Calendar:

August

- Update ELL Roster for teachers and EverEL roster
- Scrutinize HLS of all newly enrolled students (with enrollment liaison, Diane Boutin)
- Cross reference HLS of siblings
- Update Screening tracker with all students whose HLS show language other than English
- Determine prior ELL status
- Screen any potentially eligible students with no prior ELL enrollment
- Notify parents and parents and place students into correct classes
- Notify parents if students have been identified as FEL
- Add new ELL, FEL and opt-out students to "ELL Roster for Teachers" and "EverEL" roster
- Double check whether old parent opt-out requests have been renewed (give to MaryLee to be filed)
- Update the ELL Classroom Accommodation Spreadsheet with new ELL students, and remove students who were reclassified

September

- Update EverEL roster with Q1 minutes of direct instruction
- Vivian will request updated roster of current ELLs and FELs for October SIMS report
- Initial meetings for students with Success Plans

October

- ELL teachers and content teachers meet to update classroom and testing accommodations and to review Success Plans
- Place ACCESS test order (paper materials and student counts)
- Data collection around previous spring MCAS results

November

- Q1 ELL progress reports go out with report cards (give copies to MaryLee to file)

December

- AMS data verification for all ELL students taking ACCESS
- Verify all accommodations for students with disabilities
- Plan schedule for ACCESS testing
- Parent notification letters about ACCESS go home

January

- ACCESS testing

February

- Finalize ACCESS testing, return materials
- Q2 FEL/Opt-out reviews (give copies to MaryLee to file)

March

- Q3 ELL progress reports go out with report cards (give copies to MaryLee to file)

April

- Spring review of class and testing accommodations and Success Plans

- Submit all MCAS ELL testing accommodation sheets to MCAS Coordinator (MaryLee, copies also need to be filed)
- Set date for parent ACCESS night

May
- ACCESS scores released ~May 28th (give copies to MaryLee to file)

June
- Complete reading and writing Kindergarten W-APT for any K students who passed the ELL screen the previous spring and were RtI'd for academics during the current academic year
- Reclassification meetings for students who have met the ACCESS criteria (give reclassification forms to MaryLee to file)
- Parent ACCESS night
    - Mail home all score reports and Parent Notification letters for students whose parents did not attend ACCESS night
    - Give copies of new Notification forms to MaryLee to file
- End of year FEL/Opt-out reviews
    - EOY reviews are mailed home
    - Give copies to MaryLee to file
- Data review for ACCESS scores
- ELL teachers call parents of students who need Success Plans
    - Give Success Plans to MaryLee to file
- Place students into appropriate SEI (K-8) or ESL classes (9-12)
- Kindergarten screening

ELL Folder Timeline

- Beginning of year:
    - Parent notification forms for new EL students
    - Current school year Opt-out forms (as applicable)
    - Schedule of ELL teacher (K-6), student schedule (7-12)
- Mid-October:
    - Updated EL Success Plans
- End of Quarter 1:
    - ELL progress reports
- End of Quarter 2:
    - FEL/opt-out progress reports
- End of Quarter 3:
    - ELL progress report
- Mid-April:
    - Updated EL Success Plans
    - ELL MCAS accommodations sheets
- End of Quarter 4:
    - ACCESS scores
    - FEL/opt-out progress reports
    - Reclassification forms (as applicable)
    - New EL Success Plans (as applicable)
    - Parent notification forms for returning EL students
- Summer

        o   Copy of PR600 "Student Profile Report"

- Most recent ELL/monitor/opt-out progress reports
- Any exit/reclassification decisions
- Edwin testing record or most recent ACCESS test results
- Parent opt-out form (as applicable)

Identification

G.L. c. 71A, §§ 4, 5; 603 CMR 14.02; G.L c. 76, § 5; 603 CMR 26.03

     The parents/guardians of any and all new students who register in the Atlantis Charter School district complete the home language survey provided by the Massachusetts Department of Elementary and Secondary Education. If a parent indicates that English is not their preferred language, a translated version is provided. If the parent indicates that a language other than English is spoken at home, the Enrollment Liaison will place a copy of the HLS in the mailbox of the ELL Coordinator.

     Additionally, the list of newly enrolled students who have a sibling already attending ACS must be reviewed. If a language other than English was reported on the HLS of the sibling, then the newly enrolled student must also be screened for ELL services. When compiling records for students' folders, include a highlighted copy of the sibling HLS that indicates the language other than English.

     All students whose HLS show a language other than English must be added to the **Screening Tracker Google Form**. From there, it must be determined whether:

- The student was enrolled in an ELL program at their previous school
- The student was screened within the last year for services and found ineligible for services
- The student has been exited from an ELL program

     Enrollment information can be found using the PR600 "Student Profile Report" on Edwin Analytics, which will list if the student has been reported as an EL on any SIMS report, or if the student has taken the ACCESS test before. Information can also be obtained from the student's ELL folder from their previous school (if available). Parent reporting or report cards are not sufficient to determine whether the student has been identified as an EL.

Students already classified as ELL

     If it is confirmed that the student was enrolled in an ELL program at their previous school, it should be determined whether the student still qualified for ELL services, based on their previous ACCESS test scores. If the student still qualifies for services, the Parent Notification form (Appendix X) must be mailed home as soon as possible, and the student must be placed in an appropriate class.

     The student must be added to the **ELL Roster for teachers** and the **EverEL roster.** An ELL folder must be created for the student, including their Home Language Survey, a copy of their most recent ACCESS score report (if available), a copy of the PR600 "Student Profile Report." If the student has transferred from a school outside of Massachusetts, a copy of any available transcripts from the previous school should also be included. Any relevant documents from the student's ELL folder from their previous school (if available) may also be included in the new ELL folder. ELL folders from previous schools should be stored in a safe place.

Students already classified as FEL

If it is determined that the student has been exited from an ELL program based on their ACCESS scores, it must be determined how long ago the student was exited. If the student exited an ELL program within the previous 4 school years, the student is considered a FEL (Former English Learner) and must be monitored until the end of the 4 year period (counting any years that the student was still enrolled at the previous school as a FEL). A copy of the ACS FEL Notice must be mailed home in the parent's preferred language along with a copy of the Parent Notification form, which should include the student's most recent ACCESS Scores and the number of years the student will continue to be classified as FEL.

The student must be added to the **ELL Roster for teachers** (noting the year of monitoring of the student) and the **EverEL roster.** An ELL/FEL folder must be created for the student, and both the FEL Notice and the Parent notification form, as well as the student's HLS, must be included in the folder. Any relevant documents (such as the reclassification form) from the student's ELL folder from their previous school (if available) may also be included in the new ELL folder. ELL folders from previous schools should be stored in a safe place.

If the student has been a FEL for more than 4 years, the date of reclassification should be noted in the **EverEL roster** and no further steps are needed.

**Some students may have been reclassified as FEL based on their MEPA scores. The MEPA was replaced with the ACCESS test in the 2012-2013 school year.

Students who have been screened and tested out of ELL services

Although rare, if a parent or previous school submits proof that a student was screened for ELL services at the student's previous school and did **not** qualify for services, then the student does not need to be re-screened. A copy of the screener summary should be kept in the student's general folder. The **Screening Tracker** will be updated, and the student is **not** added to the EverEL Roster.

Students with no prior ELL testing

If the ELL team cannot find information **within 30 days of enrollment** that the student has been identified as an ELL (or screened and found ineligible), a **licensed** ELL teacher administers the K-WAPT or the WIDA Screener online to determine if the student is eligible to receive English language services. An unlicensed teacher may administer the WIDA Screener, but a licensed teacher must review and score the results. Unlicensed teachers may not administer the W-APT as the student is scored during screening. To be found ineligible for ELL services, a student must score as described below (as of January 2019):

TEST	Kindergarten	DOMAINS ASSESSED	Not EL
W-APT Kindergarten	First semester	Listening; Speaking	Oral proficiency raw score 29 or higher
W-APT Kindergarten	Second semester	Listening; Speaking; Reading; Writing	Oral proficiency raw score of 29 or higher Reading raw core of 14 or higher Writing raw score of 17 or higher
GRADE	DOMAINS ASSESSED		Not EL

1-12	All four	overall composite proficiency level 4.5 or higher **and** composite literacy proficiency level 4.5 or higher

If a student is found to be eligible for ELL services, their parent/guardian is notified immediately using the Initial Notification form. The ELL coordinator or relevant ELL teacher should also attempt to contact the student's parent/guardian via **telephone** to inform them of the placement determination and of their right to opt the student out of services if they so choose (more information on Opt-out students is below). **The parents must be notified within 30 days of the student being enrolled in the ELL program. If the student is identified during the school year, the parents should be notified within 2 weeks of the student's enrollment in the program**. The student begins to receive ELL services through the SEI program as soon as possible, unless the parent/guardian opts the student out of services.

The student must be added to the **ELL Roster for teachers** and the **EverEL roster**. An ELL folder must be created for the student, which at this point should include a copy of the home language survey, the Screener results summary, the Parent Initial Notification form (and translated copy, if applicable), and a copy of the PR600 "Student Profile Report." If the student has transferred from a school outside of Massachusetts, a copy of any available transcripts from the previous school should also be included. All of the student's teachers should also be notified of the student's status.

If the student is **not** found eligible for ELL services, a copy of the notification letter, the student's screener results, and the "Notification of ELL Screening (Proficient)" should be smailed home. The student's teachers should be notified that the student did not qualify for services. A copy of the notification letter and the student's screener results should be placed in their general folder.

