



Victory Preparatory Academy Middle School 2018-2019 ELPA Excellence Award Report

Program Description

Sheltered Instruction
SIOP
SADAIE
Embedded ELL resources in curriculum
Spanish/English dictionaries
Picture dictionaries

Instructional Practices

At Victory Preparatory Academy Middle School (VPA), the EL student population is significant and the charter school was designed to serve this demographic. VPA's differentiated instructional practices and pedagogy demonstrate its resolve to successfully educate all students. Therefore academic programs, instructional delivery, and student participation reflects research-proven strategies and activities. All staff is accountable to deliver the school's programming with fidelity. Ensuring this begins with explicit lesson plans, curricula designed for ELs, differentiated instructional delivery, and intentionally guided student engagement. Coupled with these resources and professional practices, accountability is monitored through frequent (daily/weekly 5 minute) classroom observations, weekly seatwork/assessment review for all students, on-going professional development, and linguistically diverse/ESL certified staff directly supporting programming and instruction. Educator professional learning opportunities include monthly ELD coaching sessions, attending conferences, book studies, participating in PLC, mentoring, observations, and on-going reinforcement of the school's inherent practices. Also, second year inductees participate in trainings that target information from the books that are applicable to our ELL population. The school maintains a teacher resource library of books specific to ELs.

The Every Student Succeed Act calls upon states to place a well-prepared teacher in every classroom. Accordingly, "a prepared teacher knows what to teach, how to teach and has command of the subject matter being taught." To address the how-to-teach factor, the Academy provides job-embedded professional development in sheltered English instruction to meet the educational needs of English language learners.

Content-area teachers acquire the skills necessary for sheltered English instruction and practice the instructional strategies involved. The number of staff employed in the school is based on the total number of students and their instructional needs. Since the school's student population is over 50% Limited English Proficient, all teachers are trained in scientifically research based best practices for:

- ★ Learning about and incorporating the prior knowledge of ELLs in instruction;
- ★ Understanding second language acquisition and address the linguistic needs of ELLs;
- ★ Making content comprehensible for English Language Learners;
- ★ Delivering comprehensible yet rigorous input;
- ★ Using spiraling and scaffolding techniques whereby every piece of information learned and every



- skill acquired provides the next-level substructure for building higher-order knowledge;
- ★ Learning about students' culture and community and how these contexts affect students' ways of learning.

The school employs several professionals who hold an ESL, LDE, or CLD endorsement. These staff, including the school's administrator, are all members of grade-level, department, and special teams/committees. Depending on the student's assessment data, background, length of attendance at the school, growth across multiple subjects, peer similarity, achievement gaps, and others indicators, a plan for support is developed. Each student is designated to an instructional placement for supplemental ELD services.

Annually, the school re-designates students according to the CDE guidelines. The process is collaborative including the student, parent or guardian, teachers, administration, and special service providers. A body of evidence is used including ACCESS results, NWEA MAP data, benchmark assessments, standardized tests, samples of student work, etc.

The school's ELD program is research-proven. The school utilizes a variety of supports including ELD classroom support for a broader approach to more individualized support which may include: pull-out services with qualified staff member, accommodated/modified curriculum with the classroom teacher; buddy system, peer tutoring program, in-class support with qualified staff member, extended learning opportunities (may be outside normal school hours or in lieu of an elective/non-core class). In addition, students are likely to use audio books, Rosetta Stone English, teacher prepared notes, peer support, and leveled texts, as deemed appropriate. The 6th grade incorporates a daily ELD class which focuses on the current needs of the grade-level cohort through a small group instructional block for up to 30 minutes per day.

Each student identified as an English learner has an individual English Language Learner (ELL) formal plan written annually in collaboration with teachers, administrators, special service providers, parents, and the student. These plans are housed in Alpine Achievement data warehouse and contain elements including general information, plan status, background information, READ Plan (may be linked), goals and interventions, progress monitoring, and signatures. These plans are reviewed quarterly and updated regularly.

Since the school's Limited English Proficiency (LEP) population is the majority of students, the school was created with the school-wide instructional approach of sheltered Instruction to make academic instruction in English understandable to all students. Sheltered Instruction is an instructional approach that engages ELs in developing grade-level content-area knowledge, academic skills, and increased English proficiency. Teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level.

Sheltered Instruction incorporates modified language and contextual clues to make English lessons comprehensible. Teachers use physical activities, visual aids, and the environment to teach important new words for concept development in all subjects.



- Extra linguistic cues such as realia, manipulatives, visuals, graphic organizers, props, and body language;
- Linguistic modifications such as repetition and pause during speech;
- Interactive lectures with frequent comprehension checks;
- Cooperative learning strategies (i.e. think, pair, share & numbered heads);
- Focus on central concepts using a thematic approach;
- Development of reading strategies (i.e. mapping and writing to develop thinking).

The school also uses the SDAIE's six components:

- Tap into prior knowledge;
- Contextualize the lesson in a concrete, visual way...this provides scaffolding;
- Provide a positive affective domain;
- Teach study skills;
- Modify the use of the material—differentiate;
- Use performance assessments that assess student progress toward standards.

