



Innovative Instruction for English Learners

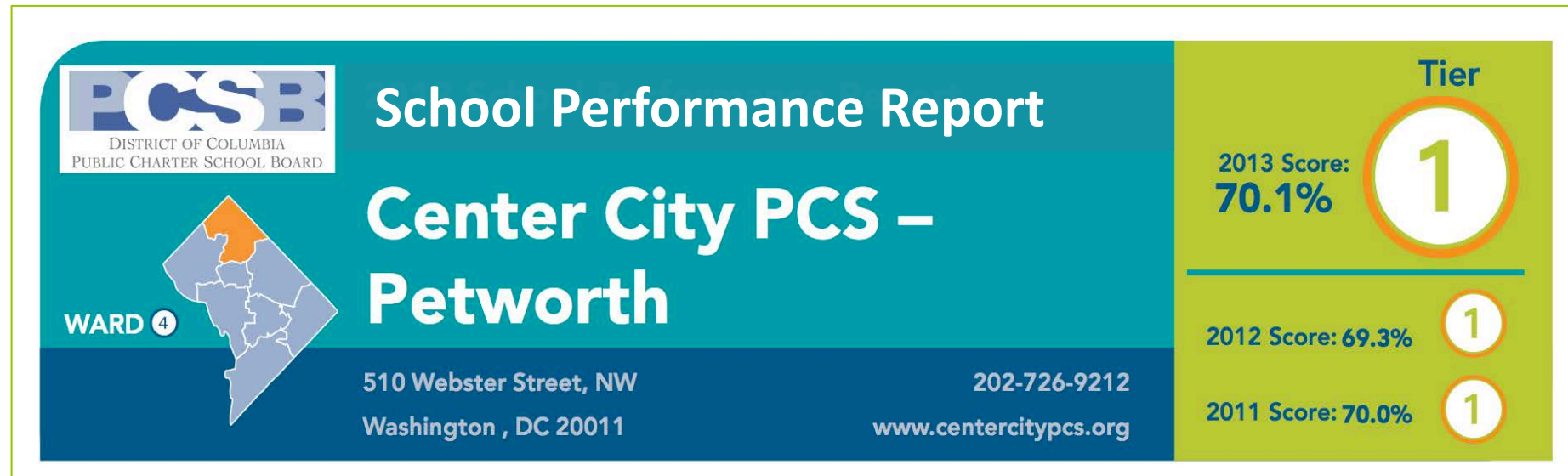
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Center City Public Charter Schools





The CAUSE



In 2012 Center City Petworth's Campus was a Tier 1 school according to the PMF framework developed by DC's Public Charter School Board (PCSB)





REWARD

Schools with the highest levels of student performance and growth

RISING

Schools with good performance, need support to continue growth

DEVELOPING

Schools with moderate performance, need support to continue growth

FOCUS

Schools needing targeted support to address large specific groups of students

PRIORITY

Schools needing intense support to address low performance of all students

However, that same year, Petworth was classified as a 'FOCUS' school for Disproportionate Subgroup Performance due to the low performance of its LEP subgroup.



The DEVELOPMENT

Center City designed an after school program called “ESL After the Bell”.

The program’s goal was to close the achievement gap for English Learners.



2012-2013

Petworth Campus

M, T, W, Th 4:00-6:00

All ELs and Monitor students

Focus on language acquisition and development in **ENGLISH**

2013-2014

Petworth Campus

M, T, W, Th 4:00-6:00

All ELs and Monitor students

Focus on language acquisition and development in **ENGLISH** and
SPANISH

2014-PRESENT

Full implementation at **ALL CAMPUSES with EL populations**

(Brightwood, Petworth, Shaw)

2 days a week

All ELs and Monitor students scoring <50th percentile in Reading (NWEA MAP)

Streamlined CURRICULUM



THE DESIGN

COMMON CORE STANDARDS

Grade-level priority standards

CROSS CURRICULAR

PROJECT BASED

RESEARCH DRIVEN

Emphasis on CCSS standards where ELs perform at least 10% below their English-speaking peers on CCPCS interim assessments

WIDA ELD STANDARDS

Based on CCPCS English Learner Plans

Intentional activities to promote language development

LISTENING

SPEAKING

READING

WRITING

SERVICE LEARNING

Giving Back to the Global Community

AWARENESS

EMPATHY

ADVOCACY

Local + Global Organizations

FAMILY AND COMMUNITY INVOLVEMENT

Pk-1

ECE After the Bell

Connection to Culture

Native Language Development

Culture Studies

Bilingual Student Presentations

Spanish Novel Studies

Family Interviews

Research Projects

2-8

Home Learning Projects





FEEDBACK

ESL ATB gave our students the confidence to develop their English skills in a small, caring learning environment, which then translated into gains for them in the classroom



PRINCIPAL

My students were really invested in the ESL ATB curriculum topics. Their increased vocabulary and ease of use with the general and academic vocabulary was evident in each week of the program.

