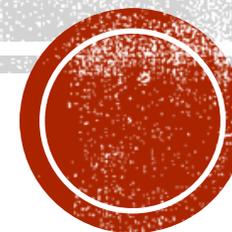


PLAN ÚNICO PARA EL RENDIMIENTO ACADÉMICO ESTUDIANTIL

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RESULTADO DEL APRENDIZAJE

Entender el propósito y el proceso para la redacción de las páginas para *los programas de los aprendices de inglés* incluidas en el SPSA

LAS ESCUELAS CONTINÚAN CON LA PLANIFICACIÓN DURANTE TODO EL AÑO



ACTIVIDAD INICIAL

Datos seleccionados del nivel del distrito - 1964733 - Distrito Unificado de Los Angeles para el año 2017-18

Distrito	Código de Distrito	Inscripción	Aprendices de Inglés	Estudiante Identificado Inicialmente como Competente en Inglés	Reclasificados con Fluidez y Dominio del Inglés
Distrito de Los Angeles	1964733	621,414	143,196 (23.0 %)	218,752 (35.2 %)	31,718 (20.1 %)
Total de Condado		1,492,652	305,310 (20.5 %)	424,365 (28.4 %)	55,811 (16.9 %)
Total del Estado		6,220,413	1,271,150 (20.4 %)	1,366,262 (22.0 %)	193,899 (14.6 %)

1. Ver el color de su tarjeta.
2. Identificar a otros con el mismo color y formar grupos.
3. Cada grupo ubica los datos que corresponden a sus tarjetas.
4. Leer los datos en su tarjeta.
5. Discutirlo con su grupo.

Master Plan Programs	Elementary	Middle	High	
Structured English Immersion	454	83	90	
Mainstream English Program	363	61	68	
Accelerated Learning Program for LTEL	1	82	97	
Mainstream - Withdrawn by Parent Request	25	28	32	
Newcomer Program		12	20	32
Newcomer with Primary Language Instruction Spanish		2	7	9
Spanish Dual Language Program	58	6	2	66
Korean Dual Language Program	6	1	1	8
Mandarin Dual Language Program	2	2		2
Arabic Dual Language Program	1			1
Armenian Dual Language Program	2			2
Spanish Transitional Bilingual Program	11			11
Korean Transitional Bilingual Program	1			1
Spanish Maintenance Bilingual Program	8			8
Foreign Language Immersion - Spanish	1			1
Foreign Language Immersion - French	1			1
Foreign Language Immersion - Mandarin	2			2
Grand Total	936	277	317	1,528

Ad-Hoc Date: 2-6-2018

Master Plan Programs	Number of English Learners
Structured English Immersion	76561
Accelerated Learning Program for LTEL	20064
Mainstream English Program	8232
Spanish Dual Language Program	3842
Spanish Maintenance Bilingual Program	529
Spanish Transitional Bilingual Program	431
Newcomer with Primary Language Instruction Spanish	404
Mainstream - Withdrawn by Parent Request	348
Newcomer Program	343
Korean Dual Language Program	245
Mandarin Dual Language Program	149
Korean Transitional Bilingual Program	97
Armenian Dual Language Program	67
Foreign Language Immersion - Spanish	29
Foreign Language Immersion - Mandarin	10
Foreign Language Immersion - French	7
Arabic Dual Language Program	2
Grand Total	111,360

Ad-Hoc Date: 2-6-2018

Estén preparados para compartir su información con el grupo.

COMPARTAN...



¿QUÉ ES EL PLAN ÚNICO PARA EL RENDIMIENTO ACADÉMICO ESTUDIANTIL?

- **Un plan de acción desarrollado en consulta de todas las partes interesadas que describe el programa escolar de instrucción.**

SPSA (POR SUS SIGLAS EN INGLÉS)



¿QUÉ ES EL PLAN ÚNICO PARA EL RENDIMIENTO ACADÉMICO ESTUDIANTIL?

