Christine Kim's PROGRAM LOGIC MODEL for PLI Leadership Project

SITUATION:

English Language Learners are not reclassifying at expected rate/levels within the time given.

PRIORITIES:

English Language learning students will receive research-based, high quality, contextually relevant instruction in language.

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Participants	Short-term	Medium-term	Long-term
• Academic Language for All Students (ALAS) program implemented in district. • Repeated Interactive Read Aloud (RIRA) program also implemented by district	• Facilitate team to work on formative assessments • Work on modifications/enrichment of ALAS program, when needed. • Research best EL instruction practices. • Conduct information meetings with parents	• Grade level team members (4 including myself in first grade classroom) • Parents • Principal	• Students will show learning of: • academic vocabulary • Language improvement in speaking • Partner talk/accountable talk evident with peers	• Increase in partner talk, vocabulary development and language fluency will be demonstrated in: • student writing • student reading levels • student motivation	• Students will raise CELDT score • Students will reclassify • Students' performance in academic content areas will improve.

ASSUMPTIONS	EXTERNAL FACTORS
1. All members of team will participate fully in their roles. 2. District will not mandate any district driven formative assessments. 3. Team will be able to modify lessons without push back from district.	1. Fidelity of the ELD program implementation-in that all teachers will teach in a comparable manner. 2. Measuring ELD program of a district must be done in various ways and this project may not offer ALL of the ways in which a program's success can be measured. 3. Modification of lessons may receive push back from district.