

Brilla has made a commitment to serving all students and in the communities that we serve that includes many English Language Learners (ELLs). Brilla is committed to meet the needs of all learners and educate the WHOLE child. Using best practices from research, Brilla has purposefully crafted an approach to meet the needs of each student in the various levels of language acquisition to ensure each child is successful and reaches their potential.

Brilla College Prep uses structured English language immersion (English as New Language Program) to help English language learners (ELLs) achieve proficiency in the English language as quickly as possible. Blended-learning provides the ideal context for this immersion program. Using computers and headphones students can both see and hear the English language. The computer programs, such as iReady, target student learning with differentiated, individualized lessons that enable the student to learn at their own pace and to focus on specific skills. The computer programs continue to build vocabulary and bolsters students' confidence in their ability to understand and produce new language. The programs emphasize rapid vocabulary acquisition, basic language structures, and development of listening and reading skills.

Classroom teachers in this model are freed to do what they do best: use the rich resources of the classroom to expand and socialize new language. Intentional opportunities for students to speak English are built into the curriculum as turn and talks, group work, and frequent student voice. Word walls are used in every classroom and reviewed daily to build vocabulary and usage. Intentional academic language is unpacked from the objective at the start of each lesson, and academic vocabulary is introduced through Read Aloud. Students receive one on one coaching through Independent Reading on fluency, accuracy, and comprehension at their instructional level. During Skills, students are exposed to basic concepts of phonics and grammar. Science and Social Studies units are intentionally developed around language objectives, and frequently have presentation-style assessments to build student comfort with speaking. Writing instruction occurs first as a whole-group mini-lesson, followed by small group instruction. This allows the student to have access to the teacher frequently, and the teacher to develop intentional writing interventions for specific students.