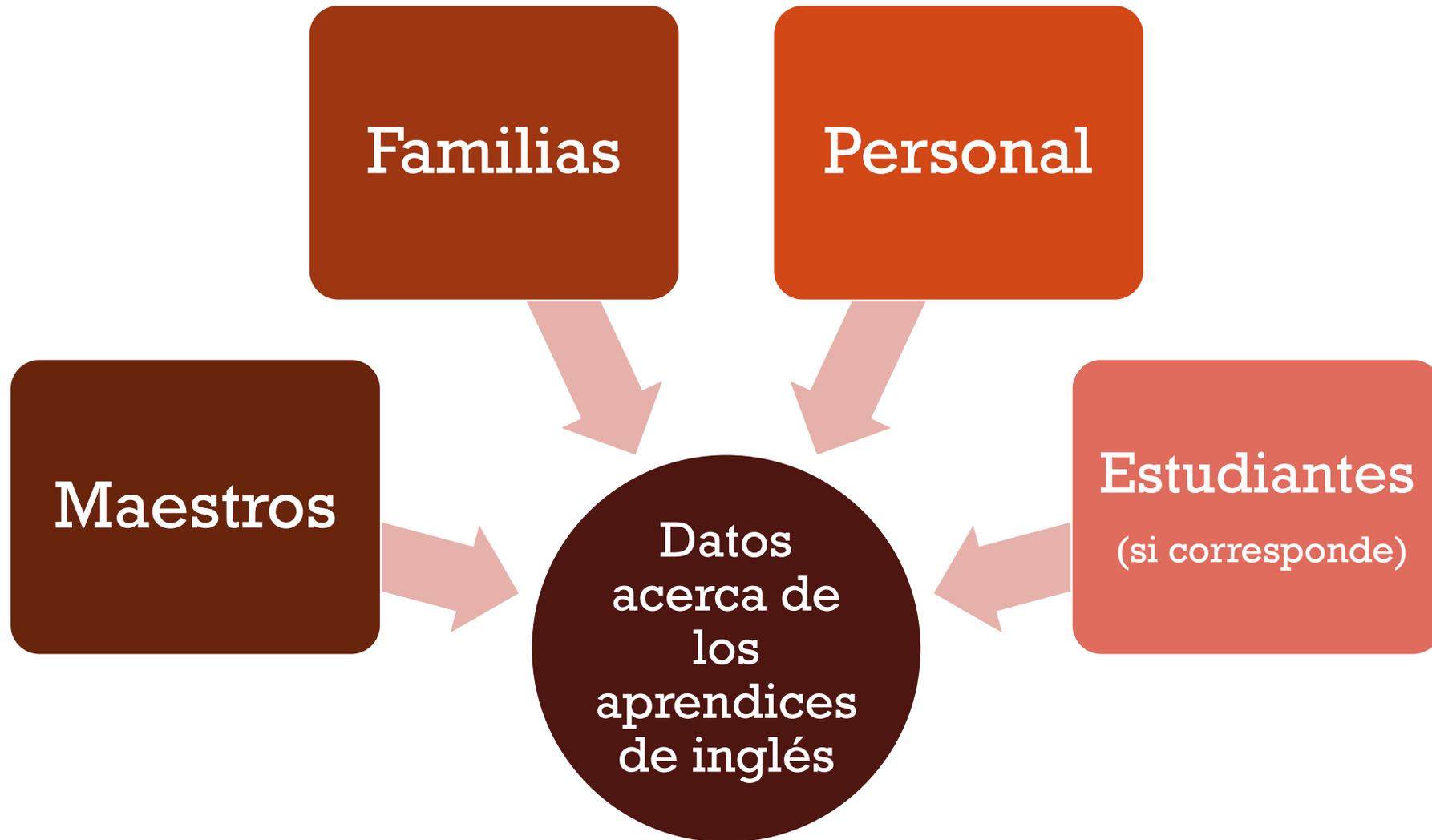
- Un plan de acción desarrollado en consulta de todas las partes interesadas que describe el programa escolar de instrucción.
- **La sección de metas dentro del plan describe cómo la escuela atenderá las necesidades educacionales de los estudiantes.**

Sección de Metas

Metas del SPSA



TODAS LAS PARTES INTERESADAS REVISAN LOS DATOS ESTUDIANTILES Y PROPORCIONAN SUS SUGERENCIAS ACERCA DEL PROGRAMA DE INSTRUCCIÓN PARA LOS APRENDICES DE INGLÉS:



EL ELAC DEL PLANTEL ESCOLAR HACE RECOMENDACIONES RELACIONADAS CON EL PLAN PARA EL PROGRAMA PARA LOS APRENDICES DE INGLÉS:

