



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II F
Date:	July 21, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic Officer
RE:	Updates to the MPS EL Master Plan

Proposed Board Recommendation

I move that the board approve the changes and revisions to the MPS EL Master Plan.

Background

The MPS EL Master Plan has been updated to reflect the changes that were made to the program and which were recently approved in the Title III Improvement Plan. These changes include our ELD curriculum (integrated and designated), addition of a consortium EL Coordinator, introduction of the CHATS framework, designation of site-level ELD Coordinators, and establishment of designated ELD (one full class period) at all school sites. The board has already reviewed (and approved) these changes. Additionally, reclassification criteria have been updated- specifically, MAP and SBAC score requirements.

Budget Implications

N/A

Name of Staff Originator:

Nicole Vasquez, EL Coordinator and David Yilmaz, Chief Accountability Officer

Attachments

MPS EL Master Plan

MAGNOLIA PUBLIC SCHOOLS (MPS) ENGLISH LEARNERS (EL) MASTER PLAN

Magnolia Public Schools (MPS) endeavors to meet and exceed the needs of all learners, and is committed to closing the achievement gap that affects those students who are not fully proficient in English. We hope to accomplish this by facilitating the acquisition and mastery of the English language as quickly as possible, while providing English Learners with access to the core content through specialized and targeted instruction, research-based and state approved curriculum, and carefully differentiated instructional strategies. Magnolia Public Schools also promotes an equitable educational experience for our English Learners and their families by providing supplemental counseling services, additional tutoring and literacy services, bilingual support, access to technology, and focused workshops where available and as needed.

Magnolia Public Schools follows all federal and state laws in providing equal educational opportunities for English Learners (ELs). MPS implements a consortium-wide EL Master Plan that includes the following components:

- A. Initial Identification, Assessment, Parent Notification, and Placement of English Learners
- B. Implementation and Programs
- C. Monitoring Student Progress
- D. Staff Qualifications & Professional Development
- E. Evaluation of Program Effectiveness

A. Initial Identification, Assessment, Parent Notification, and Placement of English Learners

1-Identification: After a student enrolls in MPS, the School will request information regarding the language spoken at home through a Home Language Survey (HLS). The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. Student's cum file and CALPADS records will also be checked to find any information about the student's EL status.

2-Assessment: Students from homes where a language other than English is spoken will be evaluated first through the Fall MAP test to determine their level of proficiency in English. The test will be administered in the first month of the school year with results arriving in 24 hours. The students will take the California English Language Development Test (CELDT¹) (within thirty² days of enrollment and at least annually thereafter between July 1st and October 31st until re-designated as fluent English proficient), unless the school has proper documentation of the student's re-designation as Fluent English Proficient. The CELDT will also be used for the annual assessment of each student's English Language Development (ELD) level, along with scores on Smarter Balanced ELA/Literacy test, Measures of Academic Progress (MAP) tests, teacher evaluation, and parent consultation.

¹ The CDE is in the process of eliminating CELDT and replacing it with ELPAC. Until ELPAC is ready for operational administration, the CDE will continue to administer the CELDT for federal accountability under Title III of ESEA, and also to meet state law. This policy will be updated as ELPAC becomes operational.

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Northwest Evaluation Association (NWEA)'s Computer-Adapted Tests: Measures of Academic Progress (MAP)

MAP tests are a web-based assessment tool that provides detailed diagnostic data on each student's reading, language usage and math skills in a variety of sub-categories. In addition to generating reports broken down into sub-skills, NWEA can generate "skills reports" that identify which skills in reading, language usage, and mathematics each student has mastered and which skills the student still needs remedial support. Reports can be generated to look at students individually, by class, or by the school as a whole. NWEA can also generate RIT³ scores that can project an equivalent performance level on the Smarter Balanced ELA/Literacy test based on student performance in each of the sub-tests administered.

3-Parent Notification: The School will provide all parents of ELs with required Title III notification including LEA accountability status and information regarding their children in English and the parent's primary language unless it is not practicable. Within the first month of the school year (or thirty days of student's enrollment,) the School will notify the parents of its responsibility for CELDT testing, student's prior CELDT results if available, EL identification, program placement options, student's academic achievement level and reclassification information. The CELDT shall be used to fulfill the requirements of federal and state laws for annual English proficiency testing, and the School will notify parents of student's CELDT results within thirty days of receiving results from publisher. At the beginning of the school year, the schools will also invite parents of ELs to attend a meeting to discuss parent rights, program placement, the reclassification process, the school's responsibilities, and available resources. School staff will also be available to answer parent questions and address parent concerns.

