



Lashon Academy Charter School English Learners Master Plan 2016-2017

Our Mission

The Lashon Academy Charter School mission is to prepare culturally diverse K-6 grade students to be self-directed learners and responsible global citizens, by fostering academic excellence, utilizing research-based instructional approaches in a multi-lingual and service learning integrated environment.

Our Vision

The Lashon Academy Charter School vision is to create a school where children of all backgrounds and abilities together will learn, achieve and become productive members of the world community. In a workshop environment, infused with Modern Hebrew, students will demonstrate proficiency in English and Modern Hebrew, and will be actively engaged in local and global service learning.

We Believe:

- that education is powerful, learning is lifelong, and multicultural understanding is essential to thrive in our global community;
- that all children can achieve;
- that the development of proficiency in multiple languages enhances students' cognitive development and academic achievement; and
- that the capacity to communicate and live successfully within culturally diverse environments and the commitment to serving one's community are critical to the development of tomorrow's leaders.

Our Goals for English Learners:

Our vision is to ensure that our English Learners have meaningful access to rigorous instruction, materials, and academic choices. We will ensure equity for English Learners while maintaining their cultural and linguistic identity all the while developing an understanding of the cultural diversity of our community.

1. By 2016-2017, 8% of students will be redesignated.
2. By 2017-2018, 8.5% of students will be redesignated.
3. By 2018-2019 9% of students will be redesignated.
4. Students EL level 1 will increase to level 2 in 1 academic year. Students EL level 2 will increase to level 3 in 1 academic year. Students EL level 3 will increase to level 4 in 2 or fewer years. Students EL 4 will reclassify within 1 academic year.
5. All teachers will be highly qualified at teaching English Learners effectively as measured by observations and student scores.

Identification and Needs Assessment of English Learners:

Lashon will begin to identify its ELs through a Home Language Survey (HLS). This survey is filled out for every student at initial enrollment at Lashon as part of the registration process. Once this survey has been completed our CELDT Coordinator will review it. All students whose parents designate a home language other than English and who have not been previously tested will be given the California English Language Development Test (CELDT) during the testing window to determine their English language proficiency level. At Lashon, English language testing occurs as close to the initial day of enrollment as possible provided all immunization requirements have been verified. Additionally, when a language other than English is identified the student is then assessed for language proficiency in English via CELDT. Education Code Section 60810 requires schools to use individual results from the CELDT as the primary indicator for the initial identification of ELs.

Placement

The results of the CELDT determine if the student is Initial Fluent English Proficient (IFEP) and or English Learner (EL). The CELDT provides scores for the skill areas of Listening, Speaking, Reading, and Writing as well as an Overall English Language score. The CELDT designates proficiency levels in English with the following labels:

CELDT PROFICIENCY LEVELS
5—ADVANCED
4—EARLY ADVANCED
3—INTERMEDIATE
2—EARLY INTERMEDIATE
1—BEGINNING

A student with an initial overall score below the Early Advanced Level is typically identified as an English Learner (EL).

- EL students will be tested during the annual CELDT testing window every year until he/she meets the criteria for reclassification.

A student with an initial overall score of Early Advanced or Advanced and scored Intermediate in all sub-groups is identified as Initial Fluent English Proficient (I-FEP).

- I-FEP students will no longer be assessed with CELDT.
- Where appropriate, these students will also be assessed in their primary language to determine academic skill levels

A meeting is scheduled with all parents of initially identified students. The parents will receive information on the English Learner program available at Lashon. To document parent agreement with the placement, parents will be asked to sign the Program Placement Documentation Form, which will then be placed in the student's EL folder. The letter will delineate the current language identification, program placement and appropriate services, if any. The parent has the right to amend the HLS at any time. However, if the student has already been administered the CELDT, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to CELDT administration, the school must honor the changes made while continuing to take reasonable doubt into consideration.

Within 20 days of the start of a school year, parents of returning English Learners will receive an Annual Parent Notification Letter that describes the program placement, and the STAR test results, if available, to support the parent's understanding of their child's English proficiency.