If a student who did not qualify for ELL services should begin to have difficulty making academic progress, the ELL team may convene with the grade level team to determine if the difficulty is due to lack of English language proficiency. A student will not be screened more than once in a year. Students may also be referred for ELL screening through the Response to Intervention (RtI) process.

Opt-outs
G.L. c. 71, §38Q1/2

Once initial ELL program placement decisions are made based on screening and assessment data, parents/guardians are notified of the results and placement using the "ELL Program Placement Notification Letter". Parents/guardians have the right to "opt out" of specialized language programs for their child by completing the "ELL Opt Out Form." Students whose parents have opted them out of ELL services will still be placed in an SEI classroom, must still be reported as EL in the SIMS report, and must take ACCESS every year until they have attained English proficiency. The student's progress will also be monitored bi-annually by the grade level teachers and ELL teachers.

If a parent decides to opt out a student, the student still must be added to the **ELL Roster for Teachers** as an opt-out student and added to the **EverEL Roster**. An ELL folder must be created for the student and must include a copy of the HLS, the screener results, the Initial Notification Form, the "ELL Opt Out Form," and a copy of the PR600 "Student Profile Report."

Atlantis Charter School does not recommend that parents opt out for any reason. Parents/guardians are entitled to guidance in a language that they can understand about their child's rights, the range of services that

their child could receive, and the benefits of such services. The District documents that the parent made a voluntary, informed decision to opt their child out by completing the "ELL Opt Out Form". Parents/guardians must submit the Opt Out form **each academic year**. All Opt Out forms are kept in the student's ELL folder.

Screening Students

W-APT and Kindergarten Screening Days

Students enrolling in Kindergarten or in the first semester of 1st grade complete the Kindergarten W-APT. If students are screened before beginning Kindergarten or in the first semester of Kindergarten, they complete only the Speaking and Listening portions of the assessments.

The K W-APT materials are available for download from the WIDA edu Secure Portal (see more information below). There is no online training for the K W-APT, but before giving the assessment, the administrator should review all materials, including the K W-APT Test Administrator Manual, which includes details on scoring not included on the score sheets.

The majority of screenings for Kindergarten students are completed during the Spring Kindergarten screening days. 2-3 licensed ELL teachers are pulled to complete screenings during the K-Screening days. Students who need to be screened will be identified by the Enrollment Liaison (Diane Boutin) via the home language surveys prior to the K screening days. Additionally, the list of newly enrolled students who have a sibling already attending ACS must be reviewed. If a language other than English was reported on the HLS of the sibling, then the newly enrolled student must also be screened for ELL services. When compiling records for students' folders, include a highlighted copy of the sibling HLS that indicates the language other than English.

All students to be screened must be added to the **Screening Tracker**, which must be updated with students' scores. Parents of all students who will be screened should be provided with a "Notification of Kindergarten ELL Screening Letter" with their enrollment documents in the parent's preferred language. Parents are not able to opt their students out of the screening.

K Students Who Qualify for Services

If a student scores a 28 or lower on the screener, the test administrator should attempt to contact the parent either in person or via telephone to discuss the screener results and program placement, and to inform parents of their right to opt their student out of services. This time may also be used to gather additional information about the student's linguistic background using the Student Background Questionnaire. A copy of the Initial Notification form and the K W-APT screener summary must be mailed home to parents.

The student must be added to the **ELL Roster for Teachers** and the **EverEL roster**. An ELL folder must be made for the student, which must include copies of the home language survey, screener results, notification letter, opt-out request (if applicable), and linguistic background survey (if available).

K Students Who Do Not Qualify for Services

If a student scores a 29 or higher on the screener, the parent/guardian will be sent a "Notice of ELL Screening (Proficient-K)" letter in the following week indicating that their student was found proficient in English and will not be enrolled in the ELL program. A copy of the student's screener results and the notification of English proficiency should be placed in the student's *general* folder.

Students who scored 29 or higher on their initial ELL screener may be re-screened at the end of their Kindergarten year if concerns about their academics have been brought up through the RtI process. Students who are screened after the end of the first semester of their Kindergarten year must be screened in all four domains (listening, speaking, reading, and writing).

All potential ELL students enrolling in the second semester of 1st grade through 12th grade are screened with the WIDA Screener online assessment. Students in the first semester of 1st grade through the 1st semester of 3rd grade take the writing domain on paper. If it is determined that a student in any grade lacks the needed technology skills to successfully navigate the online screener, that student may take the paper screener.

Upon determination that a student must be screened (see above for steps to consider before screening a student), the District Testing Coordinator will create an account for the student in WIDA AMS and add the student to a WIDA Screener testing session. Instructions on how to create student profiles and add students to a testing session can be found in the WIDA AMS User Manual. If the student has a disability, the district coordinator should consider whether to assign testing accommodations to the student when creating the student's profile (information on testing accommodations can be found on the WIDA edu website).

Once the student has been added to a testing session, the testing ticket can be printed. The testing ticket is the same for all four domains of the screener. Additional materials for the screener (test administrator directions, and testing booklets for the writing domain for students through 3rd grade) can be found on the WIDA edu website in the Secure Portal.

Note on placing students into the correct grade cluster: The WIDA Screener is divided up into five grade level clusters: 1st grade, 2nd & 3rd grade, 4th and 5th grade, 6th-8th grade, and 9th-12th grade. A student in the first semester of a new grade cluster should be given the previous assessment for the previous grade cluster. For example, a fourth-grade student being tested during the first semester should be given the 2nd & 3rd grade test. If the student is tested during the second semester of 4th grade, they should be given 4th and 5th grade test.

Any ELL teacher who has completed the online training may administer the WIDA Screener (see "ACCESS Testing" for more information on online trainings). The assessment may be given in as many as four sessions (one for each domain), but every effort should be made to ensure that testing is not interrupted during a domain. In addition to the paper materials listed above, the administrator will need a chromebook and a headset with a microphone (headphones without a microphone can be used for all domains except the speaking domain).

Once testing has been completed, a **licensed** ELL teacher must score the speaking and writing portions of the assessment (the listening and reading sections are scored by the program). The test administrator and a licensed ELL teacher can work together to score the assessment. Scoring for the WIDA Screener is accessed via the WIDA AMS website. Examples of scored student work can be found both on the WIDA edu website (via the online trainings) and WIDA AMS (within the Screener Scoring tab). The speaking and writing prompts given within the Screener can also be accessed within the Screener Scoring module of WIDA AMS.

Once all scoring has been completed, the student's screener results can be accessed within the WIDA AMS "Report Delivery" tab. There is usually a delay of several hours between the completion of scoring and when results can be accessed.

If the student is eligible for ELL services, the parent/guardian should be contacted via phone as soon as possible. More information about documentation to be mailed home and filed can be found in the "Students with no prior ELL testing" section of this document.

SEI Model

G.L. c. 71A, § 4

Atlantis Charter School's ELE program is a Sheltered English Immersion (SEI) program. The Massachusetts Department of Elementary and Secondary Education definition of SEI is as follows:

"Sheltered English immersion" is defined in G.L. c. 71A as "an English language acquisition process for young children in which nearly all classroom instruction and instructional materials are in English, but with the curriculum and presentation designed for children who are learning the language. Books and instruction materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English."

An SEI program is a combination of sheltering core academic instruction for ELLs and direct ESL instruction. According to DESE, "ESL instruction must provide systematic, explicit, and sustained language instruction, and prepare students for general education by focusing on academic language. ESL instruction must also include social and academic language in all four domains, including listening, speaking, reading, and writing. Effective ESL instruction supports student success in school, including improvement of ACCESS scores and acceleration of academic achievement." ESL Instruction should be driven by unit plans or a curriculum.

ELL teachers are responsible for direct ESL instruction developed according to unit plans or a curriculum which address the Massachusetts ELA Curriculum Frameworks for the appropriate grade level, as well as the WIDA Language Standards. Resources such as the Next Generation ESL Curriculum Project and the WIDA Can-Do descriptors may be of help in developing ESL unit plans and curriculum.

Direct ESL instruction may take place as a scheduled course, during advancement or intervention time, during guided reading time, or as pull-out instruction from a previously scheduled class. However, it is important to recognize that direct ESL instruction is **not** a re-teach or tutoring of content class material, but rather must be instruction developed specifically to address the needs of ELL students. ELs of different grade levels are not grouped together during core content classes. ELs of different grade levels may be grouped together for direct ESL instruction if students' proficiency levels are similar.

Notes on SEI Endorsements

All core academic teachers (CATs) of ELL students are required to be SEI endorsed or to earn the endorsement within a year of when an ELL student is placed in their classroom. Core academic teachers include early childhood and elementary teachers, teachers of students with moderate disabilities, teachers of students with severe disabilities, and teachers of the following academic subjects: English, reading or language arts, mathematics, science, civics and government, economics, history, and geography."

In grades K-3, ELL students will be placed in 2-3 classrooms with SEI endorsed teachers. In grades 4-6, ELL students will be placed in 2-3 cohorts for scheduling purposes, and all core academic teachers of the students must be SEI endorsed. Similarly, in grades 7 and 8, students will be placed in 2-3 colleges, again for scheduling purposes, and all core academic teachers of the students must be SEI endorsed. For grades 9-12, every effort must be made for all core academic teachers to be SEI endorsed so that ELL students may have full access to course options. SEI endorsements will be tracked and monitored by HR and by Site Leaders.

If a student is placed with a non-endorsed teacher, and particularly if that teacher does not earn their SEI endorsement by the end of the school year, every effort should be made to avoid placing the same ELL student with another non-endorsed teacher in the following school year.