<p>appropriate.</p> <ul style="list-style-type: none"> Tutoring for ELs will be conducted in small groups (10-12 students). Ensure that classrooms, materials, and computer cart/lab time are provided and scheduled to optimize tutoring program. <p>Use Coordinator X/Z time and Instructional Coach X/Z time to conduct intervention planning and perform data analysis.</p> <ul style="list-style-type: none"> Assist with data analysis to identify students for tutoring. Analyze data from assessments in the tutoring program. Assist teachers with planning instruction based on data. Day to day substitutes to be used for teachers of ELs to attend Student Support and Progress Team (SSPT) meetings as appropriate. SSPT will meet monthly for EL monitoring and individual referrals. Referring teachers will be released to attend SSPT meetings for their referred students. LTEL Course teacher and/or ELA teacher will be released as necessary to attend SSPT meetings for their students 	<p>selected from mathematics, ELA, ELD (LTEL course teacher), social studies, and science.</p> <ul style="list-style-type: none"> Upon returning teachers will present key learning and instructional strategies during banked time. 	<p>The EL Designee (with differential) will provide demonstration lessons using reciprocal teaching strategies, conduct professional development around access to core content for ELs, and gather, format, and present data relevant to the English Learner program at the school site.</p> <ul style="list-style-type: none"> Conduct lesson studies and debriefs with ELA, mathematics, social studies, and science departments in cooperation with the instructional coach. Conduct weekly classroom observations and subsequent debriefs focused on integrated ELD. Participate in school-wide professional development planning and delivery. Function as a resource for data and data analysis related to English Learners. Provide and present data for teachers, leadership team, and parents as appropriate. Conduct CELDT awareness activities focused on ELs in cooperation with the Instructional Coach. <p>The Instructional Coach will work with core content teachers to incorporate integrated ELD strategies into core content area instruction, and with ELD/LTEL Course teachers to support them in improving Designated ELD instruction.</p> <ul style="list-style-type: none"> Serve as the LTEL Designee Conduct lesson studies and debriefs with ELD and other core content area teachers in cooperation with the Categorical Program Advisor. Participate in school-wide professional development planning and delivery. Conduct daily classroom observations and subsequent debriefs focused on integrated and Designated ELD. Guide teachers in the use of ELD Standards-based lessons and progress monitoring tools. 	<p><i>The school's narrative must identify and add Learners' needs. If a purchase is multi-funded, related funding source(s) and percentage(s)/description below.</i></p> <p>Professional Development</p> <p>Enhance English Learners' English language development towards reclassification through research Designated ELD strategies, and school-wide CE activities.</p> <ul style="list-style-type: none"> Use banked time and PD Teacher X/Z time Designated ELD PD to ELD and LTEL co-teacher <ul style="list-style-type: none"> Reciprocal Teaching strategies & purposeful grouping and student interactions in ELD/LTEL class Academic vocabulary development California ELD Standards and ELD based progress-monitoring tools Analysis, Conversation Analysis, and Language Learning Use Department Meetings and PD Teacher provide integrated ELD PD to all teachers <ul style="list-style-type: none"> Constructive Conversation skills structured student-to-student into academic language Kagan strategies for purposeful Academic vocabulary development discipline-specific reading and writing EL Designee and Instructional Coach will planning/facilitation of PD outside of the assignment. Provide day-to-day substitutes for data as departmental planning to release teacher <ul style="list-style-type: none"> Plan common lessons incorporate and integrated ELD strategies to study. Conduct peer observations of co-teacher and debrief. Analyze student work and data to study. Include analysis using ELD based progress monitoring tools Send 5 teachers to the annual CA Association for Bilingual Education Teacher Regular, Conference A 	<p>begin and</p> <p>source?</p>
<p>Building Parent Capacity and Partnership to Support the Academic Goal</p> <p>Conduct the following parent engagement activities related to English Learners:</p> <ul style="list-style-type: none"> Family Literacy Night for EL parents two times per year Parent workshops/training related to CA ELD standards and reclassification readiness four times per year EL Designee, Instructional Coach, and Parent Liaison will plan and help facilitate events Add a strand to Parent Institute for Quality Education (PIQE) session specific to parents of EL students <p>2 EL parent representatives will attend the annual California Association for Bilingual Education conference (Parent Conference Attendance).</p> <ul style="list-style-type: none"> Parents will report back to ELAC members after conference attendance 	<p>7/1/2 6/30/</p>	<p>Interventions Beyond the Regular School Day and Other Supports</p> <p>Use Tutor X/Z time to pay teachers to conduct after-school tutoring for LTELs.