

LANGUAGE DEVELOPMENT PLAN (ELAR, Math, Science, Social Studies)

TELPAS Listening
Tuesday

TELPAS Speaking
Wednesday

TELPAS Writing
Thursday



Bilingual/ESL Department

2019-2020

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1. Campus/Class TELPAS listening, speaking, reading, writing and composite scores will be reviewed with teachers. Teachers will complete a grouping mat to be used in conjunction with the PLDs to address individual students' needs.
2. TELPAS composite scores will be posted in the data room so teachers can visualize and discuss campus/student data at a glance throughout the school year. During Grade-Level/Content Area Collaborative Planning meetings administration can continuously draw attention to campus trends and targets for *progress and attainment* as well as goals for exiting students from the Bilingual Program. *(TELPAS makes up 10% of the Domain III score.) (Take note that this school year students will be required to achieve an Advanced High level in each of the 4 language domains in order to qualify for exiting.)*
3. Specific emphasis will be placed on TELPAS listening, speaking (online portions of the assessment) and writing. Teachers will be provided with a **TELPAS Language Development Plan** addressing each of these TELPAS domains in Reading, Math, Science and Social Studies on a rotating basis – 3 days out of the week/once a month for each content area. *(Keep in mind that all four content area teachers; Reading, Math, Science and Social Studies are responsible for the teaching of the content as well as the language development of our EL students.)*
4. For grade levels 9th – 12th, students will complete the **listening** activity every **Tuesday** and the **speaking** activity will be done every **Wednesday**. These activities will be completed on **Flipgrid** and will address skills being covered in the C.A.R.E.S.
5. The **writing** samples will be completed every **Thursday**. **Flipgrid** will have downloadable activities for students to complete their week's tasks in each content area.
6. It is recommended that teachers have a folder to hold the **Flipgrid** / TELPAS activity booklets for each of their classes).
7. Teachers will have one week to review, rate (using the PLDs) and conference with students in reference to the content/language in their **listening, speaking and writing samples** in order to continuously help them strive for improvement from week to week. This is done to assist students to move toward meeting the yearly goal of improving one or more levels on TELPAS/reaching the Advanced High level.
8. In the area of writing, teachers will use the Writing PLDs and the **Paper Tracking Form** to rate the EL students' writing samples. ***Only the paper tracking form will be provided for teachers to use in order to monitor their EL students' progress and keep in their Data Binder.*
9. Periodically, a random number of the TELPAS Writing samples will be reviewed by administration during Grade-Level/Content Area Collaborative Planning meetings. Teachers may take their folders to the meeting, or preferably take their laptop to the meeting to share students' writing samples straight out of the **Flipgrid** folder which can easily be accessed at

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the Collaborative Planning meeting with no need to carry the TELPAS/Flipgrid folders.
Random students can be selected and the group may read and rate the students using the PLDs.

10. Periodically, a random number of TELPAS Speaking samples will be reviewed by administration during Grade-Level/Content Area Collaborative Planning meetings. Random students can be selected and the group may listen to and rate the students using the PLDs.
11. The classroom teacher and the campus administration will be responsible to monitor the implementation of the Language Development Plan (as per the specific content area outlined in the plan/schedule).

**** In order to effectively implement this plan using **FLIPGRID** campuses/teachers will need to work closely with their ESL Strategist as well as their LPAC Administrator.*