Teachers are encouraged to take the SEI Endorsement course rather than taking the SEI MTEL in order to gain a deeper understanding of the material. Teachers may use ACS tuition reimbursement to cover the costs of their SEI course.

For the 2019-2020 school year, teachers missing SEI endorsement were re-hired as long-term substitutes.

Direct ESL Instruction Scheduling and Focuses

In the 2018-2019 school year, direct ESL instruction was scheduled as follows:

- Kindergarten: Students are pulled mostly during morning work time and are pulled 2-3 days a week depending on proficiency levels. Students may be pulled by class or instructional groups combining students from more than one class may be created to meet student needs. Instruction focuses heavily on Tier 1 vocabulary development for low-proficiency students and oral academic language and literacy development (word families, rhyming, sight words, etc.) for all students.
- Grade 1: Direct instruction is given daily during the guided reading period (1 hour per day). Instruction focuses largely on Tier 2 vocabulary development, previewing and reviewing mentor texts used in Reader's Workshop, re-enforcing skills being developed in Reader's and Writer's workshop (e.g. identifying problem and solution, making predictions, identifying plot elements, etc.) often with the support of ELL supports for basal text, and developing literacy skills (fluency, blending, etc.).
- Grade 2: Direct instruction is given daily during the guided reading period (1 hour per day). Groups may be split to better support student needs. Instruction focuses on Tier 2 and Tier 3 vocabulary development, re-enforcing skills being developed in Reader's and Writer's workshop (e.g. theme, character traits, text features, etc.), grammar (irregular plurals, types of sentences, pronouns, etc.).
- Grade 3: Direct instruction is given daily during the guided reading period (30 minutes per day). Instruction focuses on Tier 2 and Tier 3 vocabulary development, re-enforcing skills being developed in Reader's and Writer's workshop (e.g. theme, character traits, figurative language, etc.). More emphasis is placed on writing practice in grade 3.
- Grade 4: Direct instruction is given 3 days a week during the guided reading period (30 minutes). Instruction focuses on Tier 2 and 3 vocabulary development, and development of literacy and oral language through exploration and re-enforcement of topics covered in social studies.
- Grades 5 & 6: Direct instruction is given 3 days a week either during homeroom or guided reading (30 minutes). Grades are combined but groups are split according to ability levels to better meet student needs. Instruction focuses on Tier 2 and 3 vocabulary development, and development of literacy and oral language through exploration and re-enforcement of topics covered in social studies and science.
- Grades 7 & 8: Direct instruction is given during advancement/intervention block 2-4 days a week (60 minutes). Students are not pulled during the weekly Career Academy block and when the block is used for grade level incentives. Grade levels are not combined. Groups may be split according to ability levels to better meet student needs. Instruction focuses on Tier 2 and 3 vocabulary development, and development of literacy and oral language through exploration and re-enforcement of topics covered in social studies and science.
- ESL I: Students in grades 9-11 with both an overall ACCESS score of less than 3.5 and a listening score of less than 3.5 are placed into ESL I. Instruction focuses on developing Tier 1-3 vocabulary, basic grammar (particularly verb tenses), oral fluency, literacy skills (e.g. summarizing, characterization, compare and contrast, identifying claims and evidence, analyzing the development of an idea, etc.) and writing skills (narrative writing, expository writing, and persuasive writing) through the use of a mentor text (such as a high interest, low reading level text or a graphic novel).
- ESL II: Students in grades 9-11 with either an overall ACCESS score of 3.5 or greater or a listening score of 3.5 or greater are placed into ESL II. Students may also be moved from ESL I to ESL II at teacher discretion, if practical English fluency is determined to be higher than evidenced by ACCESS scores. Instruction focuses on developing Tier 2 and 3 vocabulary, word roots, grammar (verb tenses, irregular plurals, comparatives/superlatives, subjunctive verb tense, sentence mood, etc.), and oral and literacy development through project-based learning.

In Class SEI Accommodations

In-class SEI accommodations should be determined by the ELL teacher and the students' classroom teacher(s) using ACCESS test scores and in class performance. At the beginning of the school year, teachers will have access to the **ELL Classroom Accommodations Google Spreadsheet** which will include accommodations for students enrolled at ACS in the previous school year. ELL teachers should assign preliminary accommodations to any newly enrolled ELL students based on ACCESS or screener scores and performance in ELL class as soon as they are able.

By mid-October, classroom teachers and ELL teachers should meet to review classroom and MCAS accommodations for all ELL students. Accommodations should be reviewed and updated again in April before MCAS testing begins.

If a student is entered into RtI, SEI accommodations may be adjusted as part of the RtI process.

Information about determining MCAS accommodations for ELL students can be found in the "MCAS Testing" section of this document.

ACCESS Testing

ESEA; G.L. c. 71A, 7; 603 CMR 14.02

Atlantis Charter School uses ACCESS for ELLs 2.0 to assess English language proficiency each year. The test is administered to ELs and students whose parents have opted them out of EL services. Dates of testing are determined by DESE and released at the beginning of each school year (dates typically run from January to mid-February).

In October, the test coordinator will submit the numbers of students to be tested, by grade, and any paper tests needed using the AMS website (more information below). Specific directions and deadlines will be shared by DESE in early fall.

In December, the test coordinator will verify student information for all students that will be tested. Most information will be uploaded already using information from the SIMS, but any students enrolled in the ELL program after the October SIMS upload must be added manually. All accommodations for students with disabilities must also be verified and/or entered at this time as well. By the end of the 2019-2020 school year, all ACCESS testing accommodations should be in students' IEP and 504 plans. If ACCESS testing accommodations are not found in a student's IEP/504 plan (either because they have not been added in either the 2018/2019 or 2019/2020 school year, or the student has recently transferred to Atlantis), appropriate accommodations may be determined by the student's ELL teacher and documented for the next IEP/504 meeting.

Before December vacation, all ELL teachers should send home a letter notifying parents of the purpose and dates of ACCESS testing. An example letter can be found in Appendix 8. More information on scheduling testing can be found below.

District Testing Coordinator

The District ACCESS Testing Coordinator must be set up on the DESE Profile, WIDA AMS, and WIDA edu. The District Leader, Gabe Birmingham is also listed as District Coordinator on the DESE profile (there may be 2 coordinators on the DESE profile) in order to receive correspondence from DESE regarding testing. Vivian Carreiro can set up the District Coordinator on the DESE profile.

Another District Coordinator (currently, Jenn Paik) can set up a new District Coordinator profile on WIDA AMS via the "User Management" page. This page can also be utilized to give teachers permissions within AMS, although historically only the District Coordinator has used AMS to manage testing groups,

testing tickets, and reports. Information about setting up testing groups, printing testing tickets, and scoring WIDA screeners can be found in the WIDA AMS User Manual, which can be downloaded from the WIDA AMS or WIDA edu websites.

The District Testing Coordinator can be changed on WIDA edu by calling the WIDA edu help desk.

Test administrator training

ELL teachers administer the ACCESS test. Because the test is scored centrally, teachers do not need to hold an ELL License in order to administer the test, but they must complete the online ACCESS training before January in the year in which they will be administering the test. Test administrators need to review their training every other year, but are encouraged to review information about testing logistics, technology set-up, accommodations, and permissible support yearly. Any teacher administering the Kindergarten ACCESS test should review their training yearly, as part of the test is scored locally.

The test coordinator can review teachers' account on the WIDA website to determine which tests teachers are certified to administer. Online trainings and certifications can be found by accessing the WIDA Secure portal at https://wida.wisc.edu/ . Test administrators must score at least 80% on quizzes to be considered certified.

New WIDA edu Teacher Accounts

New ELL teachers can create accounts by accessing the WIDA website and following the instructions linked here: http://www.doe.mass.edu/mcas/access/PersonalAccount-Instruct.html. Teachers can also transfer previously existing WIDA accounts from their previous school to Atlantis so that their testing certifications are not lost. For additional support with WIDA accounts, teachers can contact at 866-276-7735 or help@wida.us. Do not email DESE for support with WIDA accounts.

Once a teacher's account has been created or transferred, the testing coordinator must assign that account permission to access needed training modules. This is done through the "The Account Management & Training Status". Details on how to assign permissions can be found on the WIDA website in the Secure Portal. The testing coordinator can also de-activate accounts for teachers that are no longer ELL teachers at Atlantis.

WIDA AMS

The WIDA Assessment Monitoring System is the system used to set up and monitor all online ACCESS tests, receive test results, and set up and score the online WIDA Screener. The District Testing Coordinator will use AMS to enter testing counts, order materials, verify student information, assign testing accommodations, assign testing groups, print testing tickets, monitor test completion, and print testing results (including translated results). The system is also used to create student accounts and testing sessions for the WIDA Screener.

The testing coordinator can establish teacher accounts for all teachers giving the ACCESS test online. By assigning permissions, teachers can make testing groups, print testing tickets, and print test results.

Receiving ACCESS Score Reports

ACCESS Score reports are released on or around May 28th. Paper score reports will be mailed to the school and electronic reports will be available on WIDA AMS. The ELL Coordinator is responsible for printing out translated copies of score reports for students whose parents have requested translated documents. Translated copies can be found on WIDA AMS under "On Demand Reports." The Coordinator is also responsible for copying all English and translated score reports to file in the ELL folders.