VPA has aligned the CELP (WIDA) standards into its curriculum and daily instruction through lesson planning and design. These lessons include embedding the standards and Can Do descriptors in order to differentiate activities for students based on their level of language proficiency.

All students are encouraged to participate in extra-curricular activities. These activities vary from year to year. Summer school, tutoring, and Saturday academic sessions are all determined based on individual student needs. After school, individual or small group tutoring is provided year-round and is driven by skill deficits and goals.

Professional Learning Opportunities

The school provides continual support through instructional models and implementation rubrics, as well as, job-embedded training for school teams in implementing and evaluating the effectiveness of its ELD program that support the linguistic, social-emotional, and academic needs of EL students.

The school requires instructional staff to hold LDE/ESL/CLDE endorsements and encourages them to improve their practice and knowledge by remaining up to date on current research and methods within ELD programs.

Data Analysis

The EL program is successfully implemented as demonstrated in:

- Monitoring of EL data in Alpine Achievement data warehouse system (ELL Plans are written annually with parental input and formally approved each October);
- Identification, screening and monitoring processes are done with fidelity;
- Services provided are based on student need; 35 minutes per day, tutoring, supplemental support, etc.

The school has fully developed evaluation methods and processes that are used to monitor and improve program outcomes several times per year. The data is confirmed through benchmark exams, NWEA MAP

