
and  
understanding of  
EL Programs



EL Student Placement

Program Options

Parent Notification Letter and Waivers

# Language and academic success is related to the quality of instruction

Right to Rigor

Access to CCSS

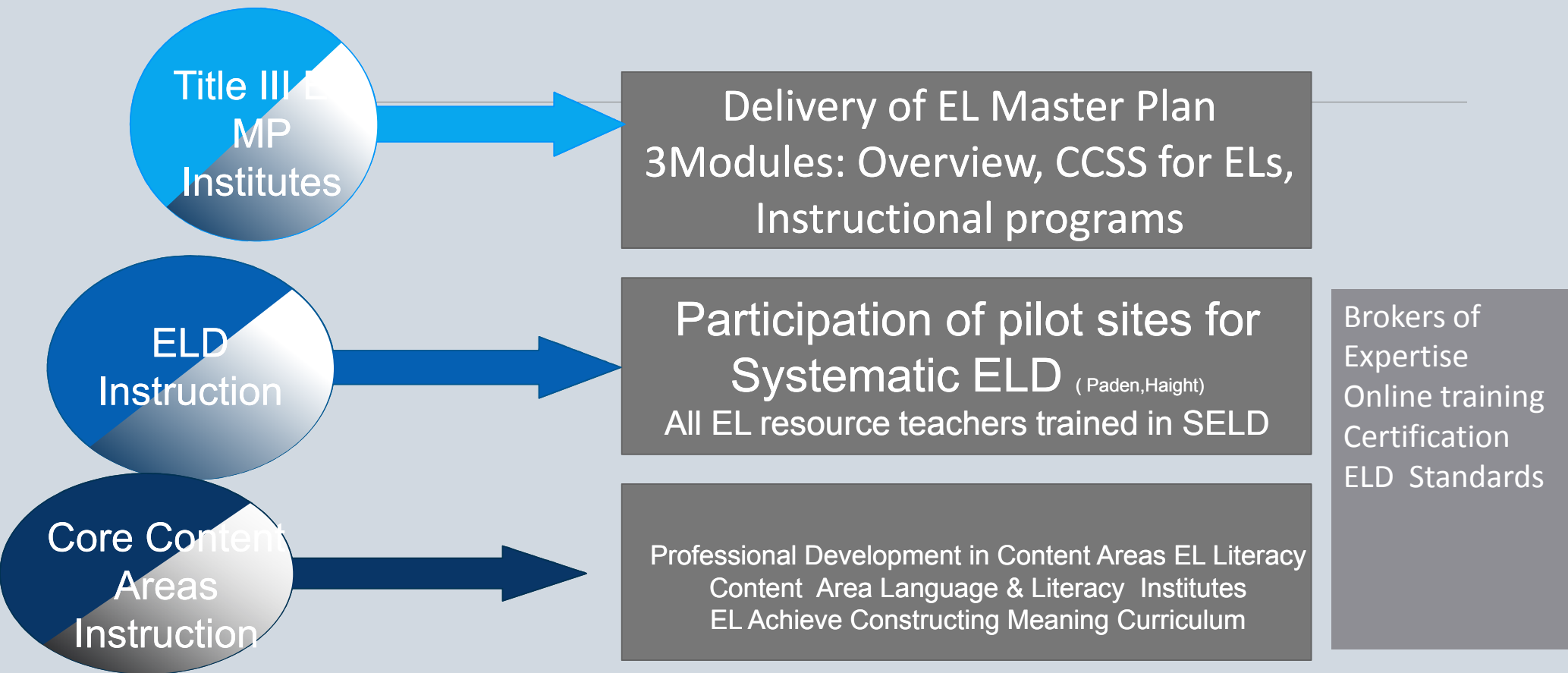
CELDT & Reclassification



Taking the EL MP to application will require different phases of collaborative professional development



# Preview Implementation Plan





# With gratitude to our workers on this project..

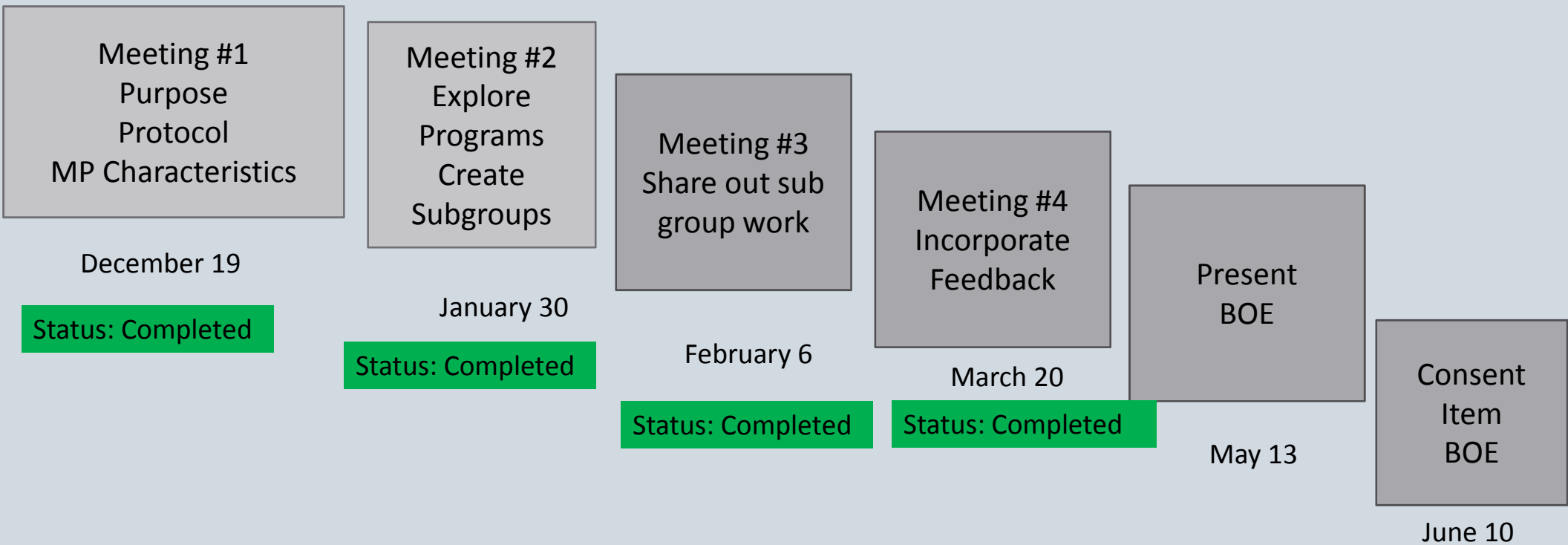
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Parents  
Teachers  
EL Coordinator



**Representation:**  
Ruby Bridges Elementary  
Paden Elementary  
Lum Elementary  
Franklin Elementary  
Wood Middle School  
Encinal High School  
Alameda High School  
ELD District Office

# EL Master Plan Project Timeline



# Supporting Consistent and Coherent Services

“We believe that our diverse community of students, given a rigorous academic program in an inclusive, safe and secure environment, will be prepared to be responsible citizens”



Guidance

Direction

Expectations