

PROJECTED ESL SCOPE AND SEQUENCE 2013-14

Staffing-

One .5 FTE ESL Teacher
Hourly Translators

Caseload-

Projected 53 for 2013-14 school year served
Monitored students 20

Housing- office at District office

Curriculum-

Carousel of Ideas *Vocab and Grammer Structure*
Systematic ELD
Avenues
High Point

Professional Development

Woodcock Munoz Refresher
State English Learners Alliance Conference (March 13-14, 2014)
TBA

Scope and Plan

Month	New	Returning	OPT OUT	Monitoring
August	<ul style="list-style-type: none"> • Initial Test (WM) • Placement Packet • Observation 	<ul style="list-style-type: none"> • New Year Packet • Check of for waiver • Progress 1 	<ul style="list-style-type: none"> • Form in • Teacher notification 	<ul style="list-style-type: none"> • Letter to teachers explaining process.
Sept				

May	<ul style="list-style-type: none"> • Prog. 3 • Last Day May 9 • End of Year Paperwork 	Apr	Mar	Feb	Jan	Dec	Nov	Oct
<ul style="list-style-type: none"> • Prog. 3 • Last Day May 9 • End of Year Paperwork 					<ul style="list-style-type: none"> • ELPA • NO Services 	<ul style="list-style-type: none"> • Prog. 2 		
<ul style="list-style-type: none"> • Prog. 3 • Last Day May 9 • End of Year Paperwork 					<ul style="list-style-type: none"> • ELPA • NO Services 	<ul style="list-style-type: none"> • Prog. 2 		
<ul style="list-style-type: none"> • End of year paperwork 					<ul style="list-style-type: none"> • ELPA 			
<ul style="list-style-type: none"> • Prog. 4 • End of year paperwork 			<ul style="list-style-type: none"> • Prog. 3 		<ul style="list-style-type: none"> • Prog. 2 			<ul style="list-style-type: none"> • Prog. 1

Entry Criteria	Exit Criteria
<ul style="list-style-type: none"> • Speak a language other than American English as their first language. • Already ESL in past school in US • Test (woodcock munoz) has to 	<ul style="list-style-type: none"> • ELPA score of 5 • 2 years of consistent level 4 on ELPA and 2 years passing or exceeding OAKS reading scores.

<ul style="list-style-type: none"> • show a deficiency in language. • Was previously in an ESL program and is not thriving. • Does not have English in there home (case by case) • Does not have a first language. 	
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Service Delivery

<i>Class-wide Content-based Push in</i>	<i>Targeted Content-based Push in (12 students chosen)</i>	<i>Pull out ELD Group</i>	<i>Pullout ESD Individual</i>	<i>Opt Out</i>
Where there are multiple students in the classroom and the ESL teacher rotates to assist them with language-based difficulties.	Where the ESL teacher is targeting one student's language skills during a content lesson.	Group of students pulled out of class for an ELD lesson.	Single student getting a ELD lesson outside of the classroom.	Student whose parent does not want ESL services. Student will receive observations and ELPA.

There is one ESL teacher in this district with a large high need caseload. Please understand the ramifications of this.