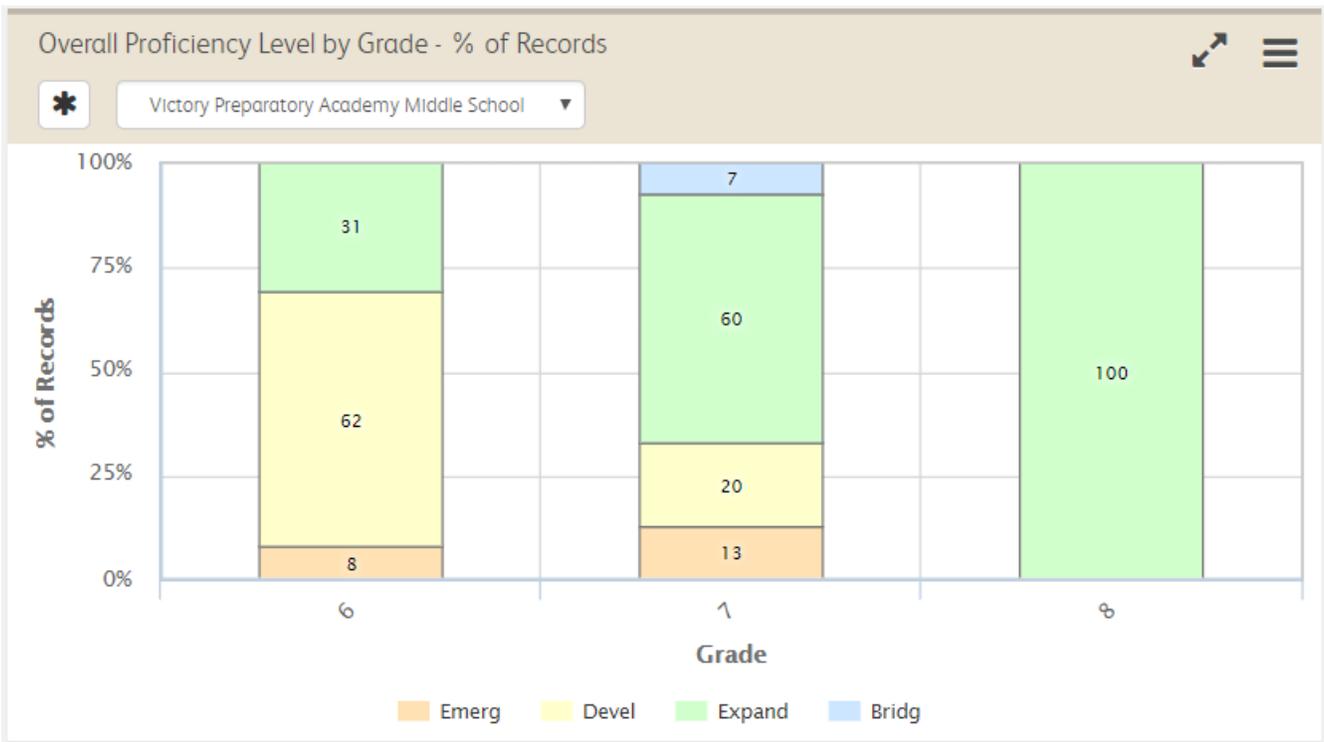


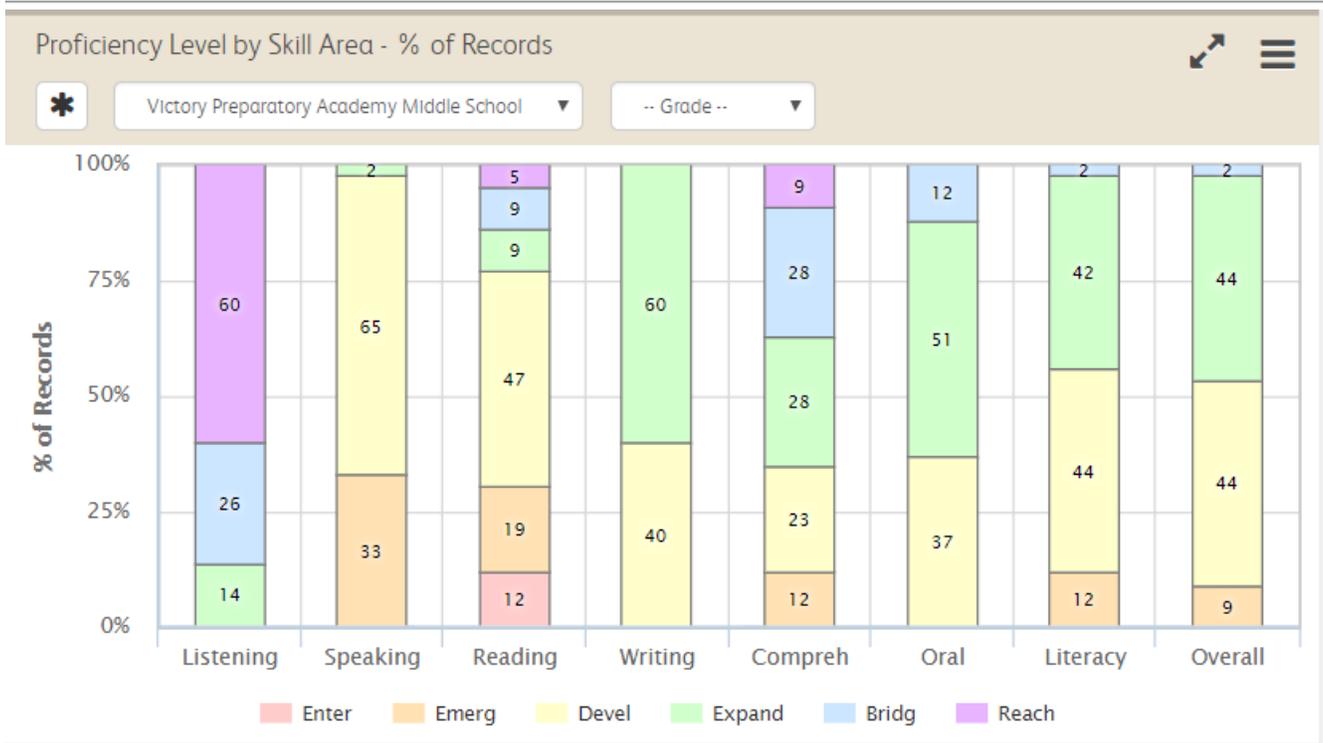
data, class work, participation in other special programs/extracurricular activities, and observations. The school uses evaluation results to identify the links between program elements or activities to student outcomes. It also uses evaluation results to make program decisions and implement changes based on results, including which program elements to continue, which to modify, and which to discontinue.

VPA’s evaluation concluded that its program is producing outcomes identified in its plan. Students are displaying growth in language proficiency and academic content proficiency. The evaluation supports continued refinement of implementation across grades and additional focus on integrating Colorado Academic Standards, CELP Standards, and PARCC/CMAS assessment design.

VPA’s EL students receive individual targeted ELD services targeted to their language needs. Students are learning grade-level core content in addition to ELD. As shown in the charts below, ELL students are making sufficient academic progress and are either at academic grade level or growing at a rate that they are able to “catch up” in a reasonable amount of time.

This data, along with performance in core classes, benchmark assessments, demonstrated English oral, reading and writing skills, confirm EL students are acquiring English language skills at a pace that is appropriate and compatible with objectives for academic progress. Students are progressing and able to successfully manage regular coursework.





Community Supports and Family Partnerships

The school has been a community partner for over 15 years. Partners include Migrant Education, Community Reach, Adams County Human Services, Food Bank of the Rockies, Adams County School District 14 homeless liaison, Salud Clinic, Commerce City Police Department, the Link, and Cesco International Translating Services. These services provide help to EL students and their families concerning issues and concerns including interpretation/translation, immigration, job loss, displaced families, transportation, meals, social inquiry, counseling, affordable healthcare, transitions, and a variety of other needs that may arise.

Translating and interpreting services are available at all times through competent staff members. For parent teacher conferences, formal meetings including, but not limited to IEP/Special Education, are staffed with hired professional interpreters.

Fiscal Resources

VPA uses a variety of funding resources to support ELs. Title III provides professional development and coaching. Title I provides student-centered tutoring, pull-out/push-in support, family liaison support and translator/interpreter support. McKinney-Vento homeless funding helps with food, clothing, transportation, technology, etc. ELPA funding provides support through coordinator services, bilingual instructional support, professional development, parent outreach and support. The school’s general fund is used also to fund curricula, supplemental materials, PD activities and resources, operating expenses, etc.