4-Placement: The CELDT will be used for the initial and annual assessment of each student's ELD level, along with basic skills assessments (Smarter Balanced ELA/Literacy test and MAP tests.) Depending on the assessment results, the school administration, EL Coordinator, and the Response to Intervention (RTI) coordinator will determine the most appropriate placement and support strategies, and inform parents of their child's placement with a written description (parent notification letter). Using teacher feedback, observations, and inferences from the student performance data, the School team collaborates to create an action plan that will include recommended student placement and support strategies. This plan will then be implemented throughout the school by the teachers, as well as during tutorial sessions.

Based on the CELDT test results, basic skills assessment, teacher evaluation, parent consultation and the School team's recommendation, students will be classified as either Fluent in English or English Learner. A fluent-English proficient (FEP) student is not eligible for English learner services. The student will receive grade-level instruction in the mainstream program designed for native-English and fluent English speakers. Upon parent consultation and notification, English Learners (EL) will be placed in the following EL programs:

CELDT Level 1 or 2	→	Structured English Immersion (SEI) Program
CELDT Level 3, 4, or 5	→	English Language Mainstream (ELM) Program

³ The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement. Source: <http://www.nwea.org/support/article/532>

B. Implementation and Programs

The following charts summarize the EL programs offered at MPS.

Grades: TK-5

Type of Setting	Eligible Students	Program Description
Structured English Immersion (SEI) Program	English Learners <ul style="list-style-type: none"> ▪ CELDT Level 1 (Beginning) ▪ CELDT Level 2 (Early Intermediate) 	<p>Explicit ELD: Structured English language instruction throughout the day, both designated and integrated approaches are used and aligned to the new CA ELD standards and framework (1 hour minimum per day in addition to grade-level core Reading/Language Arts)</p> <p>Access to Core: Greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE/GLAD strategies and supplemental materials</p> <p>Electives: Mixed groups of EL, FEP, and E/O students</p> <p>Primary Language Support: Used to motivate, clarify, direct, support, or explain</p>
English Language Mainstream (ELM) Program	English Learners <ul style="list-style-type: none"> ▪ CELDT Level 3 (Intermediate) ▪ CELDT Level 4 (Early Advanced) ▪ CELDT Level 5 (Advanced) 	<p>Explicit ELD: Daily integrated and/or designated ELD instruction based on the CA ELD standards and framework (45 minutes minimum per day in addition to grade-level core Reading/Language Arts)</p> <p>Access to Core: Differentiated instruction in ELA, math, social science and science delivered with SDAIE/GLAD strategies and materials</p> <p>Electives: Mixed groups of EL, FEP, and E/O students</p> <p>Primary Language Support: Minimal, only as needed</p>

Grades: 6-12

Type of Setting	Eligible Students	Program Description
Structured English Immersion (SEI) Program	English Learners <ul style="list-style-type: none"> ▪ CELDT Level 1 (Beginning) ▪ CELDT Level 2 (Early Intermediate) 	<p>Explicit ELD: Daily designated ELD instruction based on the CA ELD Standards with appropriate text and supplementary materials</p> <ul style="list-style-type: none"> ▪ For Newcomers with fewer than 2 years in U.S. schools enrolled in ELD, ELD replaces grade-level core English Language Arts/English.* (2-3 periods per day) ▪ For all others, ELD is in addition to grade-level core English Language Arts/English. (1-2 periods per day) <p>*For UC admissions: Only one year of ELD can be used to meet the four-year English requirement and it cannot be completed during the senior year.</p> <p>Access to Core: Greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE/GLAD strategies and supplemental materials</p> <p>Electives: Mixed groups of EL, FEP, and E/O students</p> <p>Primary Language Support: Used only to motivate, clarify, direct, support, or explain</p>
English Language Mainstream (ELM) Program	English Learners <ul style="list-style-type: none"> ▪ CELDT Level 3 (Intermediate) ▪ CELDT Level 4 (Early Advanced) ▪ CELDT Level 5 (Advanced) 	<p>Explicit ELD: Daily integrated and/or designated ELD instruction based on the CA ELD standards (1 period minimum per day in addition to grade-level core English Language Arts/English)</p> <p>Access to Core: Differentiated instruction in ELA, math, social science and science delivered with SDAIE/GLAD strategies and materials</p> <p>Electives: Mixed groups of EL, FEP, and E/O students</p>

