



**Cedar Rapids  
Community School District**

*Every Learner: Future Ready*

# K-12 Lau (ELL) Plan for Serving English Learners (ELs)

Revised 8/28/2017

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## CRCSD K-12 Lau (ELL) Plan for Serving English Learners (ELs)

**Lau Plan leadership team members:** Eric Christenson (Elementary Director of Culture Climate Transformation), Clint Stone (Hoover Elementary School Principal), Scott Bleuer (Kennedy High School ELL Teacher), Amber Sebastian (Van Buren Elementary School ELL Teacher), Justy Griffin (Hiawatha Elementary School 4th Grade Teacher), Rebecca Rouw (Harding Middle School Counselor), Emily Gotto (ELL Facilitator), Rod Dooley (Executive Director of Equity)

### **Lau Plan**

The district plan designed to meet the instructional needs of English Learners (ELs) is referred to as the Lau Plan (*Lau v. Nichols*, 1974). The Lau Plan must be collaboratively written by the K-12 team identified above. CRCSD annually revises the Lau Plan [NCLB Sec. 3116]. (*See Appendix A for guidance around Lau requirements and critical elements.*)

### **I. Lau Plan Guiding Principles**

The guiding principles of our LIEP are aligned with the Iowa Department of Education publication, *Educating Iowa's ELs: A Handbook for Administrators and Teachers*, the *Iowa Teaching Standards and Criteria* and the English Proficiency Standards. Since the number of ELs in our classrooms is increasing, ALL teachers have a crucial opportunity and responsibility to address their instructional needs.

#### **A. English language development**

- Students will acquire Basic Interpersonal Communication Skills (BICS) and further develop CALP (Cognitive Academic Language Proficiency).
- Students will meet English Language Proficiency standards for their level of language proficiency and begin mastering standards at the next level; constantly working towards full proficiency status.
- Students will grow yearly in their language proficiency level as measured by the ELPA21.
- Students will score proficient on the ELPA21– taking into account native language literacy, age upon arrival in CRCSD and number of years in ELL Program.

#### **B. Academic achievement**

- With scaffolded supports, students will access Common Core content.
- Students will meet the Power Standards for each Common Core area, commensurate with their level of language proficiency.
- Students will participate in all classroom learning situations, meeting expectations appropriate for their language proficiency level.
- Students will score in the proficient range on IA Assessments for reading and math.

#### **C. Cross-cultural**

- Assist students in understanding and functioning within American society while maintaining a sense of their cultural heritage.

- Assist all students with understanding, respecting, and appreciating the cultural and linguistic diversity of the student population within CRCSD.
- Increase the sensitivity of staff to the unique educational needs of ELL students and their families.
- Facilitate opportunities for parents of ELL students to develop home-school partnerships and participate in school activities.

The ultimate goal of the CRCSD ELL program is to help students function successfully and independently in mainstream classrooms without English language support.

## **II. Identification and Placement of ELs in a Language Instruction Education Program**

Chapter 280, Section 280.4, of the Iowa Code defines a *Limited English Proficient* student as follows: “A student’s background is in a language other than English, and the student’s proficiency in English is such that the probability of the student’s academic success in an English-only classroom is below that of an academically successful peer with an English language background.”

The CRCSD admits students regardless of their immigrant status or English-speaking status. [Plyer vs. Doe (1982); Title VI of the Civil Rights Act (1964)]

### **A. “Home Language Survey-IA” ([www.TransAct.com](http://www.TransAct.com))**

All families are asked to complete a Home Language Survey-IA during registration [Iowa Code 281 – 60.3]. Families are asked to complete both sides of the survey, including the student race and ethnicity on the backside. The district is prepared to conduct oral or native language interviews in the student’s home language with those adults who may not have sufficient English or literacy skills to complete a survey written in English (281 – 60.3(1)). Families registering children will be assisted in completing documents and registration materials on-site as needed.

- Home Language Survey-IA – provided in language parents can understand (to the extent practical) (*See Appendix C for form*)
- Completed Home Language Surveys are reviewed by the building secretary who contacts the building ELL teacher(s) or district ELL facilitator for screening.
- Completed Home Language Surveys are kept in all students’ cumulative folders.

### **B. State-approved English language proficiency placement assessment**

- CRCSD uses the TELPA screener, administered by ELL teachers who are trained and certified in the administration of the TELPA screener. [NCLB Se. 3302(a); Iowa Code 281-60.3(1)b]
- Copies of the annual TELPA certifications are sent to and kept by the ELL facilitator.

- TELPA Score Sheet lists enrollment date as well as date of TELPA administration, to ensure that assessment is completed within the mandated timelines. (*Appendix E*)
- Copies of TELPA Score Sheets are sent to ELL Facilitator for review.
- Completed TELPA Score Sheets are kept in student's cumulative folder.

C. Process to place student in appropriate LIEPs and content courses

Step #1: Assessment of English language proficiency within first 30 days of the beginning of the school year or within two weeks if child enters after the beginning of the school year. [NCLB, Sec. 3302(a); Iowa Code 281-60.3(1)b]

Step #2: Assessment of academic skills, in relation to the student's grade or age level (281-60.3(1)b) See "Educating Iowa's English language Learners," available at: <https://www.educateiowa.gov/sites/files/ed/documents/EducatingIowa%27sELLsHandbook2010.pdf>

- The assessment of academic skills of ELs is a collaborative effort between certified ELL Teachers, Title I Teachers and classroom/content area teachers.
- CRCSD uses the following to assess academic skills:
  - Fountas and Pinnell (F & P) Reading Assessment\*
  - Scholastic Reading Inventory (SRI)\*
  - INSIDE Placement Test – Middle School
  - EDGE Placement Test – High School
- \*Not normed on ELL students. Information on **skills** may be relevant, but percentile scores must be interpreted with caution.
- Academic skills in student's native language are assessed in formal and informal manners when possible, through the use of:
  - Intercultural Community Resource Specialists
  - Bilingual ELL teachers or Interpreters
  - Spanish IPT

Step #3: Data is collected and reviewed for new ELs, including the results from the TELPA, assessment of academic skills and other pertinent data.

