

## WALLINGFORD PUBLIC SCHOOLS

### ADDENDUM TO THE 2012 - 2013 DISTRICT IMPROVEMENT PLAN

#### Action Plan for Increasing Achievement for English Language Learners

Date Approved by Board of Education: October 9, 2012

#### 2012 -13 Continuing AMAO Objectives:

1. Increase the percentage of ELLs showing yearly progress in achieving English proficiency by at least 5% annually as measured by increased scaled scores on any of the subtests of the LAS LINKS: listening, speaking, reading, and writing. *(2013 target = 80%)*
2. Increase the percentage of ELLs achieving overall proficiency in English by 5% annually as measured by an overall score of level 4 or 5 on the LAS LINKS. *(2013 target = 30%)*
3. Increase the percentage of ELLs reaching the state academic standard as measured by the CMT/CAPT. *(2013 target: CMT = 89% reading, 91% math; CAPT = 91% reading, 90% math)*
4. Bilingual, ESL and classroom teachers will continue to analyze LAS LINKS, DRA, and CMT/CAPT scores of all ELLs and use the data analysis to drive instruction.
5. Bilingual and ESL teachers will continue to share LAS Links, DRA and CMT/CAPT information with classroom teachers and make them aware of the AYP target percentages. Classroom teachers in turn will share grade level assessment results with the Bilingual/ESL teacher throughout the school year.
6. Staff will continue to provide explicit instruction in each strand in the identified area of need. This instruction will be provided by the classroom teacher, the Bilingual/ESL teacher, as well as any other teacher providing services (Interventionist, Special Education, etc.)
7. Bilingual, ESL, interventionist ,special education and classroom teachers will continue to:
  - a. use the CSDE English Language Learner Frameworks to inform instruction
  - b. use content-based ESL instruction
  - c. provide explicit instruction in literacy skills
  - d. develop academic language
  - e. provide practice answering open-ended questions
  - f. use district purchased ELL materials including Language Arts resources designed for English Language Learners (ex. ELL Readers, Vocabulary cards, etc).
8. Bilingual, ESL, interventionist, special education, and classroom teachers will continue to work collaboratively with differentiating instruction. Co-teaching when appropriate is expected.
9. ELL students in reading intervention will continue to have their progress monitored bi-weekly using AIMSWEB literacy probes in critical areas of literacy skills.
10. ELL students in reading and/ or math intervention will continue to have their progress monitored bi-weekly using AIMSWEB literacy and numeracy probes in critical skills.

11. Professional development for instruction of ELLs will continue to be provided to classroom teachers in the areas of Culturally Competent Teaching and content area instruction such as Sheltered Instruction Observation Protocol (SIOP) and will be ongoing.
  - a. In 2010-11, teachers from James Moran Middle school and Dag Hammarskjold Middle School received the above named trainings.
  - b. In 2011-12, teachers from each elementary school received the above named trainings.
  - c. In 2011-12, teachers from Lyman Hall High School received the above named trainings.
  - d. In 2012-13 Sheehan High School staff will receive 2 days of professional development from SERC in the above named trainings.
12. ESL and Bilingual teachers have been actively involved/ trained to continue district professional development Culturally Competent Teaching and content area instruction such as Sheltered Instruction Observation Protocol (SIOP)
13. Workshops will continue to be provided to parents of ELLs (target parents of languages other than Spanish).
14. In June 2012, the district purchased translation devices (headsets) for use in wireless translation services during school and district events.
15. In 2011-12, the district increased staffing of Bilingual / ESL paraprofessionals by 0.5 FTE to meet the needs of ELL students in Wallingford Public schools.
16. In September 2012, Bilingual / ESL paraprofessionals received training in Literacy strategies contained in the district-wide supplemental literacy programs (Cornerstone and Tresores).