



School District of Manawa

Curriculum COMMITTEE MEETING

*Manawa School District Office - Board Room
800 Beech Street, Manawa WI
(920)596-2525*

Monday, July 17, 2023
5:00 P.M.

**Board of Education Committee Members:
Riske (C), Fietzer, and Krueger**

❖ **CALL TO ORDER**

❖ **PLEDGE OF ALLEGIANCE**

❖ **ROLL CALL - Verification of Quorum**
➤ *B.O.E. Members Present:*

❖ **COMPLIANCE WITH OPEN MEETING LAW NOTIFICATION** [*§19.84(2) Wis. Stats.*]

❖ **AGENDA**

1. Bridges & Success Intervention Plan (Johnson)
2. State of the District's Literacy Program Report (Johnson)
3. EL Handbook Endorsement (Administration)
4. School Calendar Discussion (Committee)
5. Discuss Curriculum Committee Meeting Scheduling (Peterson)

❖ **FUTURE MEETING AGENDA ITEMS & MEETING DATES/TIMES**

➤

❖ **ADJOURN**

* Any person with a qualifying disability under the Americans with Disabilities Act that requires the meeting or material to be in accessible format, please contact the District Administrator to request reasonable accommodation. The meeting room is wheelchair accessible. This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public hearing. There may be a time for public comment during the meeting as indicated in the agenda.

**Upon request to the District Administrator, submitted twenty-four (24) hours in advance, the District shall make reasonable accommodations including the provision of informational material in an alternative format for a disabled person to be able to attend this meeting.



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

BRIDGE AND SUCCESS ACADEMIC INTERVENTION Information

At the School District of Manawa, students are on the BRIDGE to SUCCESS ... they can succeed, they just have not got there yet! Students have a growth mindset, and we support students to ensure success. The BRIDGE and SUCCESS academic interventions are aimed to support at-risk students.

The following are the salient features of the interventions:

- Students who are identified as academically 'at-risk' are required to attend mandatory study sessions, called BRIDGE during homeroom time, and the optional/additional SUCCESS after-school tutoring sessions.
- The school counselor will conduct mid-quarter and end of quarter audits of student grades, every quarter, to identify students who are academically at-risk.
- Students with a GPA at the mid quarter or end of the quarter grade-check below 2.0 / **OR** above 2.0, but with an F in one or more subjects, are identified as academically 'at-risk' placed on Academic Probation.
- Students may be put on Academic Probation at any time during the quarter if they have a GPA below 2.0, and/or are failing subjects, based on the discretion of the school counselor.
- These students and their parent/guardian will be required to sign the Academic Probation Contract.

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Little Wolf High School Manawa Middle School

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Phone: (920) 596-2524
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Manawa Elementary

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Students Choosing to Excel, Realizing Their Strengths

During this period of Academic Probation, the student:

1. Students on academic probation must also abide by the athletic and co curricular code of conduct. Athletes and club members are students first and foremost.
 2. May remain a member of a club or athletic activity, but may not attend any meetings during homeroom time.
 3. Must attend the mandatory BRIDGE Intervention during homeroom.
 4. Is given the option of attending the after-school SUCCESS Tutoring Sessions every Tuesday and Thursday from 3:30pm to 4:30 pm.
- A student going from an F to a passing grade before the mid-quarter check, or soon after the mid-quarter check will **NOT** exit the intervention.
 - A student may get off Academic Probation at the middle grade-check date or at the end of a quarter, if the following conditions are met:
 1. The student must pass ALL his/her courses.
 2. The student must earn a minimum GPA of 2.0.
 3. The student must demonstrate exemplary conduct.
 - Students will be eligible to get off BRIDGE **ONLY** at the mid-quarter check date (4 weeks into the qtr.), or at the end of the quarter.
 - Students who qualify to get off academic probation, will be given a letter that identifies them as 'students in good standing'.

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Students Choosing to Excel, Realizing Their Strengths

- ☐ A student must report to homeroom, and decide as soon as they come what subject they wish to work at, in order not to waste time and maximize benefit.
- ☐ A shared google document will be created by the school counselor and shared with the teachers supervising BRIDGE and SUCCESS.
- ☐ This shared document must be updated by the supervising staff DAILY, in order for Guidance to review the teachers' notes and follow up with the students.
- ☐ It is also essential that teachers update Skyward regularly. It is not possible to get an accurate assessment of student progress if the instructor has not posted any grades to evaluate student academic performance in a timely manner.
- ☐ A variety of assignments are also very important. If only homework is posted, and tests or quizzes are not assessed regularly and posted on Skyward, students may assume they are doing well, based on the homework grades. Their grade may suddenly plummet if they fail a test or quiz, and that low grade is posted at the end of the quarter.
- ☐ The BRIDGE and SUCCESS interventions validate the school's effort in helping all students achieve academic success.