- CRCSD uses collaborative meetings with certified ELL Teachers, ELL Facilitator, building counselors and building administrators to review data and make informed decisions on LIEP placement and content area course placement.
- Other pertinent data reviewed:
  - Academic skills in first language
  - Previous report cards, assessments, records
  - Pertinent family, academic, health and cultural information
  - Length of time in U.S.

If student scores as non-English proficient, or limited English proficient in any of the TELPA subtests (speaking, listening reading, or writing) or if there is evidence that he/she will not be successful in the regular classroom because of language background, the student is identified for the LIEP.

#### Step #4: Preliminary LIEP Placement

Based on assessment results, the EL is assigned to a mainstream classroom with students of the same chronological age, with no more than two years differential (60.3(3)a). LIEP services begin upon identification.

- D. Parental forms distributed in a language most easily understood (TransACT) within 30 days at the beginning of the year and two weeks later in the school year ([www.TransAct.com](http://www.TransAct.com)) (See Appendix C for Forms)
1. "Determination of Student Eligibility for Program Placement" (sent once upon placement) from TransACT
    - Signed form kept in student's cumulative file
  2. "Notice of Program Placement", initially and annually from TransACT
    - Forms will be distributed and completed no later than 30 calendar days after the beginning of the school year or within two weeks of a child being placed in the ELL program if a student enrolls after the beginning of the year. [NCLB Sec. 3302]
    - ELL teachers in ELL buildings are responsible for distributing, collecting, and filing forms. The ELL facilitator is responsible for students in non-ELL buildings.
    - Signed copies placed in students' cum files.

Parental notification includes:

1. Reasons for identification
2. Child's level of English language proficiency
3. Method of instruction
4. How the program will meet the educational needs of the student
5. How the program will help the student learn English
6. Program's exit requirements

Parental information is provided in "an understandable and uniform format, and to the extent practical, in a language that parents can understand." [NCLB Sec. 3302(c)]

E. Process for waiving students from LIEP

- If parents choose to deny ELL services, then a meeting is held with them to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes. Parents are given a copy of the "Explanation of Consequences for not Participating in English Learner Program" notice
- The LIEP waiver form, "Request for Change in Program Participation", ([www.transact.com](http://www.transact.com)) is signed to document the parent/guardian decision and kept in student's cumulative folder.
- ELL Facilitator shares instructional supports and collaborates with staff of refusal students at non-ELL schools to ensure mastery of English and

academic achievement, as required by law, without enrollment in the LIEP. ELL Teachers support the ELL buildings.

### III. Description of the LIEP

#### A. LIEP goals

CRCSD LIEP goals are:

- The number of ELL students tested in consecutive years in grades K-12 scoring proficient on the ELPA21 will increase by 10%.
- The number of ELL students in grades kindergarten through five scoring in the proficiency range on the aReading portion of Iowa TIER testing will increase by 10% from the beginning of the school year to the end of the school year.
- The number of ELL students tested in consecutive years in grades 6-12 scoring in the proficiency range on the reading comprehension subtest of the IA Assessments will increase by 10%.

#### B. LIEP Program Model

The LIEP program model mainly used in CRCSD is “English as a Second Language (ESL)”. The high school also has a “Newcomer Program”. Instructional materials, learning tasks, and classroom techniques from academic content areas are used as the vehicle for developing language, content, cognitive, and study skills. All instruction is delivered in English. Students receive daily instruction from an ELL teacher. (*Description of LIEP models, Appendix B*)

##### Elementary

Pull-out, plug-in, co-taught classes dependent upon resources in building, number of ELs

**Elementary ELL Programming** (*Appendix F*)

##### Middle School

ELL classes, Co-taught classes

**Middle School ELL Program of Studies** (*Appendix G*)

##### High School

Newcomer Program

**High School Newcomers Program** (*Appendix H*)

ELL classes, Co-taught classes

**High School ELL Program of Studies** (*Appendix I*)

ELL teachers in CRCSD regularly attend grade level PLC meetings with mainstream teachers, instructional design strategists, and administrators to collaborate on instructional materials, curriculum, and share appropriate strategies for students’ levels of language proficiency. The frequency of these meetings differ amongst buildings. They are typically biweekly, the district

doesn't set meeting expectations, the buildings create the meeting schedule.  
[NCLB, Pub. L. No. 107-110]

All ELL students not meeting exiting criteria will receive direct ELL instruction from an ESL endorsed teacher. Students placed in non-ELL buildings due to IEP requirements will receive direct ELL instruction from the ELL Facilitator.

C. Description of annual parent notification of continuing placement and programming options in language most easily understood

- Parents are notified within 30 days of the beginning of the school year using the "Notice of English Program Placement". Parental information is provided in "an understandable uniform format, and to the extent practical, in a language that parents can understand." (*See Appendix C for Form*)
- ELL teachers send home notifications for students in their buildings, ELL Facilitator sends notifications home for those students placed in non-ELL program buildings due to IEP needs.
- Copies of "Notice of English Program Placement" are placed in the students' cumulative files.

D. Procedure for annual communication with parents who have waived LIEP services

- Parents are notified yearly, after assessment results are distributed. [NCLB Sec. 3121] Along with the results from the State approved language proficiency development scores, parents will also receive the TransACT documents for waiving ELL services, "Explanation of Consequences for not Participating in English Learner Program" and "Request for Change in Program Placement." (*See Appendix C for document*)
- If parents choose to deny ELL services, then a meeting is held annually to discuss recommendations, concerns and potential outcomes. The LIEP waiver form, "Request for Change in Program Placement" ([www.transact.com](http://www.transact.com)) is signed and kept in student's cumulative folder. Parents who have waived services will receive notification of their child's English proficiency, academic status and available supports. Parents will sign the waiver form annually to continue to waive ELL services. Parents can choose to enroll eligible students into ELL services at any time.

E. Highly qualified LIEP and content staff

All ELL teachers hold a valid Iowa Teaching license in addition to having completed the ESL endorsement. [Iowa Code 281-60.3(2)]

- Teachers are evaluated annually to ensure that adequate and appropriate language instruction and support are provided.
- ELL teachers are fluent in oral and written English. [NCLB Sec. 3116(c)]
- Teachers providing instruction through content area classes are endorsed in the content area in which instruction is being provided.