	Primary Language Support: Minimal, only as needed
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Structured English Immersion (SEI) Program: This program is designed in order to ensure acquisition of English language skills and access to core content so that ELs can succeed in a mainstream classroom. SEI is designed to ensure that ELs develop English proficiency and receive appropriate supports to make grade level content standards accessible. Following are the components of this program:

DESIGNATED:

- All students who are Level 1 and 2 ELLs will receive one full class period of Designated ELD per day.
- Where available, these students will receive primary language support in the designated classroom, as needed.
- Teachers will use DuoLingo and other online language acquisition programs to help newcomers.
- Teachers will emphasize academic vocabulary in the designated ELD classroom.
- McGraw Hill will provide training on the designated component of Study Sync.
- ELD teachers may continue to supplement the new McGraw Hill ELD curriculum with existing resources.

Grades TK-5:

- **Explicit ELD:** Daily minimum 1 hour of structured ELD program will be provided through Specially Designed Academic Instruction in English (“SDAIE”) and Guided Language Acquisition Design (GLAD) methodologies. Both designated and integrated approaches will be used and aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials.
- **Access to Core:** Students will have access to instruction in all core curricular areas aligned to content standards. They will receive greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE/GLAD strategies and supplemental materials.
- **Electives:** Students will have access to electives in mixed groups of EL, FEP, and English Only (E/O) students.
- **Primary Language Support:** Primary language support will be used only to motivate, clarify, direct, support, or explain.
- **Other:**
 - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
 - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
 - After-school programs and tutoring
 - Collaborative learning experiences through club projects

Grades 6-12:

- **Explicit ELD:** Daily structured ELD program will be provided through Specially Designed Academic Instruction in English (“SDAIE”) and Guided Language Acquisition Design (GLAD) methodologies. Both designated and integrated approaches will be used and aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials.
 - For Newcomers with fewer than 2 years in U.S. schools enrolled in ELD, ELD replaces grade-level

core English Language Arts/English.⁴ ELD instruction will be provided 2-3 periods per day depending on student needs.

- For all others, ELD is in addition to grade-level core English Language Arts/English. ELD instruction will be provided 1-2 periods per day depending on student needs.
- Access to Core: Students will have access to instruction in all core curricular areas aligned to content standards. They will receive greatly differentiated instruction in ELA, math, social science and science delivered with highly scaffolded SDAIE/GLAD strategies and supplemental materials.
- Electives: Students will have access to electives in mixed groups of EL, FEP, and E/O students.
- Primary Language Support: Primary language support will be used only to motivate, clarify, direct, support, or explain.
- Other:
 - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
 - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
 - After-school programs and tutoring
 - Collaborative learning experiences through club projects

English Language Mainstream (ELM) Program: The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet English Language Development and grade-level content standards. These students receive appropriately differentiated instruction and scaffolded academic content instruction and support. Following are the components of this program:

INTEGRATED

Teachers will receive training on a research-based, field-tested framework for supporting ELL growth in content and language. This framework was developed by Dr. Persida Himmele and Dr. William Himmele, two educators who have extensive and successful experience with ELLs. Their framework is carefully broken down in the book *The Language Rich Classroom* and is “meant to empower teachers who haven’t been formally trained in ESL with planning tools that make content comprehensible to their English language learners,” while “providing ELLs with opportunities to build up their academic language” in the content classroom. Although the framework was developed for ELLs, it is beneficial to all learners. The framework is made up of components that are broken up into five areas around the acronym CHATS:

C – Content Reading Strategies

H – Higher Order Thinking Skills

A – Assessment

T – Total Participation Techniques

S – Scaffolding Strategies

This framework is designed to work in mixed, multilingual classrooms and the book provides resources and examples of how teachers can use each component in their planning. The MPS EL Coordinator will work with the site-level ELD Coordinators to train teachers and provide them with the resources needed to implement this framework.

⁴ *For UC admissions: Only one year of ELD can be used to meet the four-year English requirement and it cannot be completed during the senior year.

Integrated ELD is built into our new curriculum for ELA (McGraw Hill's StudySync). McGraw Hill will provide teacher training on how to use this new integrated ELD tool. Training will take place during our Summer PD.

Myon Reading Program has been added as an option for schools interested in an alternative to the Accelerated Reader Program or Achieve 3000 Program. Myon provides access to bilingual texts and ELD support.