MCAS Testing

G.L. c. 69, § 1I; c. 71A, S7

ELs at Atlantis Charter School participate in the annual administration of the MCAS (Massachusetts Comprehensive Assessment System) exam as required and in accordance with Department guidelines. ELL teachers and the grade level team determine appropriate accessibility features and accommodations for ELL and FEL students. Updated information about ELL and FEL accommodations will be shared by the department each school year. The most commonly assigned accommodations are:

- EL2 - Approved Bilingual Word to Word Dictionary and Glossary
- EL3.1 and EL3.2 - Text-to-speech or Human read-aloud

EL2 is available to any student who has ever been identified as an ELL. This accommodation should be assigned keeping in mind the student's literacy in the language other than English.

EL3 is available to current ELL students only and has in the past been assigned to students with either an Overall ACCESS score of less than 3.0 or a Reading ACCESS score of 3.0. This accommodation also necessitates that the student must be pulled for the classroom during testing. If a student declines the accommodation, they do not need to be pulled from the classroom.

All MCAS accommodations should be followed for all in-class testing. If, in practice, a student does not appear to benefit from an assigned accommodation, the accommodation may be removed during the October or April review of SEI classroom accommodations.

Copies of the ELL MCAS Accommodations Form should be completed with updated accommodations before MCAS testing and submitted to the MCAS Testing Coordinator (MaryLee Pomroy). The forms should be filed in students' ELL folders.

Imagine Learning

Overview

Imagine Learning is an online reading and literacy program that can be configured to utilize students' home language for support in their literacy development. The program focuses on reading, vocabulary, and grammar development. It can be accessed via computer and tablet at school and at home. For maximum benefit, the program should be used ~60 minutes per week, usually in three 20-minute sessions. Sessions can be set to shorter lengths for younger students.

The first time students log-in, they will be given a diagnostic assessment which generally lasts 30-40 minutes that will determine their entry point for the three focus areas (reading, vocabulary, and grammar). The program will automatically benchmark students mid-year and at the end of the year. Teachers will have access to student scores as well as detailed reports and lesson suggestions for their assigned students based on skills that students have struggled with in the program. Teacher accounts can be created for ELL teachers and classroom teachers.

Imagine Learning time should be built into direct ELL instruction time, but materials and log-in information should be sent home as well so that students are able to complete at least some of their program time at home. Parent facing newsletters are available in many languages on the Imagine Learning resources page.

For more information, see the notes from the June 2018 Imagine Learning PD:
https://docs.google.com/document/d/1MB5IIp1l3wG-VuC1EptW9_r44DMKlIkWlc6UuAA_E5c/edit?usp=sharing

Assigning Accounts

Atlantis purchased 24 Imagine Learning literacy licenses for the 2018-2019 school year using money from an FCRC grant. The licenses could be used only for students in grades K-8 and were prioritized for newcomer students and students reading significantly below grade level. Accounts were reassigned mid-year based on usage (accounts of students who had significantly lower than average usage were re-assigned to Kindergarten students and other students needing literacy support).

For the 2019-2020, Atlantis purchased 60 licenses with the intention of assigning licenses primarily to K-2 ELL students. If a student in that grade range is reading at or above grade level, the license may be re-assigned to older students reading below grade level or to Newcomer students.

Progress Monitoring

ELL Students

Students' English proficiency development should be monitored through formal and informal assessments given during direct ESL instruction. At minimum, ELL teachers should collect 1 data point for each domain per quarter, which should be used when completing ELL progress reports. It may also be helpful to keep 1-2 work samples per student in ELL folders per year.

Data on listening comprehension may be gathered through comprehension questions based on recordings, read alouds, or presentations. Data may be gathered in percentage format or using the WIDA Scale.

Data on reading proficiency is generally gathered via students' Fountas-Pinnell levels, Imagine Learning data, or comprehension scores on leveled readers (such as from A-Z reader or Readworks).

Speaking assessments can be done individually or as part of group discussions. Students should be scored using a standardized, age-appropriate, rubric based on the WIDA scale.

Writing assessments should be scored using the WIDA writing rubric. The rubric may be adapted to use "student friendly" language, but should still address the three aspects of writing defined by WIDA (Linguistic Complexity, Vocabulary Use, and Language Control).

These data should be used to compile the ELL Progress reports at the end of Quarters 1 and 3. The progress reports are templates based on the WIDA Can-Do descriptors and have been translated into Spanish, Portuguese, Bengali and Khmer. The progress report is sent home with the report card packet in English and the preferred language, if applicable. Copies of both the English and translated reports must be filed in the student's ELL folder.

Opt-Out Students

Opt-out students must be progress monitored at the end of Quarters 2 and 4 using the opt-out progress monitoring form. The ELL teacher for that grade level will compile the needed background information (most recent MCAS scores, STAR testing data, absences and tardies, year to date grades, etc.) The ELL teacher will meet with the students' content teachers to complete the "narrative" sections of the report.

For students in grades K-3, the ELL teacher can meet individually with the students' classroom teachers to complete the reports. For grades 4 and above, the ELL teacher can meet with teachers during RtI or common planning time, as multiple teachers will need to complete the narratives.

A student who has a 70% or higher in all core academic subjects is considered to be making academic progress. If a student is not making academic progress, the team must decide if this is due to English language proficiency or not. The team must document and steps or interventions that have been taken or will be taken to

address the student's lack of progress. It is important to keep in mind that while teachers may recommend ELL services to parents, a student cannot be enrolled in the ELL program if their parents have opted them out.

Copies of both the Quarter 2 and 4 progress reports must be filed in the student's ELL folder. A copy of the Quarter 4 report will be mailed home with the End of Year FEL/Opt-Out Cover letter in the parent's preferred language, the student's most recent ACCESS results and the new Notification letter at the end of the school year.

FEL Students
Federal Requirements (IDEA-97)
Title VI; EEOA; NCLB; Title III;

Former EL students (FEL) must be monitored for four years after they have been exited from ELL services. FEL students will be progress monitored on the same schedule as opt-out students. The FEL Progress Monitoring Form has essentially the same information as the Opt-Out Monitoring Form, with the addition of a field for "Monitoring Year" and without a field for ACCESS Scores (except for students in their first year of FEL status).

For students in grades 3, the ELL teacher can meet individually with the students' classroom teachers to complete the form. For grades 4 and above, the ELL teacher can meet with teachers during RtI or common planning time, as multiple teachers will need to complete the narratives.

A student who has a 70% or higher in all core academic subjects is considered to be making academic progress. If a student is not making academic progress, the team must decide if this is due to English language proficiency or not. The team must document and steps or interventions that have been taken or will be taken to address the student's lack of progress. If it is determined that low English proficiency is preventing a student's progress, the team may consider if it would benefit the student to be re-enrolled in the ELL program.

Copies of both the Quarter 2 and 4 progress reports must be filed in the student's ELL folder. A copy of the Quarter 4 report will be mailed home at the end of the school year, along with the End of Year FEL/Opt-Out Cover Letter in the parent's preferred language.

Dually Identified ELL Students and IEP/504 Meetings
ELL students with disabilities (dually identified students) are progress monitored in the same way as ELL students without disabilities. ELL teachers should be familiar with students' IEP or 504 plans, and should conference with the relevant Special Education teacher to best meet students' needs. ELL services may not prevent the delivery of Special Education services, and neither should Special Education services interfere with ELL services. Dually identified students must receive all supports they are entitled to.

The ELL Coordinator is responsible for updating the Dually Identified Student Roster and submitting it to the Cathy Grace (who schedules IEP meetings and maintains the records) and MaryLee Pomroy (the 504 meeting coordinator).

ELL teachers should receive email notifications for all IEP and 504 meetings and should complete Part B forms for those meetings. In the first section, the ELL teacher may address ELA standards that have been covered in direct ESL instruction, and they must address the student's progress in the four domains.

In the comments section, the teacher may include any SEI classroom accommodations that would be helpful to the student. The teacher must include any applicable ACCESS testing accommodations in the Part B so that those accommodations can be added to the student's IEP or 504 plan.

Note on dually identified opt-out students: Because the ELL teacher does not see opt-out students for direct ESL instruction, the ELL teacher does not need to submit a Part B for opt-out students, nor attend the meeting. The ELL teacher still must share any recommended ACCESS testing accommodations with either the student's classroom teacher or the special education teacher so that those accommodations can be added to the student's IEP/504 plan.

Benchmarks and EL Success Plans

Following the creation of the LOOK Act, DESE will set a Benchmark score for each student who has taken the ACCESS test at least once. The Benchmark is intended to keep the student on track to exit ELL services within 6 years of enrollment in a Massachusetts school. The benchmark will also be accompanied by a Difficulty Rating. Benchmarks and other reporting information will be shared with districts in the DESE Security Portal DropBox over the summer. Benchmarks should be shared with students in a developmentally appropriate way as part of goal setting and engagement work in ELL class.

If a student does not reach their benchmark goal on the ACCESS test, an [English Learner Success Plan](#) but be created for that student to help the student achieve their benchmark on the following year's ACCESS test. In the spring, following receipt of ACCESS score reports, the current ELL teacher must contact the parents of any students who did not meet their benchmark to notify them that they will have a Success Plan in the following year and to solicit any feedback the parent has regarding the student's progress. Throughout the following school year, the student's ELL teacher and classroom teacher(s) will meet to discuss interventions and accommodations to support the student's progress to meet the benchmark.

English Learner Success Plans should be filed in the student's ELL folder and should be referenced and aligned with any RtI plans.

Exit Criteria
G.L. c. 71A, § 4

Atlantis Charter School annually assesses ELs' language proficiency and academic achievement to determine whether such students are able to do regular school work in English. Once ELs demonstrate the ability to do regular school work in English their English learner classification is removed (G.L. c.71A, § 4, 7). The procedures for reclassification for ELs with disabilities is the same as the procedures for ELs without disabilities. Exit from EL status, or reclassification, is based primarily on ACCESS for ELLs 2.0 results, as well as data that demonstrates the student's ability to perform ordinary classroom work in English. A student is considered for reclassification if the student achieves at least an overall score of 4.2 and composite literacy score of 4.9 on ACCESS for ELLs 2.0.