F. Designated administrator oversight for LIEPs

The ELL Facilitator and Elementary Director of Culture Climate Transformation collaborate to oversee the LIEP in CRCSD.

- Eric Christenson, Elementary Director of Culture Climate Transformation
- Emily Gotto, ELL Facilitator
  - The administrator receives training on ELL by completing the ELP standard modules with the ELL teachers
  - The administrator attends ELL workshops and conferences if available

G. Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards

- ELL students are placed in grade level classes, with age appropriate peers, and have access to the Common Core and ELP standards through direct instruction from classroom teachers and collaborative activities with their classmates. [NCLB, Title IX, Part A, Sec. 9101]
- As ELL students make gains in language proficiency, they are expected to attempt more and more academic assignments. They are encouraged to work in their “zone of proximal development” (Vygotsky, 1983) and participate in all cooperative-learning situations. Classroom teachers modify assignments and differentiate instruction to accommodate those ELL students who have not yet achieved full proficiency in English. The ELL teacher and the classroom teacher work as a team in order to support the English language development of each student.
- At the elementary level, instruction in the ELL classroom is aligned to the mainstream classroom program. At all grade levels, the ELL and classroom/content teachers communicate on a biweekly basis about the student's language and cognitive development.
- ELL students receive Common Core instruction and ELL program instruction daily.

H. Curriculum and Supplemental Resources

CRCSD ELL Program uses the following curriculums:

- Elementary – Super Kids, Zaner-Bloser and Wonders for ELs, Macmillan/McGraw Hill
- Middle School – INSIDE, by National Geographic
- High School – EDGE, by National Geographic
  - All four curriculums are comprehensive literacy programs that focus on the four language domains of listening, speaking, reading and writing in English. [NCLB, Pub. L. No. 107-110]

- Supplemental Resources include technology and Newcomer materials to enhance the acquisition of English proficiency skills.
- ELL curriculum is reviewed by the district every 3-5 years to determine the need for new curriculum. The curriculum is reviewed annually by the ELL program to determine any supplemental resources necessary.
- ELL Teachers and the ELL Facilitator are invited and encouraged to join curriculum review teams for content areas, including but not limited to ELA, Math, and Science.

#### **IV. Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs**

##### **A. Process in place for identifying and serving gifted/talented (GT) ELs**

CRCSD uses the *HOPE Nomination Scale* developed with funding from the Jack Kent Cooke Foundation 2007, to help identify ELs for gifted and talented programs.

*(Appendix J)*

PACT Teachers, ELL Teachers and ELL Facilitator collaborate to create normative comparison data for CRCSD ELs. EL students are not excluded from PACT services based solely on standardized assessment scores.

EL characteristics related to Program for Academic and Creatively Talented (PACT) Referral:

- acquires second language rapidly
- shows high ability in math
- displays a mature sense of diverse cultures and languages
- code switches easily
- demonstrates an advanced awareness of American Expressions
- translates at an advanced level (orally)
- navigates appropriate behaviors successfully within both cultures

The ELL Advisory Team led by ELL Facilitator, Emily Gotto, will meet with the PACT Coordinator and PACT teachers to discuss recommendations. Building ELL teachers will also consult with building PACT teachers. More information, such as work samples, test scores, and teacher input may be gathered and a follow-up meeting scheduled to review further data for services.

PACT services will extend the student's learning and be provided by the PACT teacher, in collaboration with the ELL teacher and classroom teacher. Accommodations will be provided during PACT time to support the student's language needs.

##### **B. Process in place for identifying and serving ELs in special education**

CRCSD uses the Professional Learning Community (PLC) model for monitoring student learning by answering the four basic questions to guide responses to intervention:

1. What do we want all students to learn, know and be able to do?
2. How will we know they have learned? What evidence do we have of the learning?
3. How do we respond when students struggle or don't learn?
4. How do we respond when students have already learned?

If typical interventions do not result in student success, then student will be discussed at Tier 3 Team meetings at each building.

The following steps are taken to determine if ELs meet the requirements for services in both Special Education and ELL

- additional testing
- review of records including teacher interviews, student interviews, and parent interviews
- academic achievement records
- state assessments
- native language and literacy information

#### **CRCSD Pre-Referral Checklist for ELLs (*Appendix K*)**

The pre-Referral Checklist for ELLs provides an awareness of EL-specific considerations to ensure students aren't identified for special education due to English proficiency, cultural factors or prior education/instruction. If any of these exclusionary factors are deemed the primary reason for the student's academic/behavioral concerns, the student will not be found eligible for special education services.

Parents are brought into school to discuss program recommendations. Interpreters are used to ensure parents are aware of and understand programs.

EL students, who are placed in special education services, will receive services in both areas by highly qualified teachers.

The ELL Facilitator or building ELL teacher is a member of the IEP team.

#### **C. Process in place for identifying and serving ELs in any other district programs for which they are eligible**

- ELL students in CRCSD hold the same eligibility rights for Title I services, At-Risk, career and technical programs, counseling services, Advanced Placement, International Baccalaureate courses as any other student in

the district. CRCSD staff work to ensure students and families are aware of services for which the students are eligible.

- District programs are communicated to students and parents through district staff and ELL teaching staff. Interpreters are used to assist families. Documents are sent home in another language to the extent practical.
- ELL teachers assist school counselors with program placements and considerations.
- Bilingual para-educators are hired when possible. Professional Learning focused on language development is given to staff.

D. Process in place for identifying and serving ELs in extracurricular programs

- ELL students in CRCSD hold the same eligibility rights for performing and visual arts, athletics, clubs and honor societies as any other student in the district. CRCSD staff work to ensure students and families are aware of such programs.
- District programs are communicated to students and parents through district staff and ELL teaching staff. Interpreters are used to assist families. Documents are sent home in another language to the extent practical.