Grades TK-5:

- Explicit ELD: Daily minimum 45 minutes of structured ELD program, in addition to grade-level core Reading/Language Arts, will be provided through designated and/or integrated ELD instruction aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials.
- Access to Core: Students will have access to instruction in all core curricular areas aligned to content standards. They will receive differentiated instruction in ELA, math, social science and science delivered with SDAIE/GLAD strategies and supplemental materials.
- Electives: Students will have access to electives in mixed groups of EL, FEP, and English Only (E/O) students.
- Primary Language Support: Primary language support will be used minimally, only as needed.
- Other:
 - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
 - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
 - After-school programs and tutoring
 - Collaborative learning experiences through club projects

Grades 6-12:

- Explicit ELD: Daily structured ELD program will be provided through designated and/or integrated ELD instruction aligned to the new CA ELD standards, utilizing standards-based materials and supplemental materials.
 - ELD is in addition to grade-level core English Language Arts/English. ELD instruction will be provided for a minimum of 1 period per day depending on student needs.
- Access to Core: Students will have access to instruction in all core curricular areas aligned to content standards. They will receive differentiated instruction in ELA, math, social science and science delivered with SDAIE/GLAD strategies and materials.
- Electives: Students will have access to electives in mixed groups of EL, FEP, and E/O students.
- Primary Language Support: Primary language support will be used minimally, only as needed.
- Other:
 - Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
 - Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
 - After-school programs and tutoring
 - Collaborative learning experiences through club projects

Alternative Program (ALT): If available, students with an approved Parental Exception Waiver are taught in an alternative program, which means they are taught core subjects in their primary language. They also receive instruction in ELD in English. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

- MPS will offer a transitional bilingual education program once 20 parental exception waivers have been received in a single grade level. This program will provide EL students with access to the core content in their primary language, as well as provide support in English language acquisition. This program aims to transition students to English instruction within a year.

Specially Designed Academic Instruction in English (“SDAIE”) methodology

SDAIE is a teaching style established to provide meaningful instruction in the content areas for transitioning EL students to make sure they move forward academically until they reach English fluency. All MPS teachers will be trained in SDAIE techniques.

During whole class instruction teachers will utilize materials within the curriculum and engage students by using thematic planning and SDAIE strategies. Manipulatives, visuals, graphic organizers, and interactive communication are just a few of the ways teachers will create an educational environment that fosters language acquisition through content based lessons.

Small group intervention will also be provided using SDAIE. When needed, teachers will work one-on-one with students to ensure that beginning English speakers progress at an accelerated rate. Depending on the needs of the EL students, teachers will use proven strategies, such as peer mentoring, multi-sensory experiential activities, modeling and tutoring, cooperative learning, and use of media and visuals, to provide effective oral language, literacy and content area instructions.

At MPS teachers will employ the following SDAIE strategies to help their students:

- Modify the language of instruction to increase comprehensibility. Simplify the language of instruction and not the concept being taught. Use simple sentence structure (verb-subject-object). Avoid the passive tense and compound and/or complex sentences. Avoid negative phrasing in questions, such as "which answer is not?" and "all of the above except."
- Provide instructions and messages in written and verbal form.
- Build background knowledge before teaching a lesson.
- Modify assignments for new students so that they can be successful doing a part of the class assignment.
- Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.
- Impart information through several learning modalities: oral, visual, auditory, and kinesthetic.
- Present content area vocabulary and concepts using contextual clues, such as, pictures, models and hands-on activities.
- Provide concrete examples of words using flashcards, pictures and objects.
- Use graphic organizers such as webs, Venn diagrams, and charts to make information more accessible. Textual material is usually too dense for second language learners.

- Employ a variety of questioning strategies in order to determine the student’s level of comprehension. Structure questions to student’s level of language understanding.
- Remain in continuous contact with the students by walking around the room and observing student work and behavior.
- Be sensitive to all nationalities. Be aware of cultural differences and vocabulary and language nuances.
- Write homework assignments on the board.

Class structure may be adjusted to help ELs:

- Students work in teams; ELs can then be active participants instead of simply observers.
- EL is paired with a student who is a native English speaker and of the same age.
- EL is paired with a student “buddy” in another grade.

Curriculum Resources

MPS utilizes California State Board of Education (SBE) adopted instructional materials per related California Education Codes. The Magnolia Public Schools Home Office (Home Office) works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources.

Below please find a summary setting forth the curriculum resource choices for ELD. This chart will be updated as the SBE adopts new instructional materials.