Once ACCESS scores are released, students' ELL teacher and classroom teachers meet to review students being considered for reclassification by assessing the students' ability to perform ordinary classwork in English as indicated by one or more of the measures listed below (by completing the [Reclassification Form](#)).

- the student's scores on locally-administered reading and other academic assessments, such as STAR Early Literacy, STAR Reading, Fountas and Pinnell Benchmark Assessments, KTEA, and DIBELS.
- the student's scores on locally-administered diagnostic language assessments;
- the student's academic grades;
- the written observations and recommendations documented by the student's classroom teachers;
- the student's performance on MCAS content area tests, if applicable.

If measures listed above significantly contradict classification decisions made based on ACCESS for ELL 2.0 results and other data, additional input from ESL teachers, general education teachers, and, if applicable the student's special education teacher is consulted before making final determinations.

If a student has demonstrated ability to do regular schoolwork in English based on the criteria above, the student is reclassified as a former EL. A copy of the Parent Notification Letter is mailed home with students' ACCESS Score reports. Copies of both the Notification Letter, the ACCESS score report, and the reclassification form must be filed in the student's ELL folder. The student's academic progress is monitored for the following four years according to the procedures outlined in the "FEL Students" section of the "Progress Monitoring" section of this document.

Data monitoring

As part of the effort to continually monitor and improve the ELL program, certain data areas should be monitored throughout the year.

At the beginning of the year, MCAS scores should be reviewed to determine the percentage of ELL students who scored "Meeting Expectations" and "Exceeds Expectations" compared to Non-ELL students. This information will be reported by the state if there are more than 10 ELL students in the grade.

In the fall, the ELL coordinator should review DESE reporting elements such as percentage of students making progress and percentage of ELLs with disabilities making progress. Areas where the district is not making adequate progress should be noted and considered for inclusion in the ELE Program Review plan. The coordinator should also share student Benchmarks with ELL teachers. This information will be submitted in the DESE Security Portal ACCESS Dropbox.

Once ACCESS Scores are released, scores should be reviewed to determine which students met and did not meet their benchmarks. EL Success Plans must be developed for students who did not meet their benchmarks. Scores should also be compared with the previous year's scores to determine in which domains students made the most progress and areas where the program may want to focus on improving scores in the following year.

Other data points that may be reviewed include percentage of students who passed all of their core content classes, percentage of students being retained, percentage of students reading on grade level, growth measured in Imagine Learning, etc.

Parent Involvement

Parent Notification Forms
G.L. c. 71A, § 7; 603 CMR 14.02

Upon identification of a student as an EL, parents/guardians are notified using the "ELL Program Placement Notification Letter" in English and the parent/guardian home language to inform them of:
a.   the reasons for identification of the student as EL;
b.   the child's level of English proficiency;
c.   program placement and/or the method of instruction used in the program;
d.   how the program will meet the educational strengths and needs of the student;
e.   how the program will specifically help the child learn English;
f.   the specific exit requirements;
g.   the parents' right to apply for a waiver or to decline to enroll their child in the program.

The "ELL Program Placement Notification Letter" is shared with parents/guardians each year to update them on the student's progress and/or reclassification if applicable.

In additional to regular academic progress reports and report cards, EL students receive progress reports on their progress in becoming English language proficient two times during the school year (at the end of quarter 1 and quarter 3) in English and the parent/guardian home language if requested. FELs and "Opt Out" students receive Monitor or Opt Out Evaluation forms at the end of each school year along with their most recent ACCESS score (if applicable).

ELPAC

According to the LOOK Act, all schools with an ELL population of 100 or more students or whose EL population makes up at least 5% of the overall population must establish EL Parent Advisory Councils.

The ACS ELPAC was preliminarily established during the 2018-2019 school year. All parents of ELLs were invited to the initial meeting, where information about ELL services at Atlantis and the purpose of the ELPAC were outlined. Parents nominated themselves or other parents for the positions of President, Vice President, Treasurer, and Secretary. All parents in attendance then cast their vote for these roles. The FCRC Coordinator (Donalda Silva) is responsible to coordinate with the officers to schedule additional ELPAC meetings. Additional information about ELPACs can be found on the DESE website under the LOOK Act page.

Parent ACCESS Night

The parent ACCESS night is hosted every year in June after the district receives that year's ACCESS score reports. The date should be set by the end of April and added to the District Calendar. Invitations should be sent out about 2 weeks before the date of the parent night. The FCRC Coordinator (Donalda Silva) has also attended parent night to help with translating. The FCRC has also provided childcare through Kids' Cove staff and money for small refreshments.

The night includes a presentation the ACCESS test and how the scores are used, and then parents have time to meet with their child(ren)'s ELL teacher(s) and review their ACCESS Score reports.

Student rosters

ELL Roster for Teachers
https://docs.google.com/spreadsheets/d/1XhtnwO5QbhgMS5J368UZyKjK_RSwbWvDbvPyaSoHW6k/edit?usp=sharing

- Last Name
- First Name
- FEL? (EL, M1, M2, M3, M4)
- Current Grade
- Current Class/Homeroom
- ELL Teacher
- Most recent ACCESS Listening Score
- Most recent ACCESS Speaking Score
- Most recent ACCESS Reading Score
- Most recent ACCESS Writing Score
- Most recent ACCESS Literacy Score
- Most recent ACCESS Overall Score
- Translate documents for parents?

- Interpreter needed for parents?
- Home language

ELL Screening Tracker
https://docs.google.com/spreadsheets/d/1nn_Nifk2L1fLkZUKuw830hZDF0vhodvRPQCr4h7UGsE/edit?usp=sharing

- Date Enrolled at ACS
- Last Name
- First Name
- Grade Level
- Class/cohort/homeroom
- In folder?
- DESE report?
- Next Step
- Screened?
- Listening
- Speaking
- Reading
- Writing
- Literacy
- Overall
- Signed in?
- Yes/no/opt-out
- Translate docs?
- Interpreter needed?
- Home language

EverEL roster
https://docs.google.com/spreadsheets/d/1yBczujc8DXnyxYLtD6xEuhYOvP41_I5xWj4EnTkJWf0/edit?usp=sharing

- Last Name
- First Name
- Year First Tested with ACCESS
- Year of Reclassification
- School year first enrolled at Atlantis
- Grade Level
- Current Status
  - EL, FEL, Opt-out
- Current year first year in US schools?
- Minutes/week of direct ESL instruction by quarter
- SASID
- Home language

Dually Identified Roster (Excel Spreadsheet only)
- Last Name
- First Name
- Status
- EL/Opt-out

- Grade
- ELL Teacher
- Classroom teacher
- IEP?
- 504?
- Most recent ACCESS Listening Score
- Most recent ACCESS Speaking Score
- Most recent ACCESS Reading Score
- Most recent ACCESS Writing Score
- Most recent ACCESS Literacy Score
- Most recent ACCESS Overall Score
- Translate Documents
- Interpreter Needed
- Home Language

ELL MCAS Accommodations

https://docs.google.com/spreadsheets/d/1x58ZFpKr3oiFypVwJSxCYPY6E8JNjqYguzwoy8_5lZk/edit?usp=sharing

- Last Name
- First Name
- Grade
- Language
- Bilingual Dictionary
- STE/Math Read aloud?
- Other

ELL Classroom Accommodations

https://docs.google.com/spreadsheets/d/1kAIidlrdm-uGNRg-8XF03FoDOYFfzu29EzYaEyyt880/edit?usp=sharing

- Last Name
- First Name
- Current Class
- All available SEI classroom and MCAS accommodations are listed

Appendices:

1) Home Language Survey

This can be downloaded from the DESE Website

Home Language Survey

Massachusetts Department of Elementary and Secondary Education regulations require that *all* schools determine the language(s) spoken in each student's home in order to identify their specific language needs. This information is essential in order for schools to provide meaningful instruction for all students. If a language other than English is spoken in the home, the District is required to do further assessment of your child. Please help us meet this important requirement by answering the following questions. Thank you for your assistance.

Student Information

_____ F ☐   M ☐

First Name   **Middle Name**   **Last Name**   **Gender**

_____   _____/_____/_____   _____/_____/_____

Country of Birth   **Date of Birth** (mm/dd/yyyy)   **Date first enrolled in ANY U.S. school** (mm/dd/yyyy)

School Information

_____/_____/20_____   _____   _____

Start Date in New School (mm/dd/yyyy)   **Name of Former School and Town**   **Current Grade**

Questions for Parents/Guardians

What is the primary language used in the home, regardless of the language spoken by the student? _____	**Which language(s) are spoken with your child?** (include relatives -*grandparents, uncles, aunts,etc.* - and caregivers) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
What language did your child first understand and speak? _____	**Which language do you use most with your child?** _____
How many years has the student been in U.S. Schools? (not including pre-kindergarten) _____	**Which languages does your child use? (circle one)** _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
Will you require written information from school in your native language? Y ☐ N ☐ **If yes, what language?** _____	**Will you require an interpreter/translator at Parent-Teacher meetings?** Y ☐ N ☐ **If yes, what language?** _____

Parent/Guardian Signature: **X**	___/___/20 ___ **Today's Date:** (mm/dd/yyyy)

2) Notification Letter

**This can be downloaded from the DESE website, except for the section about Benchmarks which is not included in the DESE version.