**V. Ongoing, Embedded District Level EL Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs**

A. Professional development for those who deliver instruction or support the LIEP

- In-service training is provided for all staff involved in the educational process of ELs (281-12.5(8), 12.8(1), and 60.3(3)b). All educational and appropriate school personnel receive in-service training regarding instructional techniques and modifications for EL students, with continued training provided according to district's Comprehensive School Improvement Plan (281-12.7(256) and 281-60.3(3)b5). A record of professional development activities is maintained by the ELL Facilitator and the AEA ELL Consultant.
- Mainstream classroom teachers, administrators and paraprofessional associates working with ELL students receive PD about ELL. [NCLB, Pub. L. No. 107-110]
- Examples of district professional development opportunities for ELL teachers, administration and staff (teachers and paraprofessionals) at ELL buildings and at non-ELL buildings include, but are not limited to:
  - In district professional learning offered by ELL teachers or ELL Facilitator for staff
  - Conferences and workshops that focus on EL issues and pedagogy
- Opportunities available through Grant Wood AEA for ELL teachers and administration and staff at ELL buildings and non-ELL buildings include, but are not limited to:

- Iowa Culture and Language Conference in Coralville (November)
- Our Kids in Waukee (June)
- Workshops offered in Cedar Rapids and GWAEA 10 by nationally known experts
- Professional Development classes offered by GWAEA ELL Consultant
- Participation in the annual TESOL and MID-TESOL conferences

B. District Training of ELP Standards and implementation plan

- CRCSD staff will participate in the required training on the English Language Proficiency Standards as outlined by the Iowa DE through the AEA PD Online training system. The district chooses option B for ELL Teachers and option A for classroom and content area teachers. (*Appendix D*)
- ELL Teachers new to teaching or new to teaching in Iowa will collectively complete ELP Standards Modules 1-6 throughout the school year via AEA PD Online. Modules will be watched as a group with facilitated discussion and activities. Module completion certificates are sent to and kept by the ELL Facilitator. Certificates will also be sent to the office of Human Resources and kept in employee records.
- All Classroom and Content Teachers and Administrators district-wide will individually complete ELP Standards Modules 4-6 via AEA PD Online by the end of the school year. Teachers that are new to teaching or have not completed ELP Standards Modules 1-3 in a prior district will complete ELP Standards Modules 1-6 by the end of the school year. Completion certificates will be sent to the Human Resources office and kept in employee records.

## VI. Annual English Language Proficiency Assessment and Administration (ELPA21)

[NCLB Sec 3113(b)(3)(D)]

A. Annual training to appropriate staff with certificate on file

- All ELL Teachers will be required to pass the ELPA21 training each year. Completion certificates are maintained by ELL Facilitator. Trainings are provided through AEA PD Online modules.

B. Dissemination of scores to stakeholders

- ELPA21 scores will be reported to parents, students, administrators and classroom teachers when provided. [NCLB Sec. 3121] ELL teachers in CRCSD send home the following packet to parents, once scores are received:
  - Cover letter with explanation of ELPA21 testing
  - ELPA21 results for their student

- “Notice of Program Placement”, with continuing placement checked (TransACT.com) – if student will continue with ELL services the following year, OR
    - “Program Exit Letter” (TransACT.com)
  - ELPA21 scores are also shared with mainstream teachers and administrators at the beginning of each year, listed on the English Language Learner Accommodations sheet. (*Appendix L*)
- C. Appropriate training to interpret results for staff
- ELL teachers will receive training on the interpretation of ELPA21 scores through the state training or GWAEA. ELL teachers will develop a professional learning module to help interpret ELPA21 results to administration and staff in their buildings. This module will be part of ELL professional learning offered in the district.
- D. Utilization of assessment results to guide instruction and programming
- ELL Teachers will use ELPA21, Iowa Assessment and other district assessment results, along with collaboration from mainstream teachers, to guide instruction and programming. Formative assessments are used regularly and reviewed during grade level PLC meetings.
  - ELPA21, Iowa Assessments, and other district assessment results will be used to place students into core instruction at a level appropriate to their language development level.
  - The ELL Advisory committee will use ELPA21, Iowa Assessments, and other district assessment results to guide future programming needs.

## **VII. LIEP Exit Criteria and Procedures**

### **A. LIEP Exit Criteria**

The student:

- Achieves the required score for proficiency on ELPA21
  - Scores proficient on district-wide and state-wide assessments in Reading and Math
  - Meets both of the above criteria in the same school year
- [Iowa Code 281-60.3(3)b4]

### **B. LIEP Exit Procedures**

- Parents are notified once all scores have been reported the district. Notifications go home at the end of the school year or beginning of the next year, dependent on when the district receives test scores. Students will only be allowed to exit before October 1<sup>st</sup> state count date.

- Notify parents with state approved TransACT exiting form in language most understandable to parents/families “Program Exit Letter”. (*Appendix C for letter*)
- Change student coding in Power School to "exited" so the student does not continue to generate unwarranted funding. Students are recoded by the ELL Facilitator or District Data Coordinator. District data personnel responsible for entering data should refer to *Iowa Department of Education’s Data Dictionary*.
- Begin required 2 year monitoring process.

### **VIII. Monitoring Procedures after Students Exit the LIEP Program including parent notification**

#### **A. Monitoring procedures in place after students exit the program**

The ELL Advisory Committee (all members are certified ESL endorsed professionals: ELL Facilitator, two elementary, one middle school and two high school ELL Teachers) meets two times/year to monitor exited students’ progress each semester for two consecutive years. The ELL Advisory Team reviews testing and classroom data for each student. [NCLB Sec. 3121(4)]

Eric Christenson, Elementary Director of Culture Climate Transformation

Emily Gotto, ELL Facilitator

Amber Sebastian, Van Buren Elementary ELL Teacher

Ann DiGiacomo, Wright Elementary ELL Teacher

Julie Bradley, Harding Middle School ELL Teacher

Scott Bleuer, Kennedy High School ELL Teacher

Andrew Trout, Jefferson High School ELL Teacher

#### **CRCSD Exited ELL Monitoring Form (*Appendices M*)**

Criteria to determine EL sustained academic progress:

- Elementary: Score within grade level parameters on district assessments
- Secondary: Passing grades, proficiency on content standards in reading, math

The ELL Advisory Committee reviews the monitoring form



#### **Continue Monitoring**

Repeat steps above:

Issue monitoring form and review.

