Targeted English Learners (EL) Support

To support our ELs in daily instruction our teachers have:

- Scholars are grouped according to their language proficiency on our master schedule.
- Although we have four leaders in ELA, I assigned a leader, Ms. SilvaLeal, specifically over our English Learners to provide more focused support.
- Identified their ELs and have been trained (during pre-service) and are continued to be trained on understanding the pedagogy behind instruction and intervention for each language proficiency level.
- Teachers use the Seidlitz ‘ELPS Flip Book: A User Friendly Guide for Academic Language Instruction’ to help them in the planning by summarizing and simplifying the proficiency level descriptors (PLD) and how teachers can accommodate in comprehension, speaking, reading, and writing for each level (beginner, intermediate, adv, and adv, high).
- Teachers have been trained on how to structure conversation (QSSSA) to scaffold conversation and check for understanding in a direct manner. Teachers use sentence stems to support scholar responses, which provides direct purpose and expectation to use academic language when responding to question prompts. Teachers chunk texts and use graphic organizers to support in monitoring comprehension when reading text. Teachers use adapted and scaffolded writing (ACES) to support in writing.
- Teachers are also using Flipgrid to have scholars record monologues and Peardeck to support in checking for understanding.
- Most importantly building relationships and communicating with them one on one and in small groups.

Targeted Special Education Support

Scholars in least restrictive environment of inclusion setting/mainstreamed:

- Scholars are currently placed with Tier 2 blocking for writing supports, utilizing chunking of high stakes writing with bi-weekly conferences.
- In addition, Co-Teacher model implemented regarding ELA: Small group instruction will be designed with teacher of record to prioritize focus areas in lesson with additional supports according to the IEP established (listed in teacher moves on lesson plans). All students supported will be placed in small group channels virtually (proximity when in person) to receive Tier 3 Instruction.

Specific support for our scholars in the SLL and PSI classrooms:

- Administer Pre and Post Assessments monthly in Unique Learning to assess their progress.
- Administer Benchmark Assessments quarterly in Unique Learning.
- Teachers review and follow the TEA Essence Statements which summarizes the TEKS and student expectations for reporting category tested in STAAR. The essence statements state what the teachers should be covering to prepare our scholars for STAAR ALT 2 Assessments.
- Administer STAAR ALT 2 Released Assessments.
- Teachers have been provided STAAR ALT 2 Resources to assist them with preparing our scholars for the STAAR ALT 2 Assessment:
  - Instructional Terms List - Teachers will review and utilize these terms during instruction to help scholars become familiar with key terms for the State Assessments.
  - STAAR ALT 2 Allowable Accommodations- Teachers are provided a list of accommodations that they can implement in instruction based on our scholars’ individual needs.
- Teachers were provided information on how to access the STAAR ALT 2 Resources website to find information and guidance on STAAR ALT 2 Procedures.