<div align="center">

Atlantis Charter School
School Year 2019-2020
Annual Parental Notification[1] of
English Language Education (ELE) Program Placement

</div>

Dear Parent(s)/Guardian(s):

In order to identify students who are English learners, school districts are required to assess the English language proficiency of all students whose home language is other than English. Such students must be tested in English reading, writing, speaking and listening. Your child has been tested in these areas. This letter explains whether your child is eligible for an English Language Education (ELE) program. If your child is eligible for such a program, this letter also describes your child's proposed program placement. If your child has additional education needs that require special education services, the ELE program and services must meet the objectives of the Individualized Education Program (IEP).

SECTION I - ELE Program Placement

The following are the results of this English language assessment(s):

Student Information		
First Name ___ ___ **Middle Name** _____ **Last Name** _____ _____		
Current School Name __Atlantis Charter School___ **2018/2019 Grade** _____ **Start Date in ELE Program** ___Continued Enrollment____ **2018/2019 ELL Teacher:** _ ___		
Continuing English Learner Students and/or Transfer Students	**Results**	**Date of Assessment**
Speaking (ACCESS for ELLs test)		**January, 2019**
Listening (ACCESS for ELLs test)		**January, 2019**
Reading (ACCESS for ELLs test)):		**January, 2019**
Writing (ACCESS for ELLs test)		**January, 2019**
Literacy (ACCESS for ELLs test)		**January, 2019**
Overall (ACCESS for ELLs test)		**January, 2019**
ELE Program Types: **Sheltered English Immersion (SEI) Program** – a program that incorporates strategies to make content area instruction more understandable to English learners and to promote English language development. This type of instruction is based on students' language proficiency levels. Content area instruction integrates sheltering strategies to make content comprehensive and develop content area academic language. The student receives sheltered content instruction in mathematics, English langauge arts (ELA), social studies, and/or science.		

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[1] *Note to districts*: *This notification is an annual requirement, and should be provided not later than thirty days from the beginning of the school year, or, for students who have not been identified for placement in a language instruction educational program prior to the beginning of the school year, the notification must be provided within two weeks of the child being placed in the program.*

Dual Language Education (DLE) or Two-Way Immersion Program – a program that develops students' language skills in two languages (English and another language). This program includes native English speaking students and students who are native speakers of another language.

Transitional Bilingual Program – a program where content instruction is initially provided in the native language of the student and English. As the student develops English language proficiency, instruction is increasingly provided in English.

Other Bilingual Program – other bilingual instructional program for English learners (not Two-Way Immersion or Transitional Bilingual Education).

English as a Second Language (ESL) classes: direct English language instruction focused on developing speaking, listening, reading, and writing skills in English. ESL instruction is a required component of all ELE programs above.

| ☐ | **Enrolled in an ELE Program:** The school district proposes to place your child in the indicated program. All programs will also have an English as a Second Language component. |

ELE Programs in the District	Proposed Student Placement	
☐	☐	**Sheltered English Immersion (SEI)**
☐	☐	**Dual Language Education (DLE) or Two-Way Immersion (TWI)**
☐	☐	**Transitional Bilingual Education (TBE)**
☐	☐	**Other Bilingual Education**

Alternate ELE Program – If you believe that your child should be placed in a different ELE program than the one proposed, you have the right to request placement in an alternate ELE program. Please contact district staff for further information.

Program placement and/or method of instruction for student whose English language proficiency test indicates that he or she is not an English learner:

| ☐ | **General Education – Your child was <u>not</u> found to be an English learner and therefore does <u>not</u> need an ELE program.** |

You have the right to decline placement of your child in an ELE program or withdraw your child from the program at any time. Federal and state laws, however, require that the district provide your child with support so that he or she can understand instruction provided in English and develop his or her English skills. This means that if you choose to decline placement of your child in or withdraw your child from an ELE program, your child's teachers will support your child in the classroom and your child will continue to be assessed for English language proficiency until he or she meets criteria needed to exit the program. It is important to understand that if you decline placement of your child in or withdraw your child from an ELE program, **your child will not receive specialized English as a Second Language (ESL) instruction focused on language skills**. ESL instruction would help your child learn English and succeed in school, so we recommend that you allow your child to be part of our ELE programs. ESL instruction is especially important if your child is just beginning to learn English or struggles to understand, speak, read or write in English. If you decide to decline placement of your child in or withdraw your child from an ELE program, please inform the ELL teacher listed below.

<mark>**SECTION II – Benchmarks for Making Progress toward English Language Proficiency**</mark>

<mark>The [Language Opportunity for Our Kids Act (LOOK Act)](#) requires that the Department of Elementary and Secondary Education (the Department) develop benchmarks for attaining English language proficiency for ELs. Meeting benchmarks means that an EL is on track to attain English proficiency within six years of entering a Massachusetts public school. Some ELs will attain English proficiency before year six, while others may take longer. Students are not required to become proficient within a specific period, but research</mark>

DESE Defined Target for the 2018	Met Target?	English Learner Success Plan?

SECTION III—Exit Criteria

Specific ELE Exit Requirements: When your child demonstrates proficiency in English, he or she will no longer be classified as an English learner. Therefore, he or she will be exited from the ELE program and will not be eligible for ELE services. Students typically exit English learner status in six years, although some may exit sooner or later. English learners are expected to graduate at a similar rate as non-English learners when they have sufficient opportunities to complete graduation requirements. Students who are no longer classified as English Learners will be monitored by the district for four years to ensure that they are succeeding academically. If these students struggle to meet grade-level academic expectations due to lack of English language proficiency, the district must provide language support services to such students and/or recommend re-entry into the ELE program.

Your child will continue to receive ELE program services until he or she meets the following criteria:

❑ **Earned a literacy score of 3.9 or higher and an overall score of 4.2 or higher on ACCESS for ELLs**	**AND**	❑ **Demonstrated ability to perform ordinary classroom work in English, as indicated by:** *(include information about other relevant data)*

Final classification:

❑   **The student met the criteria. He or she is no longer considered an English learner.**
The student's academic performance will be monitored for four years.

❑   **The student has not met the criteria. The student is still considered an English learner and will be placed in the _____ program offered by the district.**

Comments:

School district staff is available to speak or meet with you about your child's placement and the school's ELE programs. We strongly encourage you to call us if you have any questions. Please contact us through the district contact person listed below. Thank you.

3) Opt-out Letter

Atlantis Charter School
ESL Services Opt-Out Form

Name: _____ Home language: _____ Date: _____

Years in U.S. Schools: _____ DOB: _____ Grade:_____

As required by federal law, my child has taken an English language proficiency test (W-APT, WIDA ACCESS, or WIDA MODEL).

- My child has been tested in reading, writing, speaking and listening and the test scores indicate that s/he is eligible for an English Learner Education (ELE) program to receive ESL instruction in a program designed to help students acquire English language proficiency and access grade level content instruction.
- I have considered the options offered by the district and have chosen to decline specialized ESL instruction. I understand that my decision to opt-out of specialized ESL instruction will not affect the requirements the district needs to follow in order to comply with the state and federal laws. I understand that:
  1. As per this request, my child will not receive specialized ESL instruction delivered by an ESL licensed teacher.
  2. My refusal of the specialized ESL instruction provided by an ESL licensed teacher does not release the district from its obligation to ensure that my child has access to the educational program by providing the necessary support in SEI classes taught by an SEI endorsed teacher.
  3. The school district will report my child to Student Management Information System (SIMS) as an English Learner (EL) until my child attains English proficiency.
  4. As long as my child is enrolled in Massachusetts public schools, s/he will be tested annually with ACCESS until s/he attains English proficiency.
  5. As long as my child is enrolled in Massachusetts public schools, the school district will monitor my child's academic progress without benefit of receiving specialized ESL instruction until my child attains English proficiency, and four years after.
  6. The school district will continue to inform me of my child's progress in attaining English proficiency.
  7. I can change my preference at any time by notifying the school district in writing.
  8. I must renew my decision to opt-out my student from ESL instruction each academic year.

Parent/Guardian Signature: _____ Date: _____

4) Opt-out progress monitoring form

Atlantis Charter School
School Year 2018-2019
MONITORING ACADEMIC PROGRESS OF OPT-OUT STUDENTS

Federal law establishes a district's obligation to provide EL students with meaningful access to the educational program. When a parent declines participation in a formal language instruction program, the district must continue monitoring the educational progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met.

Student Name:_ ___   Home language:_ ___
Opt-out Date:_ ___   Years in U.S. Schools: ____
SASID: ___   DOB: _____
School: _Atlantis Charter School_____   Grade:

ATTENDANCE / TARDY DATA				
	Term 1	**Term 2**	**Term 3**	**Term 4**
Attendance	0	0	0	0
Tardy	0	0	0	0

	MCAS: Achievement Level -		Star Reading/Early Literacy: SS - GE - PR -		Course Grade YTD:		
ENGLISH	Term 1 ☐		Term 2 ☐	Term 3 ☐	Term 4 ☐		
		RARELY	**SELDOM**	**SOMETIMES**	**OFTEN**	**ALWAYS**	
	Communicates effectively in English						
	Homework completion						
	Struggles with oral expression						
	Struggles with written expression						
	Classroom participation						
	Discipline issues that interfere with his or her progress						

		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Struggles with listening comprehension					
	Struggles with reading comprehension					

	MCAS: Achievement Level -	Star Math: SS - GE - PR -	Course Grade YTD:			
MATH	**Term 1** ☐	**Term 2** ☐	**Term 3** ☐	**Term 4** ☐		
		RARELY	**SELDOM**	**SOMETIMES**	**OFTEN**	**ALWAYS**
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

	MCAS: Achievement Level -	Course Grade YTD:				
SCIENCE	**Term 1** ☐	**Term 2** ☐	**Term 3** ☐	**Term 4** ☐		
		RARELY	**SELDOM**	**SOMETIMES**	**OFTEN**	**ALWAYS**
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

	Course Grade YTD:					
SOCIAL STUDIES	**Term 1** ☐	**Term 2** ☐	**Term 3** ☐	**Term 4** ☐		
		RARELY	**SELDOM**	**SOMETIMES**	**OFTEN**	**ALWAYS**
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					

	Discipline issues that interfere with his or her progress				
	Struggles with oral comprehension				
	Struggles with reading comprehension				

Please, check the one that applies:

☐ At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that he/she meets grade level academic standards.

