

Cherry Chase

English Language Advisory Committee

ELAC

October 19, 2023



Agenda

01

**Instructional
Goals**

02

**EL Progress
Monitoring**

03

**Progress
Monitoring**

04

**Support for
English Learners**

Approval of the September 2023 meeting minutes

September 7, 2023 Minutes



01

Instructional Goals



Overarching Goal: Provide High Quality Instruction for ALL STUDENTS

Our Instructional Goals are...

- Implementation of instructional practice for English Learners
 - Provide systematic dELD practices in each classroom
 - Ensure all ELD students are receiving explicit dELD instruction within the day
 - Continue to develop integrated ELD practices
 - Monitor English Learners' progress using internal benchmarks
 - Move English Learners 1 or more proficiency levels in the CAASPP
- Develop competency in the implementation of Really Great Reading (K-2) and IM (K-5)
- Focus on implementation of inclusive instructional practices and the implementation of UDL practices in the classroom.
- Implement meaningful and purposeful Tier I classroom instructional interventions.
- Foster a welcoming and inclusive environment and build strong relationships with parents, families and community stakeholders as partners in the education and support of all students' success in school.
- Increase the number of teachers who participate in instructional coaching cycles

Goal #1

Implementation of instructional practice for English Learners

K-2

- dELD Training provided by Mrs. Field
- Coaching Cycles on dELD practices throughout the year
- Teachers provide dELD instructional practices daily in each classroom

3-5

- September 5 District Wide ELD Training
- November 15 District Wide ELD Training
- March 13 District Wide ELD Training
- Coaching Cycles on iELD practices throughout the year
- Teachers provide iELD practices throughout the day

Goal #2

Develop competency in the implementation of Really Great Reading (K-2)

K-2

- September 5 District Wide Really Great Reading Training
- November 15 District Wide Follow up Training
- March 13 District Wide Follow up Training
- Implementation of Really Great Reading Support provided by Ms. Field
- Coaching Cycles for K-2 Teachers on Really Great Reading provided by Ms. Field

Goal #3

Develop competency in the implementation of Illustrative Math (K-5)

K-5

- October 16 District Wide Illustrative Math Training-Part 1 and Part 2
- January 9 District Wide Illustrative Math Training-Part 3
- Implementation of Illustrative Math Support provided by Ms. Field
- Coaching Cycles for K-5 Teachers on Illustrative Math provided by Ms. Field
- IM Resources Folder (in Handbook)

Goal #4

Implement meaningful and purposeful Tier I classroom instructional interventions

Tier 1: Universal

All students receive high-quality classroom curriculum through whole group, small group differentiated instruction, teacher-designed interventions by the classroom teacher within the general education setting.

Tier 2: Supplementary

In addition to classroom instruction, students identified as needing intervention receive supplemental instruction aligned to the core curriculum that targets specific area or areas of need. Progress is monitored to determine improvement.

Tier 3: Intensive

In addition to classroom and supplemental instruction, students needing intensive instruction to target specific skill deficits receive intensive instruction. Progress is monitored to determine improvement.

Key Terms in MTSS:

Core Curriculum is provided to every student and is aligned with Ohio's Academic Content Standards.

Universal Screening includes the assessments given to all students in a grade level to monitor student growth and respond to student needs. Wyoming uses MAP in grades K-8 as a universal screener.

Research Based Interventions supplement the core grade level instruction and target student needs using validated strategies.

Goal #5

Foster a welcoming and inclusive environment and build strong relationships with parents, families and community stakeholders as partners in the education and support of all students' success in school.

TK-5 Teachers

- Every teacher connects with 100% of families during the first 2 weeks of school
- Teachers ensure all families are invited and have access to information shared at Back to School Night
- Teachers send out weekly newsletters
- Teachers build positive relationships with students and families by getting to know their child's "STORY"
- Teachers review CUM folders to find out more about their students
- Teachers meet with 100% of families for goals conferences
- Teachers implement SEL strategies daily in the classroom
- Teachers implement UDL strategies to transform the classroom space to meet the needs of the students
- Teachers participate in school events
- Teachers may conduct home visits

School Community

- Provide social-emotional and/or academic support to "at-risk students"
- Parent volunteers in classrooms
- Parents are invited to volunteer on field trips
- Organize opportunities for families to come to school share their cultural traditions
- PTA sponsored events that build community
- Principal send weekly newsletter to families
- Friday Flag Assemblies
- Citizen of the Month Awards
- Green Slips Awards
- Greeting families when on campus
- Great customer service as they enter the office