ESL ATB TEACHER

I felt like I really bonded with my ELL students and I had better relationships with them to leverage during our class time. I really knew their needs as students, and I felt better equipped to address what those specific students needed in ELA and in ESL After the Bell.

ESL ATB TEACHER

The curriculum kept me on my toes with strong instructional strategies for my ELL students. We spent a lot of our time on vocabulary, writing, and speaking strategies that were anchored in visual cues and building students' schema. Spending time planning and teaching this population after school very likely made me a better teacher to the rest of my ELLs in school.

ESL ATB TEACHER

This program helped me feel more comfortable asking questions about what is best for my child's education.

PARENT



Throughout the spring semester, many of my after school participants started speaking up in class and were more confident during Socratic discussions. This was especially true for my shy girls! A couple of my 8th graders were girls I'd describe as "quiet little mice" at the beginning of the year, but by the end of the year, they were lions in Socratic! It was an incredible transformation to witness, and I am so proud of them!

ESL ATB TEACHER

I love ESL so much I never ever want it to be over.

STUDENT





THE OUTCOMES

After the first year of ESL After the Bell...

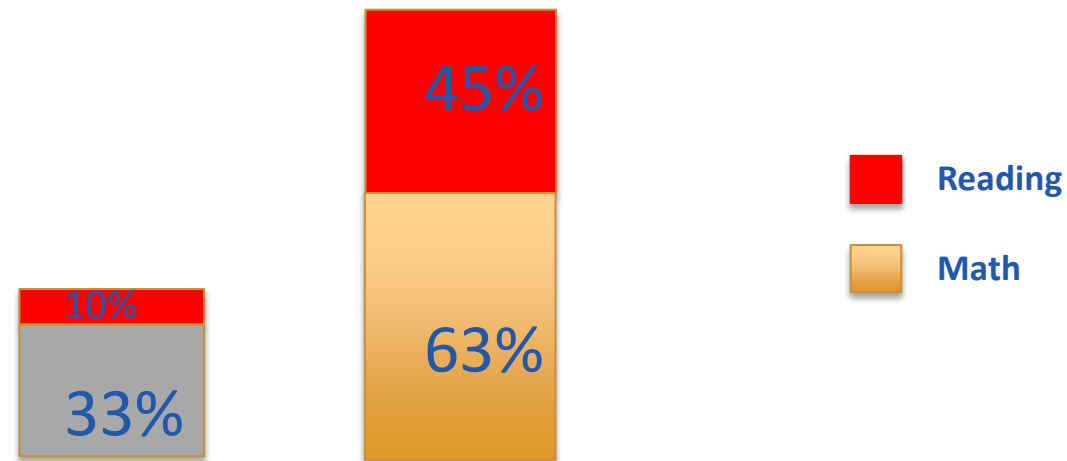
- **Designed with Common Core State Standards**
 - Emphasis on standards where ELs were performing at least 10% below their English-speaking peers.
- **Aligned to WIDA ELD standards**
 - Intentional activities to build skills in L/S/R/W
- **Project Based Learning**
- **High Engagement**
- **Family Involvement through projects that build literacy**
- **Service Learning with a focus on a global community**





THE OUTCOMES

DC-CAS scores tripled in Reading and doubled in Math.

