



**TEACHING LITERACY TO K-5 ENGLISH LEARNERS
PLANNING TEMPLATE FOR WORKING WITH SCHOOLS**

AREAS OF SCHOOL RESPONSIBILITY	CURRENT STATUS			NEXT STEPS		DWW RESOURCES (LINKS TO SPECIFIC RESOURCES)
	Already in Place	Not Feasible/ Inappropriate	Potential Areas to Develop	School	District	
A. School Leadership 1. School principal communicates to and discusses policy about teaching reading to English learners with all staff 2. School has access to expertise related to teaching English learners						
B. Setting Standards and Expectations for Achievement 1. School principal and school reading leaders communicate that learning expectations for English learners are same as learning outcomes for other students 2. School uses grade-level texts with English learners						
C. Providing Research-Based and Effective Instruction in Support of State and District Standards 1. School implements core reading program(s) consistently in all						

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classrooms 2. All teachers receive training/orientation to core reading series 3. All teachers provide instruction to all students in vocabulary and Academic English 4. Teachers administer progress monitoring assessments for beginning reading at least every 6-8 weeks and identify needs for additional instruction 5. All teachers receive training/orientation to administration and interpretation of progress monitoring measures 6. Teachers have access to repertoire of reading interventions and support materials [Also see Section F below]						

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<p>D. Supporting Instruction in the Classroom</p> <ol style="list-style-type: none"> 1. Principal and teachers organize daily schedule to ensure that English learners have specific block of instructional time each day where Academic English is focus 2. Principal and teachers organize reading block/daily schedule to ensure that students who require reading interventions can receive daily small group instruction 3. Principal schedules weekly planning time for grade-level teachers and specialists to work together on planning vocabulary and Academic English lessons 4. Principal and school leaders ensure that there is a process for review of use of progress monitoring results 5. Principal and school reading leaders ensure that there is a process for determining when/whether/what type of interventions are required 6. Teachers have access to support for implementing peer based instruction (e.g., help in establishing routines) 						

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<p>E. Recruiting, Retaining, Supporting High- Quality Staff</p> <p>1. Principal and school reading leaders provide opportunities for teachers to receive feedback about their implementation of instructional techniques used with English learners, including opportunities for sharing with peers and receiving peer feedback</p> <p>2. Principal and school reading leaders provide ongoing access for staff to emerging research about English learners</p> <p>3. Principal ensures that all teachers, including ESL teachers, are included in all professional development opportunities for teaching English learners that cover the following: vocabulary development, Academic English, progress monitoring, interventions/ characteristics of highly interactive teaching, peer-assisted learning</p>						
<p>F. Supervision and Monitoring of Instruction</p> <p>1. Principal includes use of recommended EL practices in teacher feedback and evaluation</p> <p>2. Principal and school reading</p>						

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leaders discuss recommended interventions based on progress monitoring results with teachers at least three times a year						
G. Use Data for Planning and Accountability 1. Principal and/or other reading leaders review English learner progress schoolwide with all staff at least annually, using assessment and progress monitoring data 2. Principal and teachers ensure that ELs are included in state reading assessments and English Language Proficiency assessments 3. As necessary, principal engages adults who speak the native language of ELs to explain directions for progress monitoring assessments						
H. Engaging Families and Community 1. School develops and communicates policy about teaching reading to parents of English learners						
I. Ensuring Safe and Supportive Learning Environments for All						

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Students 1. Teachers create climate in classrooms where all children are consistently encouraged to participate in oral discussions and learning activities						