Note: Monitoring can be continued beyond required 2 years. A reason must be noted on the form if this decision is made.

#### **Give Support**

Recommendations for follow-up support are shared with counselors and classroom teachers.

- Returning to the LIEP program may be the follow-up support.
- A longer period of monitoring may be suggested.

B. Re-entry to LIEP process

- Return to ELL form completed by the ELL Advisory Committee
- “Notice of Program Placement” form completed
  - Form distributed to parents in person or sent with student

**Return to ELL Form** (*Appendix N*)

**IX. LIEP Evaluation**

A. Team Based Process for how the LIEP is evaluated annually

- The ELL Advisory Committee will meet at the end of the year to review the LIEP goals, facilitated by Eric Christenson, Elementary Director of Culture Climate Transformation and Emily Gotto, ELL Facilitator
- The number of ELL students tested in consecutive years in grades K-12 scoring proficient on the ELPA21 will increase by 10%.
- The number of ELL students in grades kindergarten through five scoring in the proficiency range on the aReading portion of Iowa TIER testing will increase by 10% from the beginning of the school year to the end of the school year.
- The number of ELL students tested in consecutive years in grades 6-12 scoring in the proficiency range on the reading comprehension subtest of the IA Assessments will increase by 10%.
- The ELL Advisory Committee will collect data from ELPA21, IA Assessments, and district assessments and review.
- Data collected from program evaluation will impact future programming and services for ELs including but not limited to:
  - Professional development needs
  - Adjustment of the LIEP
  - Staffing
  - Teacher scheduling
  - Curricular needs
  - Meeting the needs of individual ELs and/or subgroups  
[NCLB Sec. 3121]
- The ELL Advisory Committee will assist with reviewing Title III Assurances.
- ELL Advisory Committee members:
  - Eric Christenson, Elementary Director of Culture Climate Transformation
  - Emily Gotto, ELL Facilitator

- Amber Sebastian, Van Buren Elementary ELL Teacher
- Ann DiGiacomo, Wright Elementary ELL Teacher
- Julie Bradley, Harding Middle School ELL Teacher
- Scott Bleuer, Kennedy High School ELL Teacher
- Andrew Trout, Jefferson High School ELL Teacher

## X. Appendices

### Appendix A

Please download the full Department of Justice and Office of Civil Rights Joint Guidance document from: <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

### Appendix B

#### Description of LIEP Models

[www.2.ed.gov/about/offices/list/ocr/EL/glossary.html](http://www2.ed.gov/about/offices/list/ocr/EL/glossary.html)

**Newcomer Program:** *Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction).*

**Sheltered Instruction:** *An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.*

**English as a Second Language (ESL):** *A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of native language.*

**Dual Program:** *Also known as two-way, or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.*

**Other Bilingual Program:** *Bilingual education...refers to approaches in the classroom that use the native language of English language learners (ELs) for instruction.*  
[www.nabe.org/BilingualEducation](http://www.nabe.org/BilingualEducation)

## Appendix C

TransACT Documents [www.transact.com](http://www.transact.com):

Home Language Survey - IA includes second page for race and ethnicity

Determination of Student Eligibility for Program Placement Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify

Program Exit Letter for students who are eligible to exit services

Notice of Program Placement for initial, annual and re-entry placement notification

Request for Change in Program Participation - waive or withdraw ELL/bilingual services

Explanation of Consequences for not Participating in English Learner Program – document sent home with Request for Change in Program Participation

## Appendix D

English Language Proficiency Standards Training Options (excerpt from Dave Tilly e-mail May 6, 2016)

The Iowa Department of Education has worked with ELPA21 (English Language Proficiency Assessment for the 21st Century) and a consortium of states to develop training modules that can be used to address the required training on the ELP Standards. School districts and AEAs responsible for delivering the training have several options for how to use the modules to support the required training on the ELP standards.

- A. AEAs and school districts may require the certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) to view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.
- B. AEAs and school districts may use the modules flexibly (chunk the content, provide training to groups where they watch the modules together with some facilitated discussion, alter the sequence, facilitate learning activities in conjunction with the modules, etc.) as long as the modules are viewed in their entirety through the delivery method determined by the AEA or the school district.
- C. AEAs and school districts may deliver training using the content within the modules but not necessarily use the modules or only use clips from the modules - this will require submitting a training plan and receiving Iowa Department of Education approval prior to starting the training with staff. This option will also require that AEAs/school districts provide verification of training completed, the list of all participants who completed the training, and evidence of participant learning. The plan must include:
  - a. the trainers and the target audience for each training session.
  - b. The specific content and learning outcomes for each training session.
  - c. The learning activities that will be used to deliver the content.
  - d. How the trainers will assess whether or not the participants are meeting the intended outcomes.

## Appendix E

### TELPA Score Sheet: Grades 6-8

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Enrollment Date: \_\_\_\_\_

Testing Date: \_\_\_\_\_ Examiner: \_\_\_\_\_

Subtest	Raw Score Point Value
Listening	
Speaking	
Reading	
Writing, part 1	
Writing, part 2	
Total Raw Score Point Value:	

### TELPA Cut Scores for Grades 6-8

GRADE	TELPA SCORE 1 Non-Proficient	TELPA SCORE 2 Limited	TELPA SCORE 3 Proficient
<b>6</b>	<b>1-20</b>	<b>21-31</b>	<b>32-46</b>
<b>7</b>	<b>1-23</b>	<b>24-32</b>	<b>33-46</b>
<b>8</b>	<b>1-26</b>	<b>27-37</b>	<b>38-46</b>

Native language: \_\_\_\_\_

Born in \_\_\_\_\_

Comments

## Appendix F



### ELL Programming – Elementary

CRCSD ELL Programming is designed to provide more support for students at the lowest levels of language proficiency. ELL Programming does not operate under exact formulas; but is founded upon evidence based research about effective programming for ELLs. The principal and ELL staff at each building make decisions on ELL Programming to best serve the needs of the students based upon resources available.