</p> <ul style="list-style-type: none"> Students needing support in ELA or Math will receive tutoring as appropriate. Students needing additional ELD support will receive tutoring as appropriate. 	<p>Los Angeles Unified School District 2016-2017 Single Plan for Student Achievement</p> <p>ACADEMIC GOAL ENGLISH LEARNER PROGRAMS Designated and Integrated English Language Development (ELD)</p> <p>LAUSD Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>I. Indicate all data reviewed to address this Academic Goal:</p> <p><input type="checkbox"/> School Experience Survey <input type="checkbox"/> School Quality Improvement Index Report <input checked="" type="checkbox"/> Data Summary Sheet</p> <p><input checked="" type="checkbox"/> CELDT / AMAOs <input type="checkbox"/> Student Grades <input checked="" type="checkbox"/> MyData <input type="checkbox"/> Other: CDE Dataquest, SRI data (SAM) <input type="checkbox"/> SBA</p>	<p>II. Based upon the data reviewed, summarize the issues affecting English learners' proficiency in the core curriculum:</p> <ul style="list-style-type: none"> AMAO1: 39% of ELs at Bartlett MS met CELDT growth target (moving up 1 CELDT level) in 2014-15 This was a 2 percentage point increase from the previous year. <ul style="list-style-type: none"> Highest rate of CELDT growth was among students at the Early Advanced (ENG Proficient) level at 57.1% CELDT growth was 36% and 41% for students at Early Intermediate and Beginning levels Lowest rate of CELDT growth for students at the Intermediate and Early Advanced (not proficient): 31% and 33% 316 ELs, 107 increased CELDT level, 171 stayed the same, and 38 decreased. AMAO 2: 16% of ELs (less than 5 years) reached English Proficiency as measured by CELDT, which was down 5 points from the previous year. 20% of ELs (more than 5 years-LTELs) reached English Proficiency as measured by CELDT in 2014-15, which was down 4 percentage points from the previous year. <ul style="list-style-type: none"> 20% of 6th graders, 27% of 7th graders, and 23% of 8th graders reached English proficiency as measured by 2014-15 CELDT For LTELs (278 out of 360, or 77% of ELs), 125 or 45% scored intermediate on their most recent CELDT, however 71 or 26% are scoring Early Advanced or Advanced (English Proficient). Only 10 or 0% are Early Advanced/Advanced (not English Proficient) SRI: In 2014-15 16% of ELs at Bartlett MS scored Basic or above on the Scholastic Reading Inventory (SRI) POPULATION: In 2012-13, 23% of students were LEP, and 51% RFEP. In 2013-14, 24% of students were LEP and 50% were RFEP. EOs and iFEPs comprised 26% of students in 2012-13 and 2014-15. Mostly stable. PARENT ENGAGEMENT: In 2013-14 82% of parents indicated they "agreed" or "strongly agreed" with the following statement—"This school provides opportunities to help me support my child's learning." This was down 7 percentage points from the previous year. STUDENT ENGAGEMENT: In 2013-14 58% of students indicated they "agreed" or "strongly agreed" with the following statement—"That adults on campus listen to what they have to say." This was up three percentage points from the previous year. In addition, the percentage of students who agreed or strongly agreed that they felt safe on campus rose 10 percentage points during the same time period, from 64% to 74%.
<p>*The School's Measurable Objective(s) must be specific, measurable, attainable, research-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).</p>	<p>*The School's Measurable Objective(s) must be specific, measurable, attainable, research-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).</p>	<p>*The School's Measurable Objective(s) must be specific, measurable, attainable, research-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).</p>	<p>III. State the School's Measurable Objective(s):</p> <p>By June 2017 Bartlett Middle School's percentage of Long-Term English Learners will decrease by 15%, from 77% to 52% of the EL population.</p>	<p>IV. Focus Areas</p> <p>Describe the Research-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Research-based Strategy(ies).</p> <p>On what dates will the Actions</p> <p>How will the school measure the effectiveness of each Action?</p> <p>What is the school buying?</p> <p>What is the Budget Item No.?</p> <p>How much does it cost?</p> <p>What is the FTE?</p> <p>What is the program funding?</p>
<p>*The School's Measurable Objective(s) must be specific, measurable, attainable, research-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).</p>	<p>*The School's Measurable Objective(s) must be specific, measurable, attainable, research-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).</p>	<p>*The School's Measurable Objective(s) must be specific, measurable, attainable, research-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).</p>	<p>*The School's Measurable Objective(s) must be specific, measurable, attainable, research-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).</p>	<p>*The School's Measurable Objective(s) must be specific, measurable, attainable, research-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).</p>