☐ At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS NOT** a significant reason the student is not meeting grade level academic standards. Student was/ will be referred to Student Support Team on (date) _____.

☐ At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards.

Action Steps (check all that apply)

☐ **English language support**

☐ **After school tutoring**

☐ **Core academic tutoring**

☐ **Parent communication**

☐ **Summer school**

☐ **Other (Please, explain)**

Date: _____

Team Member Name	Role	Signature

Welcome to Atlantis Charter School! We are so excited that your student will be beginning their education journey with us.

In your application, on your home language survey, or on a previous home language survey, you indicated that you speak one or more languages other than English at home. In accordance with Massachusetts Department of Elementary and Secondary Education regulations, we are required to screen any student who is exposed to or speaks a language other than English for English language proficiency.

During today's activities, your student will be assessed by one of our experienced ELL (English Language Learner) teachers using the Kindergarten W-APT. The assessment takes 10-20 minutes and measures a child's speaking and listening comprehension abilities in English.

If your child is found eligible for English language support, the ELL teacher will contact you before you leave today to set up an appointment for you to discuss your child's scores and Atlantis' ELL program. If your child is not eligible for language support, we will mail you a copy of your student's scores sometime next week.

If you have any questions, please feel free to call or email our K-6 Site Leaders listed below.

K-6 Phone: (508) 672-1821

Jenn Paik
Jenn.paik@atlantiscs.org
Corrie Marchand
Corrie.marchand@atlantiscs.org

Atlantis Charter School Notice of ELL Screening

Dear Parent/Guardian:

This letter is to notify you that, in accordance with Massachusetts Department of Elementary and Secondary Education guidelines, your ACS student recently completed the Kindergarten W-APT to determine if he/she qualified to receive English Language Learner (ELL) services. Massachusetts guidelines state that any newly enrolled student whose home language survey indicates that another language is spoken at home *in any capacity* must be assessed for English language proficiency. Your student was found to be **proficient** in English in speaking and listening and does not qualify for ELL services. You can find the results of your student's English language proficiency assessment in the attached documents. If you have any questions about the screening process or your student's performance on the assessment, please reach out using the contact information below. Sincerely,

ELL Team Leader
Atlantis Charter School

(508) 646-6410 ext. 2011

Atlantis Charter School Notice of ELL Screening

Dear Parent/Guardian:

This letter is to notify you that, in accordance with Massachusetts Department of Elementary and Secondary Education guidelines, your ACS student recently completed the WIDA Screener to determine if he/she qualified to receive English Language Learner (ELL) services. Massachusetts guidelines state that any newly enrolled student whose home language survey indicates that another language is spoken at home *in any capacity* must be assessed for English language proficiency. Your student was found to be **proficient** in English in speaking, listening, reading, and writing, and does not qualify for ELL services. You can find the results of your student's English language proficiency assessment in the attached documents. If you have any questions about the screening process or your student's performance on the assessment, please reach out using the contact information below. Sincerely,

ELL Team Leader
Atlantis Charter School

(508) 646-6410 ext. 2011

Dear parents/guardians,

Once we return from the winter break in January, the ELL (English Language Learner) team at Atlantis will be starting our annual ACCESS for ELLs testing. The ACCESS test measures students' progress in English listening, speaking, reading, and writing, and all ELL students in Massachusetts are required to take it. We will receive the results from the assessment in late May, and we will use these results to plan students' ELL services in the 2019-2020 school year.

The Kindergarten ACCESS test is an interactive, age appropriate test administered individually in one hour long, or two half-hour long sections, depending on the student. All other students will take ACCESS online, usually in a group of 2 or more students. Total testing time ranges from about 2-3 hours, but students will take only one section of the test in a single school day. The assessments may be administered during ELL class time, or students may be pulled from a content class to take a section of the class, in which case students will have the opportunity to make up any missed work.

Testing will take place beginning January 7th, and will conclude no later than February 7th. We have over 100 ELL students to test, so our testing schedules are quite full. **With that in mind, we ask that you please communicate any planned absences or early dismissals to students' classroom or homeroom teachers in advance, so that we can adjust our schedules accordingly.** If a child must be dismissed while they are in the middle of testing, we are required to report it to the state as a testing irregularity, and the scores may not be as accurate.

If you have additional questions, please reach out to your student's ELL teacher using the contact information below. Sincerely,

The ELL Team

- Kindergarten: Maria DeRosa
    - Maria.derosa@atlantiscs.org (508) 672-1821 ext. 1721
- 1st Grade: Christine Staskiewicz
    - Christine.staskiewicz@atlantiscs.org (508) 672-1821 ext. 2511
- 2nd & 3rd Grade: Leak Chhim
    - Leak.chhim@atlantiscs.org (508) 672-1821 ext. 2611
- 4th-6th Grade: Crystal Botelho
    - Crystal.bothelo@atlantiscs.org (508) 672-1821 ext. 3561
- 7th & 8th Grade and ESL I: Elly Czajkowski
    - Ellyssa.czajkowski@atlantiscs.org (508) 646-6410 ext. 2011
- ESL II and 12th Grade: Lori Richard
    - Lori.richard@atlantiscs.org (508) 646-6410 ext. 3191

Documentation of MCAS Accommodations for an ELL Student

Use this form to document the selection of **MCAS accessibility features and accommodations** for each ELL student. Available accessibility features and accommodations are listed in the *Accessibility and Accommodations Manual for the Spring 2017 Grades 3–8 MCAS Tests*. This form should be completed within 60 days of the start of school year or student's date of enrollment, and must be **updated annually**. Accommodations decisions for ELL students with disabilities must also be documented in the student's IEP or 504 plan.

Student Name: ___ _____ School Year: _____

Grade: _____ SASID: _____

School: __Atlantis Charter School_____ District: _____ Atlantis Charter School _____

Name of staff and others who determined the test accommodations and features for the student:

Teacher(s):

Others (including student and/or parent):

_____

If the **parent** and/or **student** were not part of the decision-making process, then they should be notified of the features and accommodations the student will receive on the tests.

Directions: Indicate below the **accessibility features and accommodations** that will be provided to the student on MCAS tests.

Accessibility Feature or Accommodation Needed by the ELL Student for Testing	Notes/Comments

Atlantis Charter School 1ˢᵗ Grade ELL Progress Report

Listening

	Level 1	Level 2	Level 3	Level 4	Level 5
Recount	Mimics gestures or movement associated with oral commands	Points to objects, characters, or places from oral descriptions	Sequences pictures of stories read aloud (*e.g., beginning, middle, end*)	Identifies characters, plots, and settings from oral stories	Follows multi-step oral directions during content related activities
Explain	Identifies real-life objects based on descriptive oral phrases or short sentences	Interprets oral description and matching them to illustrations	Identifies illustrated cycles or process described orally	Follows illustrated content-related procedures shared orally	Uses strategies and procedures shared by peers
Argue	Answers questions about likes and preferences	Signals agreement or disagreement with short oral statements using gestures	Follows conditional directions (*e.g., "Raise two hands if you like ice cream."*)	Identifies claims about real-life objects or events based on observations or experiences	Identifies reasons for choices from oral stories

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Speaking

	Level 1	Level 2	Level 3	Level 4	Level 5
Recount	Repeats words, phrases, and memorized chunks of language related to different topics	Describes characters or places in picture books	Retells simple stories from picture cures	Summarizes a series of familiar events or routines	Presents information on content-related topics
Explain	Answers questions with words or phrases (*e.g., "Go washroom."*)	Describes what people do from action pictures	Tells why something happened	Describes in detail the function of objects or roles of people	States conditions for cause and effect (*e.g., "If it rains, I play inside."*)
Argue	Repeats language to express agreement or disagreement	States likes and dislikes to participate in conversations with peers	States choices of materials or supplies and reasons for their selection	Supports content-related ideas with examples	Provides evidence for specific claims

Reading

	Level 1	Level 2	Level 3	Level 4	Level 5
Recount	Matches vocabulary to illustrated stories	Identifies repetitive words and phrases in texts	Recalls content-related information from illustrated texts read aloud	Identifies the main topic of texts	Reconstructs texts read orally using drawings or re-enacting text with performances
Explain	Identifies icons from illustrated texts or media with a partner	Identifies labeled illustrations signaled by wh-questions	Sorts illustrated content words and phrases into categories	Finds details in illustrated narrative or informational texts read aloud	Orders content-related events according to information in illustrated texts
Argue	Categorizes labeled pictures or photographs	Identifies information related to events from graphics (*e.g., birthday charts, weather calendars*)	Identifies language of wants and needs in illustrated short stories read aloud	Distinguishes characters' opinions or preferences from illustrated text read aloud	Determines what happens next from illustrated observations

Writing

	Level 1	Level 2	Level 3	Level 4	Level 5
Recount	Forms words using a variety of strategies	Presents content-related information by labeling visuals or graphics	Describes feelings or reactions to personal events or situations	Produces a series of related sentences from transition word starters *(e.g., first, next, last)*	Composes stories or narratives using sequential language
Explain	Designs, draws, and labels content-specific models	Labels and illustrates observations over time *(e.g., growing plants)*	Classifies illustrated words and phrases into groups	Expresses feelings and a reason related to situations or events	Describes causes and effects of actions and strategies
Argue	Draws icons or symbols to represent preferences	Produces simple sentences from models about likes, wants, and needs	States preferences related to social and academic topics *(e.g., "I want to go…")*	States reasons for particular claims or opinions in content-related topics	Elaborates content-related claims with examples

Dear Parent/Guardian,

This letter is to inform you that the English Language Learners (ELL) teachers at Atlantis have reviewed your ACS student's ELL profile and have determined that your student has been classified as English language proficient. This means that your student's academic progress will be monitored by the ELL teachers until the time specified in the attached packet, but that your student will not receive ELL services at this time.