#### CLARIFICATIONS:

- Kindergarten
  - Kindergarten classrooms, curriculums and daily schedules are already filled with lots of language supports for ELL students – visuals, manipulatives, realia, color-coding, patterning, repetition, songs/chants, and body movements for learning and recall.
  - **Standard model of ELL Programming at the Kindergarten level is one 30 min. ELL group.**  
The focus of Kindergarten ELL instruction is on basic conversation skills as well as additional practice of Kindergarten skills – phonics, sight words, numbers, number formation, number sense, etc.
- Amount and variety of ELL Programming varies from building to building, depending on available ELL resources
  - Buildings with only one ELL teacher will not have same variety of ELL services (co-teaching, plug-in, tutoring) as a building with 2 or more ELL teachers
  - ELL population at each building affects amount of services that can be provided

Grade level	30 min. ELL group	40 min. ELL group – Grade level reading, writing, speaking, and listening instruction	30-40 min. ELL group – basic conversational skills, basic vocabulary development
Kindergarten	TELPA Level 1, 2*	X	X
1 <sup>st</sup> grade	X	ELPA21 Levels 1-5	TELPA Level 1
2 <sup>nd</sup> grade	X	ELPA21 Levels 1-5	TELPA Level 1
3 <sup>rd</sup> grade	X	ELPA21 Levels 1-5	TELPA Level 1
4 <sup>th</sup> grade	X	ELPA21 Levels 1-5	TELPA Level 1
5 <sup>th</sup> grade	X	ELPA21 Levels 1-5	TELPA Level 1

\*Incoming Kindergarteners who test **proficient** in English (TELPA Level 3) do not qualify for ELL.

#### Definitions of I-ELDA language proficiency levels:

- Level 1 = Newcomer; brand new, non-English speaker
- Level 2 = Beginning
- Level 3 = Intermediate
- Level 4 = Advanced Intermediate
- Level 5 = Advanced

Updated: 8/30/17

## Appendix G

### ELL Middle School Program of Studies

Revised 8/2017  
Typical Student Schedule

<b>ELL Level</b>	<b>ELL Class</b>	<b>LA</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>Exploratories</b>
ELL Newcomer <i>Inside the USA</i>	ELL Fundamentals	Grade Level ELA with Accommodations	Co-taught Math	Grade level Science, with accommodations	Grade level Social Studies, with accommodations	Grade Level PE, Music, Art, Industrial Arts, Wellness, Computer Tech
ELL 1 <i>INSIDE purple book (Level A)</i>	ELL LA Lit. 1	Grade Level ELA with Accommodations	Co-taught Math and/or Math Center	Grade level Science, with accommodations	Grade level Social Studies, with accommodations	Grade Level PE, Music, Art, Industrial Arts, Wellness, Computer Tech
ELL 2 <i>INSIDE orange book (Level B)</i>	ELL LA Lit. 2	Grade Level ELA with Accommodations	Co- taught Math	Grade level Science, with accommodations	Grade level Social Studies, with accommodations	Grade Level PE, Music, Art, Industrial Arts, Wellness, Computer Tech
ELL 3 <i>INSIDE blue book (Level C)</i>	ELL LA Lit. 3	Grade Level ELA	Co-taught Math or Grade Level Math	Grade level Science, w/, w/o accommodations	Grade level Social Studies, w/, w/o accommodations	Grade Level PE, Music, Art, Industrial Arts, Wellness, Computer Tech
ELL 4 <i>INSIDE green book (Level D)</i>	ELL LA Lit. 4	Grade level ELA	Grade Level Math	Grade level Science	Grade level Social Studies	Grade Level PE, Music, Art, Industrial Arts, Wellness, Computer Tech

## Appendix H

### High School Newcomers Program of Studies Revised 8/30/2017

Students enter the Newcomers program for approximately one year, dependent on

- language proficiency level
- date enrolled in US school
- previous schooling

<b><u>ELL Class</u></b>	<b><u>LA</u></b>	<b><u>Math</u></b>	<b><u>Science</u></b>	<b><u>Elective</u></b>	<b><u>Elective</u></b>	<b><u>Elective</u></b>
ELL Newcomer LA <i>*elective credit</i>	ELL Newcomer Lit <i>*elective credit</i>	Co-taught math	Co-taught science	ELL Newcomer Content and Culture	PE, World Language, Art, Career Tech Ed	PE, World Language, Art, Career Tech Ed

## Appendix I

### HIGH SCHOOL ELL PROGRAM OF STUDIES

Revised: 8/30/2017  
Typical Student Schedules

<u>ELL Class</u>	<u>LA</u>	<u>Math</u>	<u>Science</u>	<u>Social Studies</u>	<u>Elective</u>	<u>Elective</u>
ELL LA Lit. 1 <i>*elective credit</i>	ELL Reading Skills 1	Co-taught Math	Co-Taught Science	Ceramics, Cooking, etc.	PE, World Language, Art, Career Tech Ed	PE, World Language, Art, Career Tech Ed
ELL LA Lit. 2 <i>*elective credit</i>	ELL Reading Skills 2	Co-taught Math OR Grade level Math	Grade Level Science with Accommodations	Co-Taught History	PE, World Language, Art, Career Tech Ed	PE, World Language, Art, Career Tech Ed
ELL LA Lit. 3 <i>*elective credit</i>	ELA with Accommodations	Grade level Math	Grade level Science with Accommodations	Grade Level Social Studies	PE, World Language, Art, Career Tech Ed	PE, World Language, Art, Career Tech Ed
ELL LA Lit. 4 <i>*elective credit</i>	ELA with Accommodations	Grade level Math	Grade level Science	Grade Level Social Studies	PE, World Language, Art, Career Tech Ed	PE, World Language, Art, Career Tech Ed
ELL LA Lit. 5 <i>*elective credit</i>	Grade Level ELA	Grade Level Math	Grade Level Science	Grade Level Social Studies	PE, World Language, Art, Career Tech Ed	PE, World Language, Art, Career Tech Ed

## Appendix J

Teacher's Name/Code: \_\_\_\_\_

### HOPE<sup>1</sup> Nomination Scale

Student Name/ID #: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: ☐ Male ☐ Female ☐ Free/Reduced Lunch

☐ American Indian/Alaska Native ☐ Asian ☐ Black or African American ☐ White

☐ Native Hawaiian or Other Pacific Islander ☐ Mixed Race ☐ Hispanic / Latino/a

**When rating students on each item below please think about the student *compared to other children similar in age, experience, and/or environment*.**

Use the following scale to indicate how frequently you observe the traits and behaviors listed in items 1 – 11.