Instructional Tools

Fountas and Pinnell Curriculum

Really Great Reading (K-2)

Writer's Workshop

Illustrative Math (K-5)

TCI-Social Science

Mystery Science

Second Step (SEL K-5)



02

**EL Progress Monitoring
November 13-December 14**

EL Progress Monitoring

1. **Language Review Team Meetings** to review English Learner Progress
2. **Reclassification** to reclassify students who meet the criteria.
3. **Reclassification Monitoring** to monitor progress of students who have been reclassified (required for 4 years)

Reclassification Criteria

- Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English Language Proficiency Assessments for California (ELPAC); and
- Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
- Parent opinion and consultation; and
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age.

Reclassification Criteria

- ELPAC Overall score of 4
- Report card indicates strand grades of 3 or higher in reading literature, reading informational text and writing.
- Family input
- Student data including but not limited to reading scores, NWEA, and/or CAASPP

03

How to tell if your child is making progress.

Trimester 1 Report Cards

4 Standard Met

- demonstrates an understanding of the material explicitly taught and practiced in class
- may still be some errors that do not interfere with the key concept

3 Standard Nearly Met

- demonstrates basic understanding of the material explicitly taught and practiced during class,
- still lacks some key conceptual understanding.
- some errors or omissions when demonstrating key concepts of the content

2 Standard Partially Met

- beginning to demonstrate an understanding of the simple ideas that were explicitly taught and practiced during class
- significant conceptual errors that impede their understanding of key concepts

1 Standard Not Met

- demonstrates limited understanding of the basic ideas and/or has difficulty retaining the material explicitly taught and practiced during class
- consistent errors or omissions when identifying the key concepts of the content

District Report Card Explanations

Parent Guides to the Report Card in English

- [Kinder](#)
- [First Grade](#)
- [Second Grade](#)
- [Third Grade](#)
- [Fourth Grade](#)
- [Fifth Grade](#)

Guías Para Padres a las Cartas de Calificaciones

- [Gardin de Niños \(kínder\)](#)
- [Primer Grado](#)
- [Segundo Grado](#)
- [Tercer Grado](#)
- [Cuarto Grado](#)
- [Quinto Grado](#)

For languages other than English and Spanish, [Google Translate Documents](#) can help.

Fall 2022 Family Report

What is this report? A summary of how your child is performing academically, as measured by the most recent MAP Growth test.

What is MAP Growth? A test that adapts to your child's responses in real time to measure your child's skill level.

Why is my child taking MAP Growth? MAP Growth scores help teachers check student performance by measuring Achievement and Growth. Teachers use results to tailor classroom lessons and to set goals for students.

What do Achievement and Growth mean?

Achievement—How well your child has learned skills in a subject compared to similar students nationwide.*

Growth—A measure of your child's personal progress over the year.

What is a RIT score? The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

*Similar students — kids with same starting RIT score, same number of weeks of instruction, and in the same grade

Mathematics

High Achievement 84th Percentile



Overall score (RIT score) was a 211 on a range of 100-350. Your child was in the 84th percentile of 3rd graders in the winter of 2022, which means they scored better than 84% of their peers.

Average Growth 44th Percentile

Your child's growth from Fall 2021 to Winter 2022 is in the 44th percentile, which means they made more progress than 44% of their peers.



Reading

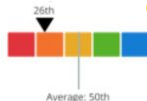
High Achievement 96th Percentile



Overall score (RIT score) was a 223 on a range of 100-320. Your child was in the 96th percentile of 3rd graders in the winter of 2022, which means they scored better than 96% of their peers.

Low Average Growth 26th Percentile

Your child's growth from Fall 2021 to Winter 2022 is in the 26th percentile, which means they made more progress than 26% of their peers.



NWEA MAP Growth Reports K-5

This graph shows progress over time. The solid line is your child's results, and the dotted line is the national average.

This indicator shows your child's score from the most recent assessment. The colors represent:

- Red: Low
- Orange: Low Average
- Yellow: Average
- Green: High Average
- Blue: High

DELAC

Cherry Chase DELAC Representative

Meeting Dates 6:30-8:00 pm

October 24, 2023

December 20, 2023

March 27, 2024

June 5, 2024

Announcements

- TODAY: Ca Great Shake Out Drill
- 10/27 Fall Festival 2:30-4:30
- 11/3 Diwali 5:30-9:30
- 11/17 Report Cards Sent Home



Thank you!

Do you have any questions?

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