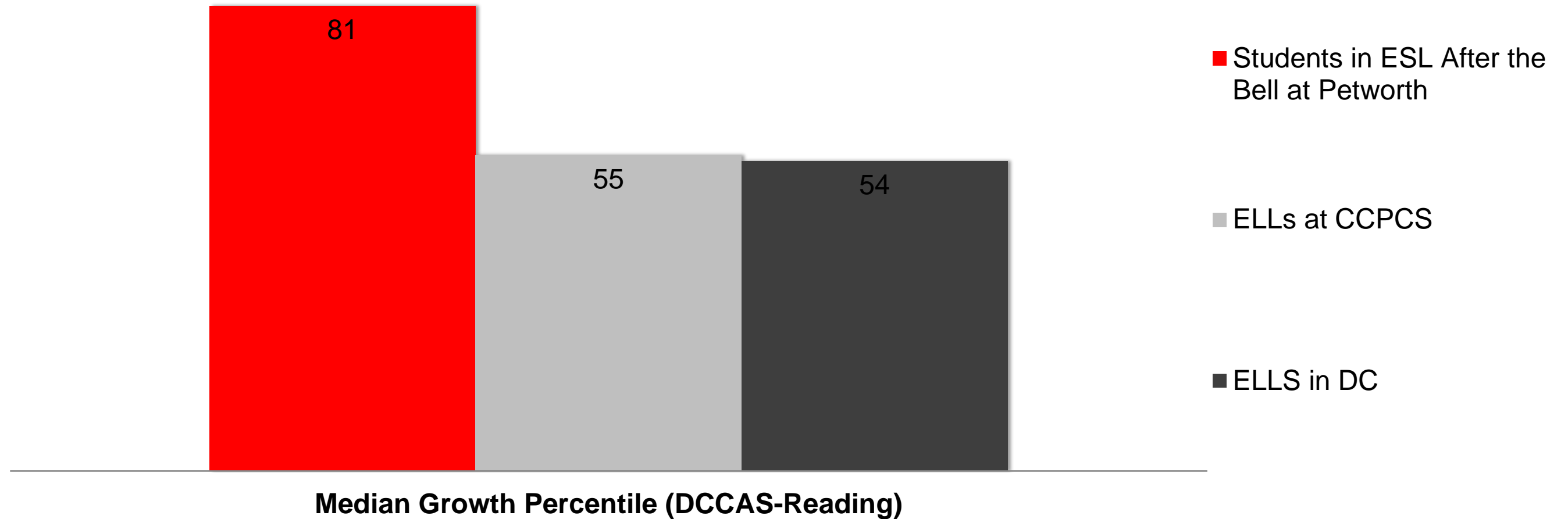


Petworth LEP Subgroup: Percent Proficient



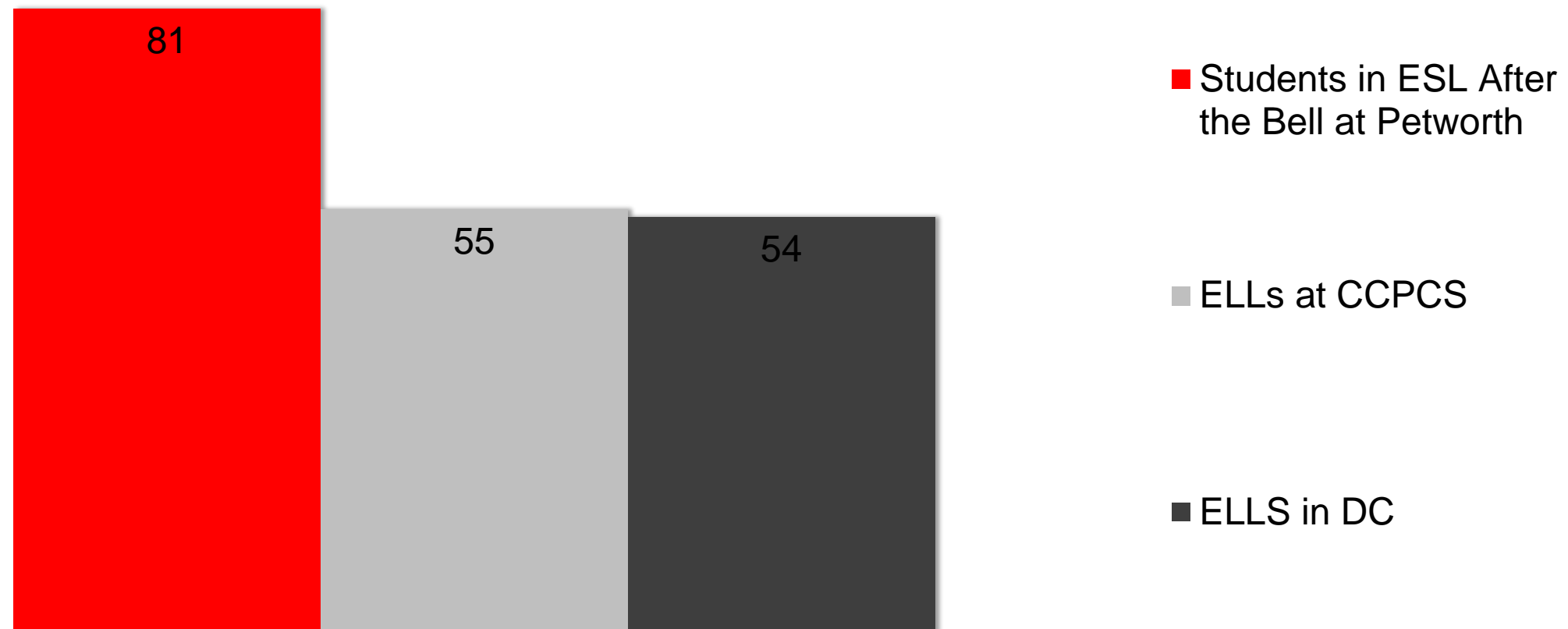