Instructional Design:

General Curriculum

Lashon Academy Charter School will provide EL students full access to the curriculum so that they understand the content being taught. Research based strategies (Rubinstein-Avila, 2006) will be used to provide full access that will include:

- Explicit instruction of key vocabulary and cognates
- The use of Word Walls and anchor charts in every classroom
- Scaffolding text, such as anticipatory pre-reading of text
- Daily use of leveled reading materials during Reading Workshop
- Frequent use of graphic organizers
- Explicit language experiences instruction through hands-on science learning
- SDAIE (Specially Designed Academic Instruction in English)
- Accountable Talk Framework—teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters, word banks, leveled questions.
- Use of realia whenever appropriate
- Primary language support as needed

Students identified as English Learners through initial assessment will receive at minimum of 30 minutes of English Language Development every day primarily but

not exclusively. Additionally, English Language Development will be provided through social studies and science instruction. When feasible, EL students will be grouped by ELD level and receive targeted instruction by the teacher.

Professional Development and English Language Development

The ability for the school to support students in acquiring academic English in a timely manner, requires that all teachers at Lashon Academy have the training and capacity to implement the design described above. With this purpose in mind, all teachers will be trained in Guided Language Acquisition Design (Project GLAD). Project GLAD has been used by school districts across California for many years and it has a high reputation for effectively training teachers to incorporate SDAIE and ELD strategies into their general curriculum, as well as promoting high expectations for English Learners. They describe themselves as:

(Project 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 meaning and the message. Language, any language, should be acquired while studying something of interest or real life use.

Project GLAD aligns itself with our Readers and Writers Curriculum from Teachers College at Columbia University.

Program Evaluation/Assessment

Monitoring progress of the acquisition of English is essential. Lashon Academy will use annual CELDT data and/or SBAC data, teacher observations, benchmark testing data and parent input to identify English Learners (EL), determine their English Language Development (ELD) levels and reclassify EL students as English proficient when appropriate. Lashon will also monitor the progress of students reclassified as RFEP to ensure that they maintain English proficiency. Lashon will use a systematic process to monitor ELs' progress toward English proficiency on an ongoing basis. Teachers will assess student progress, both formally and informally, throughout the year. Assessment data will be used to determine individual proficiency levels and to modify instruction to meet students' needs. If the results of these assessments show that students have not made adequate progress, as measured by benchmark assessments, interventions will be applied. These interventions can include additional ELD instruction, and other instructional supports to help the student quickly accelerate to the expected level of English proficiency.

Lashon Academy Charter School Reclassification Criteria Chart

	Kindergarten-1 st grade	2 nd grade	3 rd -5 th grade
CELDT-Annual (California English Language Development Test)	<ul style="list-style-type: none"> • CELDT overall score of 4 or 5 <p>And</p> <ul style="list-style-type: none"> • Scores of 3 or higher in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> • CELDT Overall score of 4 or 5 <p>And</p> <ul style="list-style-type: none"> • Scores of 3 or higher in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> • CELDT Overall score of 4 or 5 <p>And</p> <ul style="list-style-type: none"> • Scores of 3 or higher in Listening, Speaking, Reading and Writing
Teacher Evaluation	<ul style="list-style-type: none"> • Report Card Marks of 3 or 4 in ELA 	<ul style="list-style-type: none"> • Report Card Marks of 3 or 4 in ELA 	<ul style="list-style-type: none"> • Report Card Marks of 3 or 4 in ELA
Basic Skills Assessment	<ul style="list-style-type: none"> • Benchmark score on all ELA skills assessed in the Proficient and Advanced range. <p>And</p> <ul style="list-style-type: none"> • 3 or 4 on each of the components of the rubric in the Fall or Spring School Writing Exam 	<ul style="list-style-type: none"> • Benchmark score on all ELA skills assessed in the Proficient and Advanced range. <p>And</p> <ul style="list-style-type: none"> • 3 or 4 on each of the components of the rubric in the Fall or Spring School Writing Exam 	<ul style="list-style-type: none"> • Basic, Proficient or Advanced on ELA 2015-2016 Smarter Balanced Assessment <p>Or</p> <ul style="list-style-type: none"> • Benchmark score on all ELA skills assessed in the Proficient and Advanced range.
Parent Approval	Parent Consultation and Approval	Parent Consultation and Approval	Parent Consultation and Approval