6 = always   5 = almost always   4 = often   3 = sometimes   2 = rarely   1 = never

	6	5	4	3	2	1
1. Performs or <i>shows potential</i> for performing at remarkably high levels.						
2. Is sensitive to larger or deeper issues of human concern.						
3. Is self-aware.						
4. Shows compassion for others.						
5. Is a leader within his/her group of peers.						
6. Is eager to explore new concepts.						
7. Exhibits intellectual intensity.						
8. Effectively interacts with adults or older students.						
9. Uses alternative processes.						
10. Thinks "outside the box."						
11. Has intense interests.						
12. Please indicate all content areas where the student shows talent. <div style="display: flex; flex-wrap: wrap; padding: 5px;"> <div style="width: 50%;"><input type="checkbox"/> Math</div> <div style="width: 50%;"><input type="checkbox"/> Reading</div> <div style="width: 50%;"><input type="checkbox"/> Creative Writing</div> <div style="width: 50%;"><input type="checkbox"/> Social Studies</div> <div style="width: 50%;"><input type="checkbox"/> Science</div> <div style="width: 50%;"><input type="checkbox"/> Foreign Language</div> <div style="width: 50%;"><input type="checkbox"/> Arts</div> <div style="width: 50%;"><input type="checkbox"/> Other _____</div> </div>						

Please provide additional information concerning this child's potential:

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<sup>1</sup>Developed with funding from the Jack Kent Cooke Foundation 2007

## Appendix K

### CRCSD Pre-Referral for English Language Learners

**Evaluation Data** (What to Consider and What Resources to Use)

#### 1. ELL Pre-referral Packet

This information is essential. **Without this information, a referral for a special education evaluation is premature.** The individuals responsible for completing this document may include the ELL teacher, the classroom teacher, or representatives from the student assistance team. This information needs to be gathered prior to the first meeting.

- ☐ Home language: \_\_\_\_\_ (from Home Language Survey)
- ☐ School history: Grades completed \_\_\_\_\_ Where? \_\_\_\_\_
- ☐ Native language academic history & current achievement: At what level can the student read in his/her native language? \_\_\_\_\_
- ☐ Number of years in an English-speaking school setting \_\_\_\_\_
- ☐ Number of years receiving ELL instruction \_\_\_\_\_  
Specific instructional methods for ELLs used? \_\_\_\_\_
- ☐ Hearing screening completed? \_\_\_\_\_
- ☐ Vision screening completed? \_\_\_\_\_
- ☐ Attendance stability: Are there gaps in the student's education history? \_\_\_\_\_  
Is there an attendance issue currently? \_\_\_\_\_
- ☐ Classroom & ELL teacher observations & concerns
- ☐ Classroom progress data
- ☐ Iowa Assessment/district data
- ☐ ELL test data: TELPA Score \_\_\_\_\_  
I-ELDA Scores \_\_\_\_\_
- ☐ Strategies employed to address noted concerns, durations & success rate
- ☐ Parent observations & concerns
- ☐ Student work samples
- ☐ Current academic performance (Iowa Assessments & other assessment data)

Adapted from Difference vs. Disorder, Franklin W. Bender

**2. Information on Cultural & Linguistic Characteristics of Student's Home Language and Community – AQS III (Acculturation Quick Screen)**

Characteristics may differ greatly from the English speaking culture; therefore educators need to recognize whether the concern is typical or atypical of the native culture and language.

**3. Developmental & Medical History** – obtain from the parent, may need a trained interpreter. Understand that some questions may be considered inappropriate within a specific culture. Recommend: NABE Parent Questionnaire.

**4. Academic History in Primary Language** – If a student has received schooling in their native language, the acquisition of the second language tends to be quicker.

**5. Parent Observations (comparison to siblings)** – Ask specific questions about the child's skill level at home in comparison to either siblings or peers within their linguistic and cultural community.

**6. Classroom Teacher & ELL teacher observations** – Note student's academic skills in comparison to other students from similar linguistic & cultural background with similar educational experience. Include strategies specific to ELL students that have been used.

**7. BICS Development** – (Basic Interpersonal Communication Skills) Known as "conversational or social" language takes approximately 2 years to emerge and become established following entering a formalized English-speaking school setting.

**8. CALP Development** – (Cognitive Academic Language Proficiency) Known as "academic" language is more complex and context reduced. This language skill typically starts to emerge during the 2<sup>nd</sup> or 3<sup>rd</sup> year of ELL services. Research suggests CALP takes 5 to 10 years.

**9. ELL Testing Data** – Tennessee English Language Placement Assessment (TELEPA) and Iowa English Language Development Assessment (I-ELDA) [Use Pre-IPT for preschool.](#)

**10. Information pertaining to the student's communication skills in both languages**  
Comparisons of student's communication skills in both languages should be made across communication contexts and with the assistance of an interpreter.

**11. Current Academic Performance** – It's important to note CALP acquisition as well as the discrepancy that may exist between the bilingual student and the average monolingual student. It may be completely normal for a student to have a delay in his/her academic performance due to where he/she is on the BICS/CALP continuum.

**12. Response to Intervention** – Measure student's ability to learn new information, retain the information, and transfer the information to other tasks.

**13. Capacity to Learn** – Assessment instruments must be sensitive to culturally and linguistically diverse populations.

**14. Utilize Translated Documents for Parents** – "Informed consent" requires educators to utilize translated documents if they are available.

**15. Additional Data** – The depth of assessment will be dependant upon the complexity of the case. It's important to interpret information that is obtained through the "cultural lens."

