

Crosswalk of English Language Learner (ELL) Essential Practices with Site Plan Practices

Use this crosswalk to identify practices from your SPSA that align to the ELL Essential Practices. Please visit this tab early and often in your planning process to identify any needed additions to your SPSA in order to address at least three elements of each practice of the Essential Practices for ELL Achievement. The Essential Practices are linked below for more details; you will also find links with resources that clarify each element. *Please note that you will not see anything in the Key Practices drop-down menu until you have entered practices into the "Part 2: Priorities & Practices" tab!*

Click here: [ELL Essential Practices](#)

	Key Teaching, Leadership, or Organizational Practice from Site Plan	Aligned Element of Essential Practice
1. Access & Rigor	Providing reading opportunities at students' independent levels for both independent and small group work	1.3 Enrich and amplify instruction so that all students are supported with appropriate levels of scaffolding and rich, multiple entry points into a curriculum that emphasizes depth over breadth.
2. Designated and Integrated ELD	Hire STIP to provide release time for teachers' professional development and support ELL students Schedule professional development opportunities as well as reading lab to support English learners.	2.1 Provide daily Designated English Language Development. (See ELL Essential Practices for criteria.)
3. Data-Driven Decisions	Use math data to assign students including GATE, foster youth, English learners, low income students, African-American and Latino students to receive Tier 1 and Tier 2 support.	3.6 Monitor progress of ELLs and recently reclassified students (within last two years) to ensure they are on-track to college and career readiness. Provide targeted support and intervention as appropriate.
	Targeted students should be identified within the first month and assigned to Tier 1 and Tier 2 supports. Schedule reading lab and reading shuffle; hire STIP to staff in order to support struggling readers and English learners; gifted students grouped together for advanced word study and/or reading groups	3.6 Monitor progress of ELLs and recently reclassified students (within last two years) to ensure they are on-track to college and career readiness. Provide targeted support and intervention as appropriate.
4. Asset-Based	As part of implementing culturally responsive strategies, include multicultural literature in classroom libraries, including books written in other languages spoken by our students.	4.5 Foster the teaching community's awareness of the linguistic and cultural assets students bring and use these to inform instructional delivery (e.g., tapping into prior knowledge and experiences, making explicit connections between material and students' home cultures).
5. Whole Child	Plan for and schedule Family Math Night and one parent education event regarding math standards (likely PTA funded).	5.5 Engage families as active participants, contributors and cultural liaisons to the school community.
	IPBIS team continues meeting to plan and train staff during Phase 2 of PBIS implementation; provide restorative questions & conversation starters to staff & review training	5.3 Address issues of bullying and exclusion on the basis of language and culture through anti-bullying curriculum and Restorative Justice practices.