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Students choosing to excel; realizing their strengths

To: Board of Education
From: Michelle Johnson, Sarah Chambers
Date: June 19,2023
Re: Bridge and Success Academic Intervention Program at the Secondary Level (6-12)

The purpose of this memo is to share information about the Bridge and Success Academic Intervention as a response to best support students at the secondary level grades 6-12.

The Bridge and Success Academic Intervention is an academic intervention to help support students immediately at the beginning of the year and throughout each academic year. To begin, students who received a 1.9 GPA or lower, and/or if they have an F in one or more subjects, are enrolled into and required to attend this intervention program. The BCT (Building Consultation Team) will regularly review data and progress to determine continued participation or a successful completion. The intervention consists of two components. The first is BRIDGE which meets Monday-Thursday in the homeroom assigned to the content specific expert. The second optional element SUCCESS which is an after-school tutoring program offered from 3:30-4:30 on Tuesdays and Thursdays. This is in the development phase, and further discussion on supervision/compensation is being reviewed. Please, review the complete overview as attached for specific details with parent letters home and contract examples.

THE ANNUAL (2023) LITERACY REPORT



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SCHOOL YEAR : 2022-2023

Mission Statement:
Students choosing to excel, realizing their strengths.

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Reading Instructional Goals and Assessment

Overview:

To promote student's reading skills, the Board requires the District Administrator to employ a certified reading specialist who will be responsible to develop and coordinate a comprehensive reading curriculum for students in grades kindergarten to 12. The District Administrator may fulfill this obligation by contracting with another district or with the Cooperative Educational Service Agency for the services of a certified reading specialist.

The Board supports the following reading goals:

- A. Emphasize the individual's ability to read and write through the following skills of communication, innovative thinking, problem solving and language to work in shaping the course of a student's future.
- B. Provide a well-coordinated developmental reading program for students at all grade levels.
- C. Devote adequate time and effort to instruction in reading as one (1) of the basic skills areas.
- D. Use a variety of learning materials and teaching techniques to accommodate individual student ability, achievement and interests.
- E. Provide remedial reading services for students in grades K-4 who meet the criteria outlined in State law, and for other students who may need such services.
- F. Involve parents/guardians in home-school cooperative efforts to help each student reach his/her reading potential.
- G. Assess the reading needs and annually evaluate both program quality and individual student progress for reading programs in grades k to 12.

Key Performance Indicator:

 **50%**

By 2023-2024, grades K-12, 50% School District of Manawa students will score proficient or higher in literacy on universal/state assessments such as iReady, FORWARD Reading, Pre ACT-Reading, ACT Plus Reading. The reach goal is for 75% students to score at grade level and beyond.



2022-2023 Literacy Goals:

Action Steps Taken:

<p>Progressive Mini-Lesson Development</p>	<p>→</p>	<p>The mini-lesson is a period of direct and explicit instruction. Through strategic instructional coaching, peer observation, and administrative feedback, the expectations are that the lesson is focused, linked to the Interactive Read Aloud, and the literacy skill/strategy is clearly modeled through various types of texts.</p>
<p>Student-Centered Instructional Coaching (Gr. PK-5)</p>	<p>→</p>	<p>Through regular analysis of various data, student-centered instructional coaching will build and foster student literacy success through collaboration and partnership with building staff. Coaching cycles and resources will be developed based on the highest student need with regular feedback and embedded professional development.</p>
<p>Text Dependent Analysis Writing</p>	<p>→</p>	<p>Implementation of Really Great Reading Phonics with instructional coaching in grades PK-2. Professional Development provided through Really Great Reading as well as instructional coach.</p>
<p>Strategic Small Group Intervention Reading/Writing</p>	<p>→</p>	<p>Implementation of Special Assignment teacher in addition to assigned grade level teachers provided strategically aligned intervention following data review. Progress monitoring reviewed regularly through BCT and Wednesday collaborative teaching time.</p>
<p>Grade Level Data Analysis</p>	<p>→</p>	<p>Professional Learning Collaborative teams met monthly to identify and align literacy skills, assessments, and practices. Teams reviewed data, intervention practices, and resources utilized to best meet the needs of all students.</p>
<p>Aligned Standards Formative/Summative</p>	<p>→</p>	<p>ELA curriculum mapping for literacy grades PK-5 identified essential reading, writing, and speaking skills. Through the implementation of Interactive Read Aloud, Really Great Reading, and the introduction to Fountas and Pinnell mini lessons, teams organized and determined learning targets, intended outcomes, resources, and formative/summative assessments throughout this process.</p>
<p>Early Literacy</p>	<p>→</p>	<p>To build student identification of high frequency words and decoding skills:</p> <ul style="list-style-type: none"> • Create criteria for individualized student book bins to include leveled decoding book titles, and high frequency word study flash cards. • Target decoding and high frequency words through small group/guided reading and Literacy Footprint leveled texts resources. • Extend additional/targeted early literacy screeners to all students in 4K along with current assessments.