THE OUTCOMES





THE OUTCOMES

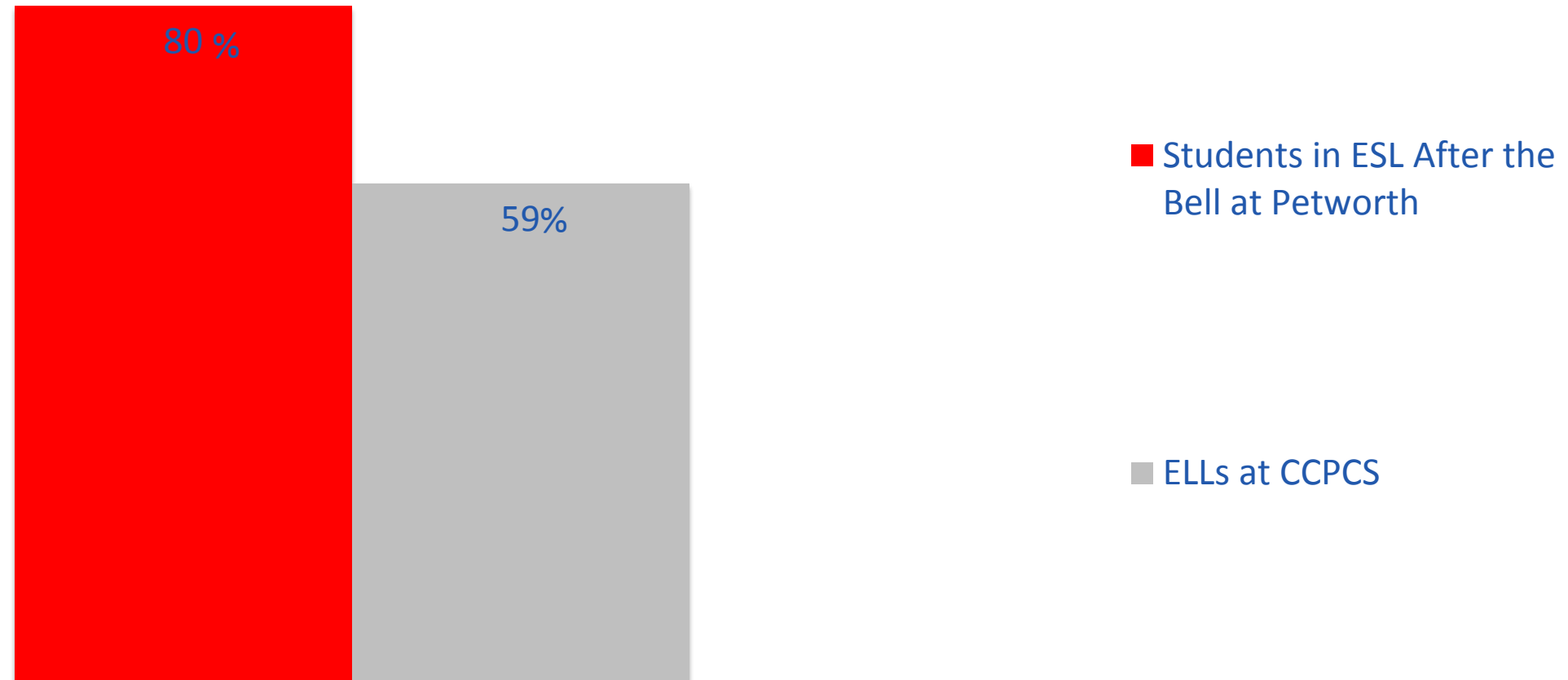


Median Growth Percentile (DCCAS-Reading)





