English 3D

Aligns to Title I, Section 1003(g)
SCHOOL IMPROVEMENT GRANTS

School Improvement Grants (SIG) are intended to help Title I schools, identified for improvement, corrective action, or restructure, implement reform strategies, specifically the four intervention models—Turnaround, Restart, School Closure, or Transformation Model. Within the Turnaround and Transformation Models, districts and schools are required to implement a series of required activities, as well as other optional elements. The chart below shows how **English 3D** can support School Improvement, specifically for Turnaround and Transformation Models. The criteria are drawn from the Federal Title I, Section 1003(g) Guidance posted at: http://www2.ed.gov/programs/sif/legislation.html.

SIG Requirements	English 3D
Implement an instructional program that is research-based	*English 3D*, Grades 6-9, is an English language development program for long-term English learners developed with Dr. Kate Kinsella, one of the nation's leading scholars on instruction and achievement of secondary English learners. *English 3D* is designed to ensure proficiency in the "language of school"—the academic vocabulary, speaking, listening, and writing vital to success in school and life—and ensure all students are on a path toward college and career readiness. *English 3D* is based on the foundational research about long-term English language learners, as well as the research and practices of Dr. Kate Kinsella, Center for Teacher Efficacy, San Francisco State University. The curricular underpinnings of the program were developed by Kinsella over multiple years through her involvement with adolescent English learners in San Francisco State University's Step to College Program and her extensive consultancy, training, and in-class coaching with secondary schools. The foundational instructional routines within each *English 3D* unit are research-informed and classroom-tested by Kinsella and scores of teachers she has trained and coached. 📖 For more information regarding the research foundations for *English 3D*, please refer to: http://teacher.scholastic.com/products/teach-english-language-learners/english-3d-overview/research-foundation.html
Implement an instructional program that is aligned with State academic standards	*English 3D* supports implementation of the Common Core State Standards through content, routines, and portable language functions. This ensures long-term English learners will be on the path towards college and career readiness. Reading: The *English 3D Issues Book* presents nonfiction, informational articles that span a 750-1100 Lexile range and gradually increase in text complexity. Content connections in the articles support students to associate the content of the issues to content-areas, such as science, social studies, health, economics, fine arts, and technology. Language: Daily routines build students' vocabularies with both high-utility and topic-related academic words. *English 3D* builds proficiency of language through daily opportunities for written response and academic discussions in pairs, small groups, and whole class. In every issue, students receive explicit instruction in grammar, usage, and mechanics so that long-term English learners can practice and apply these conventions in their writing assignments. CONTINUED

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Implement an instructional program that is aligned with State academic standards	<u>Writing:</u> *English 3D* includes direct instruction in summarizing, justification, argument, and research writing. The academic writing type definition introduces its purpose, structure, and specific elements. Discussion frames require students to use academic language as they discuss key elements of the writing type. Finally, writing is a multi-step process, so before students begin their formal draft, they will take notes and draw from evidence or personal examples to justify their argument. <u>Speaking & Listening:</u> Students receive daily opportunities to listen, reflect, and discuss ideas with peers. Language function frames help students restate and compare ideas. The note-taking chart provides a place for students to take notes as they listen carefully as each group member presents a speech. Students begin by presenting short, 30-second speeches and build toward longer 60-second speeches. Engaging speech topics directly relate to the past two issues about which students have been speaking, reading, and writing. 📖 For information about how *English 3D* correlates to State Standards, please see: http://english3d.scholastic.com/funding-standards/state.
Use formative, interim, and summative assessments to inform and differentiate instruction	*English 3D* offers teachers daily opportunities to assess learning, inform instruction, and assign grades. Beginning- mid- and end-of-year tests assess students' learning over the course of the year. ■ Academic Language Assessments—taken at the beginning, middle, and end-of-year—assess language functions, vocabulary, grammar, and writing to provide a snapshot of academic language development. ■ Daily Formative Assessments—The Daily *Do Now* is a brief task that students complete during the first few minutes of each class to review high-utility and topic-related vocabulary. Based on students' responses, a teacher can review, reteach, or reinforce a particular word or concept. ■ Curriculum-Embedded Assessments—At the end of each of the 12 Issues, students take an Issue Test that assesses academic vocabulary (topic-related and high-utility words), summarizing, and language and conventions skills. ■ Performance-Based Assessments: Writing Assignments—Students work on an academic writing task in each issue, writing either a paragraph or a longer essay. They use a rubric to score their writing and guide their revisions, while teachers will use rubrics to offer feedback and inform grades. ■ Performance-Based Assessments: Speeches—After every two issues, students plan, write, and present a speech. Rubrics help students self- and partner-assess, while teachers will use rubrics to offer specific feedback and inform grades.
Promote the continuous use of data in order to meet the diverse academic needs of individual students	*English 3D* offers teacher's daily opportunities to assess learning, inform instruction, and assign grades. Because the program is primarily print-based, it does not include a data management system. However, the *English 3D Teacher Space* CD includes rubrics that teachers can use to assess student speeches and writing. Students can also use the rubrics provided in the *Language & Writing Portfolio* to self-assess and reflect on ways to improve their speeches and writing. Finally, teachers use the *English 3D Grading Grid* to organize students' scores on the curriculum-embedded assessments and academic language assessments.

