

## Guiding Goals for English Learners K–3

Goal	Long-Term Vision	First Steps
Fully understand recent research and best practices in English language development	Staff collaboratively study recent research in English language development and blend these ideas with the existing research	<input type="checkbox"/> All staff engage in collaborative study of best practices in ensuring all students acquire English. <input type="checkbox"/> Each teacher shares one key strategy for ensuring students successfully acquire English and access content.
Ensure that English learners receive explicit, systematic English language development	Staff provide English learners with at least thirty minutes a day of high-quality English language development as a dedicated course that focuses on the functions of language.	<input type="checkbox"/> Staff assess the needs of English learners and target instruction based on proficiencies and needs. <input type="checkbox"/> Staff scope and sequence language functions, based on grade and proficiency, and match grammatical forms to the functions. <input type="checkbox"/> Teacher teams collaboratively discover and share strategies to ensure that students build their fluency, speaking or writing at least 50 percent of class time.
Ensure that English learners, and all students, receive scaffolded supports within every content area	Staff develop and employ strategies so that language, vocabulary, and background knowledge are not limitations to the high levels of success of every student in every content area.	<input type="checkbox"/> Staff collaboratively explore and utilize strategies for organizing instruction (such as SIOP) and scaffolding content (such as SDAIE and Project GLAD). <input type="checkbox"/> Teacher teams plan on regular (at least quarterly) lesson studies that focus on scaffolds, in which teachers co-plan, co-teach, and co-review lessons in one another's classroom.