If your student begins to struggle academically due to their developing English language skills, the ELL teacher will meet with the grade level team to determine if the student should begin receiving ELL services again. If this happens, the ELL team and the grade level team will contact you before your student begins receiving ELL services. If you have any questions about ELL services or the monitoring process, please reach out using the contact information below. Sincerely,

ELL Team Leader
Atlantis Charter School
 (508) 646-6410 ext. 2011

Atlantis Charter School
School Year 2018 - 2019
English Language Education Program Reclassification Form

Name: _ __   SASID#_____   Date of Birth:_ ___

School: Atlantis Charter School   Grade: ____   Reclassification Date:_____

- Students performing at Levels 1-3 require significant support to access content area instruction delivered in English. Such students should remain classified as EL.
- Students designated as EL in kindergarten continue to be designated as EL until they complete grade 1 (at minimum).
- Students should earn at least an overall score of Level 4.2 in order to be considered as Former English Learner (FEL).
- A student who reaches Level 5.5 or greater in both reading and writing and Level 6.0 in speaking and listening should no longer be classified as EL.

RECLASSIFICATION CRITERIA FOR ELS		
Additional Requirements	Meets Criteria	Does Not Meet Criteria
Earned at least: a. an Overall Score of **Level 4.2**; and b. a Composite Literacy Score of **Level 3.9**		
Demonstrate the ability to perform ordinary class work in English, as indicated by more than one of the measures listed on Other Relevant Data (described below) Data used: _____		
Comments:		

Category	Score	Comments
ELA (or Reader's and Writer's Workshop) Cumulative Grade		
Math Cumulative Grade		
Science Cumulative Grade		
Social Studies Cumulative Grade		
2017-2018 ELA MCAS Score		
2017-2018 Math MCAS Score		
2017-2018 Science MCAS Score		
Reading Data (STAR, FP Level, etc.)		

Atlantis Charter School
School Year 2018-2019
Monitoring Academic Progress of FEL Students

This FEL monitoring form is to be used for four consecutive years after students are removed from EL status and no longer require specialized ESL instruction. . In some cases, when concerns are present during FEL monitoring, the student may be reclassified as EL and re-qualify for specialized ESL instruction.

Student Name:_ __   Home language:_ _____
Date Reclassified:__ _   Years in U.S. Schools: ____
SASID:___   DOB: _____
School:__Atlantis Charter School ____   Monitoring Year (1st/2nd/3rd/4th)_____

ATTENDANCE / TARDY DATA				
	Term 1	**Term 2**	**Term 3**	**Term 4**
Attendance	0	0	0	0
Tardy	0	0	0	0

	MCAS: Achievement Level -	Star Reading/Early Literacy: SS - GE - PR -		Course Grade YTD:		
	Term 1 ☐	Term 2 ☐	Term 3 ☐	Term 4 ☐		
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
ENGLISH	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					

		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Struggles with listening comprehension					
	Struggles with reading comprehension					

	MCAS: **Star Math:** **Course Grade YTD:** **Achievement Level -** SS - GE - PR -					
MATH	**Term 1** ☐	**Term 2** ☐	**Term 3** ☐	**Term 4** ☐		
		RARELY	**SELDOM**	**SOMETIMES**	**OFTEN**	**ALWAYS**
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

	MCAS: **Course Grade YTD:** **Achievement Level -**					
SCIENCE	**Term 1** ☐	**Term 2** ☐	**Term 3** ☐	**Term 4** ☐		
		RARELY	**SELDOM**	**SOMETIMES**	**OFTEN**	**ALWAYS**
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

	Course Grade YTD:					
SOCIAL STUDIES	**Term 1** ☐	**Term 2** ☐	**Term 3** ☐	**Term 4** ☐		
		RARELY	**SELDOM**	**SOMETIMES**	**OFTEN**	**ALWAYS**
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					

	Discipline issues that interfere with his or her progress				
	Struggles with oral comprehension				
	Struggles with reading comprehension				

Please, check the one that applies:

☐ At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that he/she meets grade level academic standards.

☐ At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS NOT** a significant reason the student is not meeting grade level academic standards. Student was/ will be referred to Student Support Team on (date) _____.

☐ At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards.

Action Steps (check all that apply):

☐ **Restore EL status**

☐ **After school tutoring**

☐ **Daytime pull-out for remediation**

☐ **Parent communication**

☐ **Summer school**

☐ **Other (please, explain)**

Date: _____

Team Member Name	Role	Signature

Dear parent/guardian of _____:

During the 2018-2019 school year, _____ was classified as a _____ student. As part of our monitoring process of _____ students, the ELL teacher and your student's grade level teachers reviewed his/her academic progress regularly. In this envelope you will find your student's end of year review. The team determined that your student:

☐ Is meeting grade level academic standards
☐ Is **not** meeting grade level academic standards but language acquisition is **not** a significant factor
☐ Is **not** meeting grade level academic standards and language acquisition **is** a significant factor

Additional Comments: _____

_____

_____

Next steps:

If you have any questions, please reach out to the appropriate ELL teacher listed below.

Maria DeRosa (Kindergarten)
Maria.derosa@atlantiscs.org
Christine Staskiewicz (1st grade)
Christine.staskiewicz@atlantiscs.org
Leak Chhim (2nd and 3rd grade)
leak.chhim@atlantiscs.org
Crystal Botelho (4th-6th grade)
Crystal.botelho@atlantiscs.org
Elly Czajkowski (7th & 8th grade, ESL I)
Ellyssa.czajkowski@atlantiscs.org
Lori Richard (ESL II)
Lori.richard@atlantiscs.org

English Learner Success Plan

Student Name: Date:

2019 ACCESS Data:

Reading		Previous Benchmark Target	
Writing		Future Benchmark Target	
Speaking		Difficulty Index	
Listening		Student Growth Percentile for ACCESS (SGPA)	
Overall		Progress Indicator	

Pre-Meeting Check List:

	Review and complete ACCESS Data table with most current data
	Parent/Guardian communication following spring release of ACCESS scores regarding missed benchmark and implementation of the English Learner Success Plan for following school year. Notes:
	Review student work
	Review current academic grades

Meeting Participants:

Name	Role

Describe the students' strengths:

Areas of Concern:
☐ Reading   ☐ Writing   ☐ Speaking   ☐ Listening

Evidence to support the area(s) of concern:

Goal:

Intervention Plan (include parent/guardian communication to share intervention plan):

Intervention	Frequency/Duration	Data To Be Collected	Person Responsible

Other Supports/Interventions to Consider:
- ☐ Teacher Professional Development/Coaching
- ☐ Review ELL Curriculum
- ☐ Imagine Learning
- ☐ Data Review Meetings
- ☐ Social Emotional Supports
- ☐ Family Engagement Opportunities
- ☐ Counseling Referral
- ☐ KTEA
- ☐ Other: _____

Additional Notes:

Next Meeting: _____

English Learner Success Plan Follow Up Meeting

Student Name: Date:

Meeting Participants:

Name	Role

Goal:

What interventions are working? Why?	What interventions are not working? Why?

☐ No further follow up needed
☐ Keep current plan in place (no changes)
☐ Keep current plan in place with changes

Intervention Plan (include parent/guardian communication to share updates to intervention plan):

Intervention	Frequency/Duration	Data To Be Collected	Person Responsible

Other Supports/Interventions to Consider:

- ☐ Parent/Guardian Communication
- ☐ Teacher Professional Development/Coaching
- ☐ Review ELL Curriculum
- ☐ Imagine Learning
- ☐ Data Review Meetings
- ☐ Social Emotional Supports
- ☐ Family Engagement Opportunities
- ☐ Counseling Referral
- ☐ KTEA
- ☐ Other: _____

Additional Notes:

Next Meeting: _____

Atlantis Charter School ELL Student Background Questionnaire

This survey is to be completed for all students enrolling for the first time in the ACS ELL program.

Student name: _____

Student DOB: _____

Grade when enrolling: _____

Person answering questionnaire: _____

Teacher administering questionnaire: _____

1) Where was the student born? If the student was born outside of the US, when did he/she come to the US?

2) Where were the student's parents born? If outside the US, when did they come to the US?

3) What language does the student speak with his/her parents/guardians?

4) What language does the student speak with his/her siblings or other family members?

5) At what age did the student begin speaking their first language?

6) At what age did the student begin speaking English?

7) Has the student ever received English language support? Has the student ever had any learning difficulties?

8) Anything else we should know?