

School Elements of Effective Practices for English Learners

	BEGINNING	IN PROGRESS	COMPREHENSIVE	EXEMPLARY	COMMENTS
VISION / LEADERSHIP					
<i>The school has a vision that is focused on closing the achievement gap for English Learners.</i>					
The school's vision for increasing the success of EL students is clearly described in the SPSA.					
Decisions about resource allocation are aligned with this vision.					
Principal and staff share responsibility for improving EL student achievement.					
EL issues are placed on faculty agendas.					
The school culture encourages objective consideration of successes/needs.					
Leadership keeps current on EL policy, research, and curricular issues.					
PROFESSIONAL STAFF					
<i>The school participates in the recruitment and retention of teachers with diverse backgrounds.</i>					
The site helps the district hire new bilingual staff representing the languages spoken in homes.					
Teachers are required to become CLAD or BCLAD certified.					
Principal uses the evaluation process to improve teachers' subject matter and language proficiency.					
Teachers regularly exchange research-based instructional strategies for EL students.					▶

<p><i>School Elements of Effective Practices for English Learners</i> <i>continued</i></p>	<p>BEGINNING</p>	<p>IN PROGRESS</p>	<p>COMPREHENSIVE</p>	<p>EXEMPLARY</p>	<p>COMMENTS</p>
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ASSESSMENT / DATA

The school uses data to understand the specific and unique needs of EL students and to monitor their progress.

<p>The school has a system for recording and displaying disaggregated student performance data from CELDT, STAR, and local benchmarks.</p>					
<p>Data is disaggregated by the interventions that students participate in, so that the effectiveness of interventions can be studied objectively.</p>					
<p>Staff meet on a regular schedule to consider assessment data (including CELDT, STAR, and local benchmarks), monitor progress of the EL program, and identify individual students for interventions.</p>					
<p>Parents of EL students are regularly informed of their children's academic progress.</p>					

INSTRUCTIONAL PLANNING

The school uses research-based teaching models to support each EL student in reaching his/her full potential.

<p>Staff work together to set specific, measurable, attainable goals.</p>					
<p>Staff collect and study research to inform instructional decisions.</p>					
<p>Staff engage in peer coaching aimed at goals.</p>					

ELD INSTRUCTION

The school ensures that all EL students are making progress toward full English language proficiency.

<p>Each EL student receives daily standards-based ELD instruction aimed at his/her proficiency level.</p>					
<p>Teachers have access to a wide variety of materials to support ELD instruction.</p>					
<p>Teachers and administrators work together to align the written, taught, and tested curricula with ELD standards.</p>					<p style="text-align: right;">▶</p>

<i>School Elements of Effective Practices for English Learners</i> <i>continued</i>	BEGINNING	IN PROGRESS	COMPREHENSIVE	EXEMPLARY	COMMENTS
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ACADEMIC CONTENT INSTRUCTION

The school ensures that all EL students are on track to meet subject area requirements for high school graduation.

Academic English is taught in all core classes using research-based strategies.					
Instructional strategies promote acquisition of academic English as well as content understanding.					
EL students enroll in academic, honors, and AP classes.					

INTERVENTION

The school advocates for and is successful at acquiring additional resources and learning time for students who need it.

Intervention funding and resources are aggressively sought.					
When students are placed in interventions, specific diagnostic information follows to ensure that instruction is targeted to diagnosed needs.					

PARENT / COMMUNITY INVOLVEMENT

The school actively seeks EL parent and community involvement at the school and classroom levels.

Parents are involved in ongoing activities focused on improving achievement.					
The school is working to increase parent involvement by eliminating barriers to participation.					
There is a functioning ELAC coordinated with the district DELAC.					
The school regularly communicates with parents in the various home languages.					
Parent input is solicited and issues/concerns are addressed.					