¿QUÉ ES EL PLAN ÚNICO PARA EL RENDIMIENTO ACADÉMICO ESTUDIANTIL?

- Un plan de acción desarrollado en consulta de todas las partes interesadas que describe el programa escolar de instrucción.
- El plan describe cómo la escuela atenderá las necesidades educacionales de los estudiantes.
- **El plan enumera cómo se utilizan los fondos suplementarios para este fin**

CICLO DE MEJORA CONTINUA



DEBERES Y RESPONSABILIDADES DEL ELAC DEL PLANTEL ESCOLAR

- Conforme a la sección 52852 del Código de Educación del Estado de California, se requiere que el SSC de manera colaborativa desarrolle y apruebe el SPSA **con la asesoría escrita por parte de los comités asesores escolares que sean apropiados (ELAC, etc.)**
- Los gastos descritos en el SPSA deben **concordar con datos que atenderán las necesidades específicas** y anualmente debe ser evaluado por el Consejo del Plantel Escolar.

EL PROPÓSITO DEL SPSA

- Asegurar que todos los estudiantes tengan éxito con los estándares académicos exigentes conforme a los objetivos estatales y del Distrito.
- Identificar estrategias, acciones y deberes que atienden las necesidades educacionales de todos los estudiantes, que incluye a los aprendices de inglés.

Un componente importante del SPSA es el plan escolar que asegura que todos los estudiantes aprendices de inglés sean competentes en el idioma inglés y en las aptitudes para los niveles de grados.

DE DATOS DE LOS APRENDICES DE INGLÉS A ESTRATEGIAS:

La meta de porcentaje de aprendices de inglés quienes logran el dominio del idioma inglés, conforme a la evaluación del CELDT.

24% de los aprendices de inglés a largo plazo (LTEL) lograron el dominio del idioma inglés en el 2015 -16.

20% de los aprendices de inglés a largo plazo (LTEL) lograron el dominio del idioma inglés en el 2015 -16.

El porcentaje de LTEL quienes logran el dominio del idioma inglés disminuyó por 4 puntos de porcentaje del año 2015 -16 al 2016 -17.

ESTRATEGIAS

CAPACITACIÓN PROFESIONAL

Proveer talleres sabatinos para los maestros El tema de la capacitación es la enseñanza de las destrezas del idioma inglés a los estudiantes aprendices de inglés abarcando todo el plan de estudios.

INSTRUCCIÓN EFICAZ

INTERVENCIÓN

PADRES COMO SOCIOS

Proveer talleres de padres acerca de cómo apoyar en casa el desarrollo de las destrezas del idioma inglés del estudiante.



CONJUNTO DE ESTRATEGIAS

Single Plan for Student Achievement: DELAC Toolbox



 FOCUS AREAS	 STRATEGIES	
	When/Where/How	What
PROFESSIONAL DEVELOPMENT <i>(Training for teachers and staff members who work with English Learners)</i>	<ul style="list-style-type: none"> • After school • Saturdays • At conferences • Pupil-free days • Summer 	<ul style="list-style-type: none"> • Working more effectively with English Learners • Teaching literacy • Teaching specific English language skills • Teaching language across the curriculum • Teaching Long Term English Learners (LTELs) • Teaching English Language Development (ELD) • English Language Development Standards • Making sure all students reach English proficiency • Assessing English Learners' learning • Monitoring English Learners' progress
EFFECTIVE INSTRUCTION <i>(Improving teaching and learning for English Learners)</i>	<ul style="list-style-type: none"> • During the school day • After school • Saturdays • Pupil-free days • Summer 	<ul style="list-style-type: none"> • Time for teachers to analyze English Learner student data • Time for teachers to plan lessons/units/projects together • Time for teachers to plan parent workshops • Time for teachers and staff to lead parent workshops • Time for teachers to observe each other in the classroom • Time for teachers to debrief classroom observations
INTERVENTION <i>(Providing extra support for English Learners according to their needs)</i>	<ul style="list-style-type: none"> • During the school day • In the classroom • Outside the classroom • After school • Saturdays • Summer 	<ul style="list-style-type: none"> • Reading/literacy • Specific English language skills • Subject area skills: helping English learners be successful in English Language Arts (ELA), Math • Language needed to succeed in academic subject areas • For newcomer students • For LTELs • For English Learners not making adequate progress towards reclassification
PARENTS AS PARTNERS <i>(School and parents working together to support English Learners' academic achievement)</i>	<ul style="list-style-type: none"> • During the school day • Evenings • Saturdays • In the Parent Center • At conferences • Parent training provided by: <ul style="list-style-type: none"> ○ Teachers ○ School staff (coach, EL Designee) ○ Local District or PCSS 	<ul style="list-style-type: none"> • English Learner-related topics on the Parent and Family Center calendar • Demonstrations of classroom instruction (by teachers) • ELD Standards • What parents can do at home to support learning • Questions to ask teachers about English Learner progress or learning • Process and development of the Single Plan for Student Achievement (SPSA) • Effective Parent and Family Centers • Effective parent/teacher conferences • Reclassification awareness • Long Term English Learner progress