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Implement a school wide *Response to Intervention* model	*English 3D* was built specifically for academic language learners, including long-term English language learners, advanced ELL/ELD students, and community dialect speakers. Every routine and strategy developed for the program was designed for these students. The goal of the program is to re-engage students in school through high-interest, engaging topics that are relevant to adolescent's lives and concerns. Teachers are also provided resources to differentiate for those with special needs. Long-term English learners need explicit instruction in developing highly portable vocabulary and language functions for use in writing, speaking, and other academic and social contexts. Through the program's guided routines, students will increase their academic and content-area vocabulary and focus on critical language conventions such as subject-verb agreement, complex sentences, and more. Students will develop language for distinct purposes such as stating perspectives, comparing ideas, and asking for clarification using increasingly more sophisticated vocabulary and syntax. Students learn the meanings of high-utility words and discuss and write examples to demonstrate understanding. Using scaffolds, students discuss and write about the important details of the text. Then they "shrink" the text, writing a summary using precise vocabulary.
Implement effective strategies to ensure that students with disabilities and LEP students acquire language skills to master academic content	The majority of middle and high school English Learners are Long Term English Learners. Long Term English Learners (LTELs) are students who have been enrolled in U.S. schools for more than six years without successfully acquiring the language and academic skills necessary to be reclassified and thrive in standards-based coursework. While most LTELs have a fairly strong command of social English, they are stuck at intermediate English proficiency, have profound gaps in their literacy and language skills, and perform below grade level expectations. While LTELs benefit from targeted reading and writing interventions, just as English proficient students, their literacy support must include an informed and systematic program to bolster their verbal command of English vocabulary, syntax and grammar. *English 3D* provides the planned, explicit instruction and daily structured and accountable opportunities to practice language they can leverage on writing and reading assignments. The goals of *English 3D* are to: ■ Engage students cognitively and linguistically in every lesson phase through structured, accountable responses and consistent, interactive instructional routines. ■ Explicitly teach high-leverage, portable language – including vocabulary, sentence structure and grammar – that students can apply in academic and social contexts. ■ Offer daily contexts for students to productively interact with peers applying advanced social and academic language, critical thinking skills and pragmatics. CONTINUED

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Implement effective strategies to ensure that students with disabilities and LEP students acquire language skills to master academic content *Continued*	▪ Equip students with the language knowledge and skills to tackle the informational reading and writing demands of state and Common Core standards and assessments. ▪ Make regular connections between coursework target language and literacy skills and the demands of college and the professional workplace. ▪ Improve scholarly demeanor, study skills, and habits through modeling, accountability, encouragement and high expectations. ▪ Provide constructive, respectful and timely feedback on language use, literacy skills and scholarly comportment.
Establishing schedules and strategies that provide increased learning time	*English 3D* is designed to be used daily for 45-60 minutes during Strategic English support class, Advanced ELL/ELD class, English Language Arts class, or an Elective period. Using recursive instructional routines, the program provides a clear scope and sequence as students move to more advanced proficiency of language development. The *English 3D Issue Book* presents 12 high-interest, real-world topics that provide a platform for daily discussions and writing tasks. Each *English 3D* Issue takes about two to three weeks to complete. Research shows that consistent instructional routines help learners free up cognitive "real estate" and better focus on new content and skills. *English 3D* includes routines that structure student interaction and behavior as well as classroom instruction. Three Essential Routines, embedded into each *English 3D* lesson, structure overall student interaction and engagement. Teachers and students will use these routines every day: Partner & Group Interactions—*English 3D* provides numerous and varied peer interactions to maximize time on task, ensure accurate verbal responses, and require attentive listening. These tasks include clear expectations, embedded language targets, and accountability for participation. Using Response Frames—A response frame is a structured, topic-related response scaffold that provides opportunities for students to apply carefully targeted language forms. Response frames provide a supportive structure for students to practice new and increasingly complex language. Setting Up & Monitoring a Task—Teachers model expectations, check for understanding, and monitor students' interactions and written work. The 12 Instructional Routines structure specific lessons within *English 3D* and support academic vocabulary development, speaking and listening, and writing. The *English 3D* Teaching Guide provides detailed support for each lesson, including reminders of the steps in the routines, the response frames to use, and the key points for partnering, monitoring, and reporting to the class.