ELD: *Wonders* by McGraw Hill (Grades K-5), *Study Sync* by McGraw Hill Integrated and Designated ELD Program (Grades 6-12), *Rosetta Stone* (Grades K-12), *DuoLingo* (Grades K-12), *BrainPOP ESL* (Grades K-12), Kate Kinsella’s *Academic Vocabulary Toolkit* (Grades 6-12, available as a supplementary vocabulary program at some school sites), *English 3D* by Scholastic (Grades 6-12, available as a supplementary writing program at some school sites).

C. Monitoring Student Progress

Assessments: The CELDT will be used for the annual assessment of each student's ELD level, along with scores on Smarter Balanced ELA/Literacy test, MAP tests, teacher evaluation, and parent consultation. The CELDT scores, overall and subtest data, and Smarter Balanced ELA/Literacy test scores will be shared with all teachers and student performance will be closely monitored by the teachers and administrators throughout the year and over the years.

ELs will be continuously monitored through assessments for English language development and academic progress. Students will be assessed at the end of each ELD curricular unit via teacher created assessments, approximately every 6-8 weeks. They will also be assessed with the MAP tests for academic progress in Reading/Literacy, Language Usage and Mathematics.

Using Assessment Results for Instruction

MAP tests are administered three times a year. MPS generates reports from MAP that includes student performance data for each test administration. The School's admin team analyzes the data and makes inferences. Student performance data is then shared with the school team for further study. Teachers will use these reports in several ways. First, they will use them to create their standards-based curricular maps and unit plans by looking at the standards that students have already mastered and those that need to be developed. Secondly, they will use them to assess the efficacy of the standards-based instruction that is being delivered and to make plans for re-teaching or acceleration as needed. Training in using NWEA for assessment and planning purposes will be part of the professional development that occurs prior to the start of school and ongoing throughout the year.

Other Assessments

Other assessments to monitor student progress, besides the CELDT, Smarter Balanced ELA/Literacy test, teacher-created ELD curricular unit assessments and MAP tests, include Renaissance's Star Reading tests, Accelerated Reader tests, and assessments provided by various publishers listed in Curriculum Resources. These assessments allow teachers to monitor the progress of ELs and provide software generated tests and personalized instruction based on the CA CCSS for ELA/Literacy and the new CA ELD standards which have not been achieved. A summary of assessments is outlined in the following table:

Beginning of Year	Weekly	End of Unit/Quarterly	Year-End
<ul style="list-style-type: none"> ▪ Home Language Survey ▪ MAP Test ▪ CELDT 	<ul style="list-style-type: none"> ▪ Teacher created assessments ▪ Accelerated Reader and Myon tests 	<ul style="list-style-type: none"> ▪ End of ELD curricular unit assessments ▪ Publisher provided assessments ▪ Progress reports with grades and teacher comments ▪ MAP tests 	<ul style="list-style-type: none"> ▪ Smarter Balanced ELA/Literacy test ▪ MAP Test

Reclassification: MPS uses the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: CELDT results, comparison of performance in basic skills on the ELA/Literacy section of the Smarter Balanced test or CMA (score of Basic or higher)- MAP test Reading score will be used until Smarter Balanced ELA/Literacy cut scores are released by the state-, teacher evaluation, and input from parents. The established criteria for reclassification are as follows:

	Grades K-5	Grades 6-12																																
Annual CELDT Scores	Overall performance of 4 (Early Advanced) or 5 (Advanced) with skill area scores of 3 (Intermediate) or higher in Listening, Speaking, Reading and Writing																																	
Basic Skills Assessment	<ul style="list-style-type: none"> ▪ Smarter Balanced ELA/Literacy score: 2 (Nearly Met) or above OR ▪ MAP score: Performance level of Basic on the MAP* Reading test with a minimum Fall or Winter/Spring score of: <table style="margin-left: 20px;"> <tr> <td>Grade</td> <td>Fall score</td> <td>OR</td> <td>Winter/Spring score</td> </tr> <tr> <td>3:</td> <td>179</td> <td></td> <td>187/191</td> </tr> <tr> <td>4:</td> <td>191</td> <td></td> <td>197/200</td> </tr> <tr> <td>5:</td> <td>197</td> <td></td> <td>202/204</td> </tr> </table> <p>*www.nwea.org</p>	Grade	Fall score	OR	Winter/Spring score	3:	179		187/191	4:	191		197/200	5:	197		202/204	<ul style="list-style-type: none"> ▪ Smarter Balanced ELA/Literacy score: 2 (Nearly Met) or above OR ▪ MAP score: Performance level of Basic on the MAP* Reading test with a minimum Fall or Winter/Spring score of: <table style="margin-left: 20px;"> <tr> <td>Grade</td> <td>Fall score</td> <td>OR</td> <td>Winter/Spring score</td> </tr> <tr> <td>6:</td> <td>200</td> <td></td> <td>204/206</td> </tr> <tr> <td>7:</td> <td>205</td> <td></td> <td>208/210</td> </tr> <tr> <td>8:</td> <td>208</td> <td></td> <td>211/212</td> </tr> </table> <p>Grades 9-12: 225 in any testing season for that year</p> <p>*www.nwea.org</p>	Grade	Fall score	OR	Winter/Spring score	6:	200		204/206	7:	205		208/210	8:	208		211/212
Grade	Fall score	OR	Winter/Spring score																															
3:	179		187/191																															
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6:	200		204/206																															
7:	205		208/210																															
8:	208		211/212																															
Teacher Evaluation	Student achieves a grade of C (70%) or above in English Language Arts (ELA). Applicable ELA grades considered are: Semester 1 final grade and current semester grade at the time of reclassification.																																	
Parent Consultation and Notification	Parent/Guardian concurs with the recommendation to reclassify.																																	

