

## Long-term ELL Strategic Academic and Literacy Support Model Planning Tool: Essential Features

# Essential Feature 1:

The foundational instructional language development approach specifies how high-quality academic standards-based integrated content and language development will be delivered throughout the MLL/ELL's day with literacy enrichments in English and home language.

### Guiding Questions:

- What are some of the ways in which the foundational instructional language development approach, that specifies how high-quality academic standards-based integrated content and language development will be delivered throughout the MLL/ELL's day, can be enriched to accelerate disciplinary literacies and language for Long-term ELLs?
- Who will be involved in the design of the Long-term ELL Strategic Academic and Literacy Support Model?
- How will the program design attend to college and career readiness goals?
- How will the school implement the district' language development approach?
- How will home languages and culture be used to support the academic and language development of Long-term ELLs?
- What can you implement immediately? What will you plan for one-two years out?

## Long-term ELL Strategic Academic and Literacy Support Model

# Essential Feature 2:

Strategic staffing of strong, caring adults that build relationships to address the needs of Long-term ELLs on their journey to graduation.

### Guiding Questions:

- Who will be involved in the recruitment and hiring of staff to serve Long-term ELLs?
- What is the profile of the team needed at the school for the Long-term ELL Strategic Academic and Literacy Model?
- Who can help find candidates that meet the profile?

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# Essential Feature 3:

Motivating courses with demanding texts and a curriculum-wide focus on study skills, metacognition/metalinguistic, and varied learning strategies for rigorous, purposefully scaffolded learning opportunities to accelerate their academic discourse and literacies.

### Guiding Questions:

- What are your current practices? What do you need to do differently?
- What can you advantage to create more motivating, engaging courses that strengthen Long-term ELLs access and success in demanding courses?

## Long-term ELL Strategic Academic and Literacy Support Model

# Essential Feature 4:

Ongoing, intentional academic and social emotional assessment to determine needs with follow-through.

### Guiding Questions:

- What data will you need to gather and analyze to understand how Long-term ELLs are progressing?
- What formative assessment practices are being implemented and how is the information used?
- How will you strengthen the practice of data use to inform programmatic continuous improve, improve Long-term ELL performance in content and language achievement and monitor progress towards graduation?

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# Essential Feature 5:

Intensive social-emotional and college and career planning supports that draw on strategic community and family partnerships.

### Guiding Questions:

- What data will you need to gather and analyze to understand how Long-term ELLs are progressing?
- Who are our Long-term ELLs? What are their needs? What are their families' needs?
- How will we gain a comprehensive understanding of our Long-term ELLs?
- Who can support them within and outside of the school?
- What support does the district offer for families?
- Who has built partnerships with community-based organizations, social services, businesses, and institutions of higher education to support Long-term ELLs and their families?

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# Essential Feature 6:

Intentional, carefully-orchestrated structures that afford opportunities for Long-term ELLs to accelerate and strengthen their language, literacy and academic competencies.

### Guiding Questions:

- How will you organize time and schedules to accelerate literacy, academic and language achievement for Long-term ELLs?
- Who needs to be involved in the planning of more flexible schedules?
- What do educators need to know and do to build more student driven schedules?
- What do teachers need to know and do to support instruction in diverse structures?

## Long-term ELL Strategic Academic and Literacy Support Model

# Essential Feature 7:

Professional learning sessions on curriculum development and instructional strategies for all teachers of Long-term ELLs including ENL and content area teachers.

### Guiding Questions:

- What kinds of specialized professional learning can support all teachers (content area and ENL of Long-Term ELLs)?
- How can teachers be better prepared to provide Long-term ELLs standards aligned curriculum?
- What types of supports and structures will enrich all teachers' learning and planning?