THE OUTCOMES



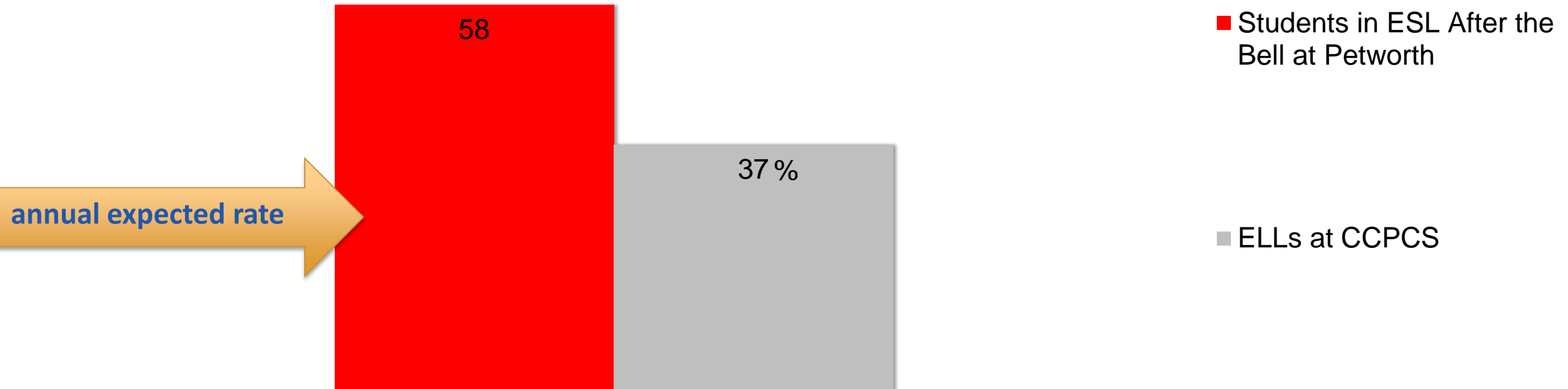
Percent of students who met 0.6 growth on ACCESS





THE OUTCOMES

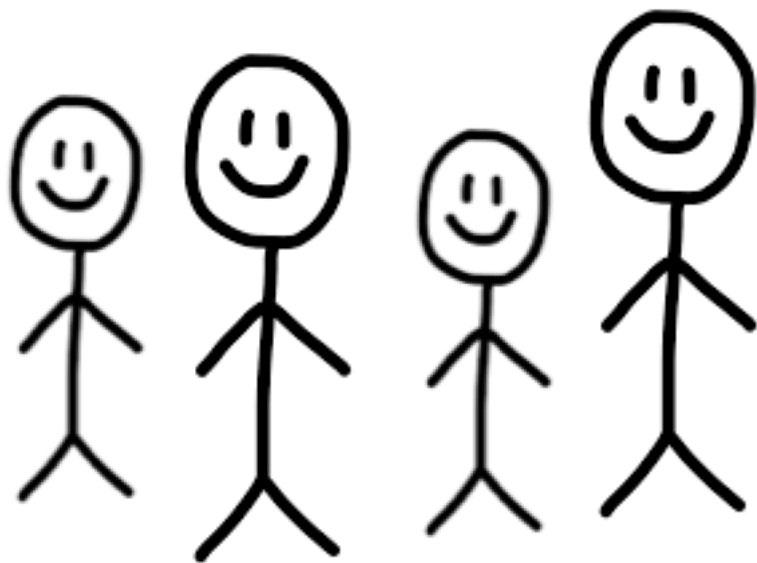
Percent of students who exit the ESL program



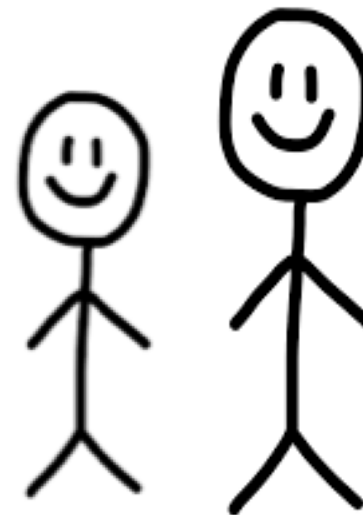


THE OUTCOMES

Fall→Spring Growth Targets on NWEA MAP



English Learners



Gen Ed students





RESOURCE SHARE