Reclassified students are monitored for a period of at least two years by on-site ELD Coordinators. Coordinators monitor student progress by charting scores, assessing samples of student work, and following up with the student's ELA/English teachers once per semester to discuss progress. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring or counseling, intervention/enrichment classes, and other strategies explained in section B, "Implementation and Programs."

D. Staff Qualifications & Professional Development

All teachers providing specialized academic instruction for EL students at MPS must hold a CLAD or BCLAD credential or other CCTC certification authorizing teaching to English Language Learners.

In addition to ongoing professional development activities, MPS provides all staff with multiple opportunities to participate in external workshops and trainings to address their individual needs. MPS staff meets biweekly in departments and grade levels and shares best practices and discusses issues such as academic and behavior support for students including ELs. Student achievement data, including CELDT results, is analyzed by staff. Intervention strategies for ELs, differentiated instruction, and use of effective pedagogical strategies are some of the topics that MPS staff continues to revisit for professional development. MPS will also schedule PD to cover introduction to new ELD standards, development of unit of study in ELD and corresponding assessments per unit, implementation of common core ELA/ELD and math standards, SDAIE/GLAD strategies to support ELs, and teacher observation and evaluation to monitor implementation of PD in the classroom. MPS staff will be required to:

- Consistently implement with fidelity the ELD curriculum as outlined in the English Learners Master Plan
- Provide instruction during core classes using research-based strategies and SDAIE/GLAD methodology to ensure students are able to access grade level instruction and do not incur academic deficits while they learn English
- Attend all professional development and professional learning community sessions
- Monitor student progress in ELD and access to core class instruction for progress towards minimum expected benchmark achievements
- Maintain contact with the students' families and keep them apprised of their children's progress.

E. Evaluation of Program Effectiveness

The School will use CELDT results, along with scores on Smarter Balanced ELA/Literacy tests, MAP tests, teacher evaluation, and parent consultation to evaluate the success and effectiveness of the EL Programs and growth of ELs. School admin team will analyze the data at the school level. The Chief Academic Officer (CAO) at the Magnolia Public Schools Home Office (Home Office) will evaluate the assessment data for all MPS schools. School admin team will be required to:

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and Access to the Core through SDAIE/GLAD and/or primary language instruction or support
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs
- Conduct regular classroom walkthroughs to ensure that ELD and SDAIE/GLAD instruction or support are being delivered in the manner outlined in the *English Learners Master Plan*
- Identify, design and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement
- Utilize multiple sources of data to monitor EL program implementation
- Review placement of ELs in ELD instruction prior to the beginning of each semester and correct any inconsistencies with the Master Plan
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and SDAIE/GLAD and/or primary language instruction or support
- Ensure that interventions are designed and delivered consistent with the English Learners Master Plan
- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring

Additionally, the MPS EL Coordinator will work with teachers and the leadership team to monitor program effectiveness. The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate ELL services are being delivered at each member school.

Specifically, the EL Coordinator will provide the following services to member schools:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, and model push-in support)
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELLs
- Help teachers monitor the progress of ELs and Reclassified students, and create appropriate interventions and action plans as needed
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process
- Oversee the adoption and implementation of the ELD curriculum
- Oversee the Title III improvement plan, and any other Title III requirements
- Attend ELL-related professional development and share resources with teachers and school leaders