## Appendix L

Cedar Rapids Community School District

### English Language Learner Accommodations

Student Name \_\_\_\_\_ Male \_\_\_ Female \_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Birth Date \_\_\_\_\_

Native Language \_\_\_\_\_

#### Language Proficiency Scores

I-ELDA: Date \_\_\_\_\_ Speaking \_\_\_\_/5    Listening \_\_\_\_/5    Reading \_\_\_\_/5    Writing \_\_\_\_/5    Composite Score \_\_\_\_/6

#### Accommodations

<b>CURRICULUM</b>	<b>TESTING</b>	<b>ENVIRONMENTAL</b>	<b>GRADING</b>
<input type="checkbox"/> Visual supports <input type="checkbox"/> Accept oral answers <input type="checkbox"/> Word banks/ key vocabulary provided <input type="checkbox"/> Provide audio text <input type="checkbox"/> Rewording/rephrasing <input type="checkbox"/> Translation technology allowed <input type="checkbox"/> Post content objectives <input type="checkbox"/> Modified assignments/text <input type="checkbox"/> Supplemental texts at student's Lexile <input type="checkbox"/> Other _____ _____ _____	<input type="checkbox"/> Directions Read Aloud <input type="checkbox"/> Test Items Read Aloud <input type="checkbox"/> More Time Allotted <input type="checkbox"/> One-on-One Environment <input type="checkbox"/> Small Group Environment <input type="checkbox"/> Other _____ _____ _____ _____ _____	<input type="checkbox"/> Preferential student seating <input type="checkbox"/> Increased wait times <input type="checkbox"/> Clear, slow language <input type="checkbox"/> Appropriate gesturing <input type="checkbox"/> Classroom buddy assigned <input type="checkbox"/> Allow use of first language <input type="checkbox"/> Other _____ _____ _____ _____	<input type="checkbox"/> Reduced # of test items <input type="checkbox"/> "R" grade (middle school) <input type="checkbox"/> "G" grade (high school) <input type="checkbox"/> Provide rubrics <input type="checkbox"/> State guidelines for reasonable expectations <input type="checkbox"/> Other _____ _____ _____ _____

Additional accommodations may be added as needed.

**Content Area Accommodations**

LITERACY (READING & WRITING)	MATH	SCIENCE	SOCIAL STUDIES
<input type="checkbox"/> Shared reading/writing <ul style="list-style-type: none"> <li><input type="checkbox"/> Phonics/decoding</li> <li><input type="checkbox"/> Spelling/grammar</li> <li><input type="checkbox"/> Comprehension</li> <li><input type="checkbox"/> Vocabulary</li> </ul>	<input type="checkbox"/> Use of manipulatives, counters, calculators for classwork/homework	<input type="checkbox"/> Visuals/ illustrations of conceptual knowledge	<input type="checkbox"/> Visuals/ illustrations of conceptual knowledge
<input type="checkbox"/> Explicit instruction <ul style="list-style-type: none"> <li><input type="checkbox"/> slang/idioms</li> <li><input type="checkbox"/> academic language</li> <li><input type="checkbox"/> English conventions</li> </ul>	<input type="checkbox"/> Use of manipulatives, counters, calculators on assessments	<input type="checkbox"/> Drawings/oral explanations to demonstrate learning	<input type="checkbox"/> Drawings/oral explanations to demonstrate learning
<input type="checkbox"/> Visuals for key vocabulary	<input type="checkbox"/> Vocabulary support (word banks, word journals)	<input type="checkbox"/> Group work for lab	<input type="checkbox"/> Group work for reading/writing
<input type="checkbox"/> Student friendly definitions for vocabulary	<input type="checkbox"/> Additional time for HW/tests	<input type="checkbox"/> Vocabulary support (word banks, word journals)	<input type="checkbox"/> Vocabulary support (word banks, word journals)
<input type="checkbox"/> Experiential approach	<input type="checkbox"/> Visual representations for word problems	<input type="checkbox"/> Additional support for worksheets/chapter questions	<input type="checkbox"/> Additional support for worksheets/chapter questions
<input type="checkbox"/> Supplemental texts at student's Lexile	<input type="checkbox"/> Assessment of key concepts only	<input type="checkbox"/> Additional time for HW/tests	<input type="checkbox"/> Additional time for HW/tests
<input type="checkbox"/> Other _____	<input type="checkbox"/> Assessment of key concepts only	<input type="checkbox"/> Assessment of key concepts only	<input type="checkbox"/> Assessment of key concepts only
	<input type="checkbox"/> Other _____	<input type="checkbox"/> Oral administration of tests	<input type="checkbox"/> Oral administration of tests
		<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

**Student's Strengths:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Additional Concerns:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix M



### Exited ELL Monitoring Form

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
School: \_\_\_\_\_ Year 1 Review

The ELL Advisory Committee has reviewed student data for the 2017-2018 school year.

#### 1st Semester Review (January, 2018)

##### LANGUAGE ARTS

\_\_\_\_ At or Above Grade Level  
\_\_\_\_ Below Grade Level

##### MATH

\_\_\_\_ At or Above Grade Level  
\_\_\_\_ Below Grade Level

#### 2nd Semester Review (June, 2018)

##### LANGUAGE ARTS

\_\_\_\_ At or Above Grade Level  
\_\_\_\_ Below Grade Level

##### MATH

\_\_\_\_ At or Above Grade Level  
\_\_\_\_ Below Grade Level

Additional Comments:

#### ELL Advisory Committee 2017-2018

Emily Gotto, ELL Facilitator  
Scott Bleuer, Kennedy High School ELL Teacher  
Andrew Trout, Jefferson High School ELL Teacher  
Julie Bradley, Harding Middle School ELL Teacher  
Amber Sebastian, Van Buren Elementary School ELL Teacher  
Ann DiGiacomo, Wright Elementary ELL Teacher

Appendix N



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**Return to ELL Services**  
**English Language Learner Program**

Name of student: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Based on the following data we recommend that your student return to ELL services.

Data to support return to ELL Services:

**ELPA21 Scores**

Reading: \_\_\_\_\_ Speaking: \_\_\_\_\_  
Writing: \_\_\_\_\_ Listening: \_\_\_\_\_  
Designation: \_\_\_\_\_

**IA Assessment Scores**

Reading: \_\_\_\_\_  
Math: \_\_\_\_\_

**Return to ELL services effective on:** \_\_\_\_\_  
Date Student's grade

**Parent/Guardian signature:** \_\_\_\_\_  
Date

Letter sent home on \_\_\_\_\_ by \_\_\_\_\_.