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Providing ongoing mechanisms for family and community engagement	*English 3D* provides resources to involve families in student success. Family letters, in English and Spanish, are included in the *Teacher Space* CD to help teachers communicate mid- and end-of-year progress to parents. Students store final writing drafts in a folder to share with their families. The Interviews resource on the *Teacher Space* CD provides a structure for students to share and discuss the issues with community members and family.
Provide staff with ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program	Scholastic provides the following professional development for teachers and leaders: *English 3D* Implementation Training, Day 1 RECOMMENDED—At an additional cost In this first day of training, teachers learn how to effectively use the program including using essential routines, learning instructional routines for building academic discussions and fluency, understanding the sequence and increasing complexity of the Getting Started lessons, and using the Academic Language Assessments. *English 3D* Implementation Training, Day 2 RECOMMENDED—At an additional cost In this second day of training, teachers expand their knowledge of the program by refining understanding of essential and instructional routines, learning and practicing instructional routines for analyzing and discussing information text and academic writing, and practicing scoring students' writing. *English 3D* Implementation Training, Day 3 RECOMMENDED—At an additional cost In this third day of training, teachers expand their knowledge of the program, including preparing to teach and assess increasingly complex writing competencies, building students' listening and speaking skills with interviews, identifying and addressing high-priority error trends in student writing, and using assessments to inform instruction, monitor progress, and celebrate growth.
Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, and is having the intended impact on student achievement	In-Classroom Support & Coaching RECOMMENDED—At an additional cost Scholastic offers a yearlong customized plan of in-classroom visits that provides teachers with in-person, individualized support and focused strategies for the classroom. Based upon the Teacher Self-Assessment Form, Scholastic Consultants provide teachers with individualized support and focused strategies side-by-side in the classroom. Our consultants will build relationships with teachers to support on-model implementation, classroom management, program monitoring, and data-driven instruction.

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Develop and increase teacher and school leader effectiveness	To improve student achievement, districts need to have a clear vision for teaching and learning, a firm understanding of priorities, and a defined path to accomplish goals. The *Scholastic Achievement Partners* (SAP) team of proven leadership and instructional specialists can partner with school leaders to help develop and implement an actionable plan for school improvement. SAP services include the following: Comprehensive Needs Assessment—During this data-driven planning process, SAP consultants work with school leadership teams to identify the strengths and challenges of a district or school. Working together, goals are established, and measurements to assess implementation are defined. The Needs Assessment includes interviews, focus group discussions, presentations, and a final report. Data Analysis Reporting (DAR)—The Data Analysis Report (DAR) is a longitudinal report that provides an in-depth review of a school or district's performance measures over the course of the past three years. The data profile provides quantitative evidence of student academic data, demographic information, college readiness indicators, and school characteristics to help identify strengths and areas of need and serves as a starting point for comprehensive school improvement. Leadership Institute—SAP can tailor an intensive Leadership Institute that quickly and effectively builds the leadership density of the academic team. Ideal for districts with new leadership or within a district under rapid change, these institutes are delivered over consecutive days and typically held during the summer of scheduled in-service days. The topics are customized to meet the specific needs of the leadership team. Foundations of Organizational Leadership—These one-day courses focus on building leadership capacity. Topics include Establishing Structures, Communicating a Shared Vision, Creating a Culture of High Academic Expectations, Using Systemwide Data, Leading Change, Developing and Implementing Rigor and Relevance, as well as Leading Professional Dialogue. Foundations of Effective Instruction—These one-day courses focus on building and sustaining teacher effectiveness. Topics include Creating a Rigorous and Relevant Learning Environment, Applying Rigorous and Relevant Instructional Strategies, Using Data to Inform Instruction, and Collaborating for Continuous Professional Learning. Leadership Coaching—Highly customized, on-site support with an executive coach helps build leadership capacity through side-by-side, collaborative sessions that guide and support leaders. Job-Embedded Instructional Coaching—Results-oriented and holistic in approach, job-embedded instructional coaching supports teachers in meeting the needs of every student by building their skills in learner engagement, academic rigor, and real world relevance. Coaches work with teachers during the regular school day in their classrooms and during planning periods to raise student achievement. For additional information regarding SAP services, please see: http://teacher.scholastic.com/products/scholastic-achievement-partners/#/our-services-section.