PRÁCTICA ICON GUÍA:

La meta de porcentaje de aprendices de inglés quienes demostraron progreso anual en el aprendizaje del idioma inglés, conforme a la evaluación del CELDT.

En el 2015 -16, 34% de los aprendices de inglés en la escuela intermedia Barlett aumentó un nivel del CELDT, 54% se quedó en el mismo nivel y 12% bajó de nivel.

El objetivo para el 2015-16 fue 60.5%

La escuela intermedia Barlett no cumplió con la meta del AMAO 1 en el año 2015 -16.

ESTRATEGIAS

CAPACITACIÓN PROFESIONAL

Proveer capacitación adicional a los maestros acerca de _____.

INSTRUCCIÓN EFICAZ

Proveer tiempo a los maestros para que analicen datos de _____ y para planificar lecciones que ayudarán a que los aprendices de inglés _____.

INTERVENCIÓN

Proveer intervención a _____ para mejorar _____.

PADRES COMO SOCIOS

Proveer talleres de padres acerca de _____.



PRÁCTICA INDEPENDIENTE:

RECLASIFICACIÓN: La meta del Distrito para el 2016 -17 fue un índice de reclasificación de 20%.

El índice de reclasificación para la escuela intermedia Barlett en el año 2015-16 fue de 11%.

El índice de reclasificación para la escuela intermedia Barlett en el año 2016 -17 fue de 20%.

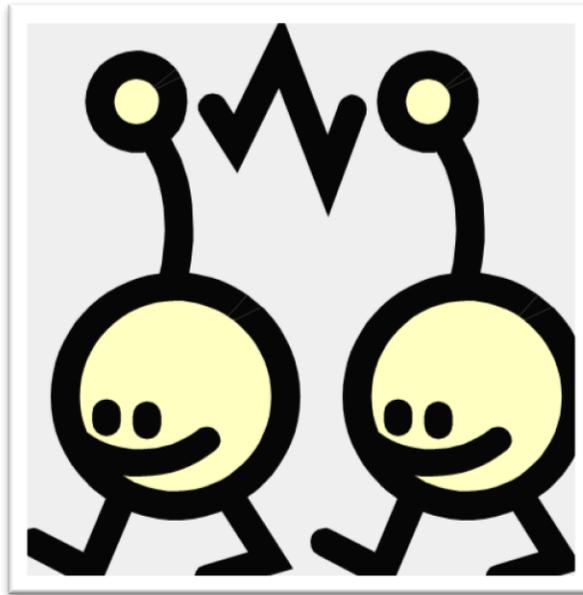
El índice de reclasificación aumentó para la escuela, pero no cumplió con la meta del distrito para el 2016 -17.

ESTRATEGIAS

- CAPACITACIÓN PROFESIONAL** •
- INSTRUCCIÓN EFICAZ** •
- INTERVENCIÓN** •
- PADRES COMO SOCIOS** •



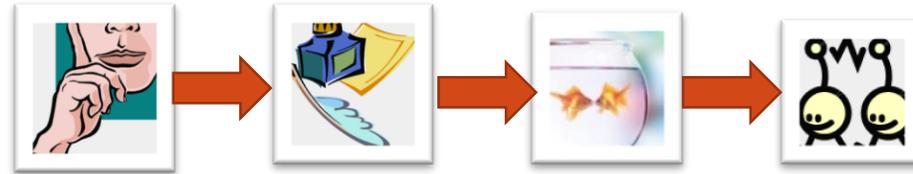
COMPARTAN...



Cada mesa comparte una estrategia con el grupo general.



Think – Ink – Pair – Share
(Pensar-Escribir-Pares-Compartir)



En base a los datos de los aprendices de inglés en el Distrito, ¿qué estrategias recomendaría para LAUSD?

RESULTADO DEL APRENDIZAJE

Entender el propósito y el proceso para la redacción de las páginas para *los programas de los aprendices de inglés* incluidas en el SPSA



Los límites del idioma significan límites para mí mundo.

-Ludwig Wittgenstein



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