Manawa Elementary

2022-2023 Literacy Curriculum Component Overview:

Reading

Interactive Read Aloud:(Fountas and Pinnell Resource)PK-5

This practice is the foundation for literacy instruction, and it is designed to nurture students' ability to construct meaning in an interactive, talk-rich context. Throughout this daily practices, students' literacy skills are boosted through strategically designed questions to support students thinking about, beyond, and within the text. Each collection is organized around a centralized theme supporting student skills in synthesizing ideas, concepts, literacy behaviors across multiple texts through various genres.

Mini-Lesson (I DO): The utilization of mentor/anchor texts throughout various genres are provided by a hybrid of resources best aligning to rigorous standards. Texts and designed mini-lessons provided by Fountas and Pinnell *Reading Mini Lessons* as well as Lucy Calkins Units of Study in reading combined to provide a robust collection to best model and meet student needs. During this portion of reading, the instructional design of "I Do" provides instructional minutes of explicit modeling of literacy skills with complex text.

Strategic Small Group Work (We Do): During this time, students are provided the additional or extended support needed through individualized goal setting, aligned skill practice through reading strategy and guided reading groups. The leveled- reading collection of text sets were provided for K-2 through the resource Literacy Footprints, and approved for next year, Literacy Footprints will expand through grades 3-5. Additionally, *Reading Strategies* by Jennifer Sarravallo provides mini-lessons to select from based on the student need.

Independent Reading (You Do): During this time, students are provided curriculum time to practices and implement modeled skills at their own levels with partners or independently. One-on-one conferencing and check-ins with the teacher provide informative and observational assessment. Students build their love of reading, stamina, and self-comprehension skills during this time.

Writing

Mini-Lesson (I Do): Student and author exemplar writing from various genres are explicitly modeled. Additionally, teachers share their writing, their thought/writing process, editing and revisions throughout each step of the writing process. Anchor charts are created to ground students in their learning and provide a visual as instructional reminders. Resources utilized are Lucy Calkins *Units of Study for Writing*, and other shared teacher resources provided.

Strategic Small Group Work (We Do): During this time, students are provided the additional or extended support needed through individualized goal setting, aligned skill practice through reading strategy and guided writing in small groups. Based on classroom and universal assessment data, this time may consist of additional modeling, extended thinking, or guided practice based on the student need. Writing bootcamps, grades 3-5, worked with small groups to develop text-dependent writing and test prep.

Independent Writing(I Do): Students demonstrate their writing skills through various forms of writing such as narratives, research, poetry, biographies, and writing about reading. The final published written project is reviewed as a summative assessment.

Foundational Literacy Skills and Phonics

Really Great Reading Foundational and Phonic Skills:

Based on the universal assessment data of the Early Literacy Screener (K-1), one of the highest needs were foundational skills, phonics, and decoding skills needed to read fluently as well as to build comprehension. In addition to letter awareness and sounds, the Science of Reading research is embedded within Really Great Reading resource is utilized in grades PK-2.

Spelling and Vocabulary: In grades 3-6, academic vocabulary, spelling, word patterns, prefixes, suffixes and Greek and Latin root derivatives are taught through Word Journeys.

Speaking and Listening

Speaking and listening skills are embedded and practiced throughout all content areas. Students develop follow-up questions, careful listening, supporting ideas with text evidence, and opinion development through partners, small and whole group classroom structures. Questions/response stems, self reflective rubrics, and collaborative problem solving are all vital components modeled and practiced throughout every day. Students are given opportunities to share their work, interpretations, insights, and questions.



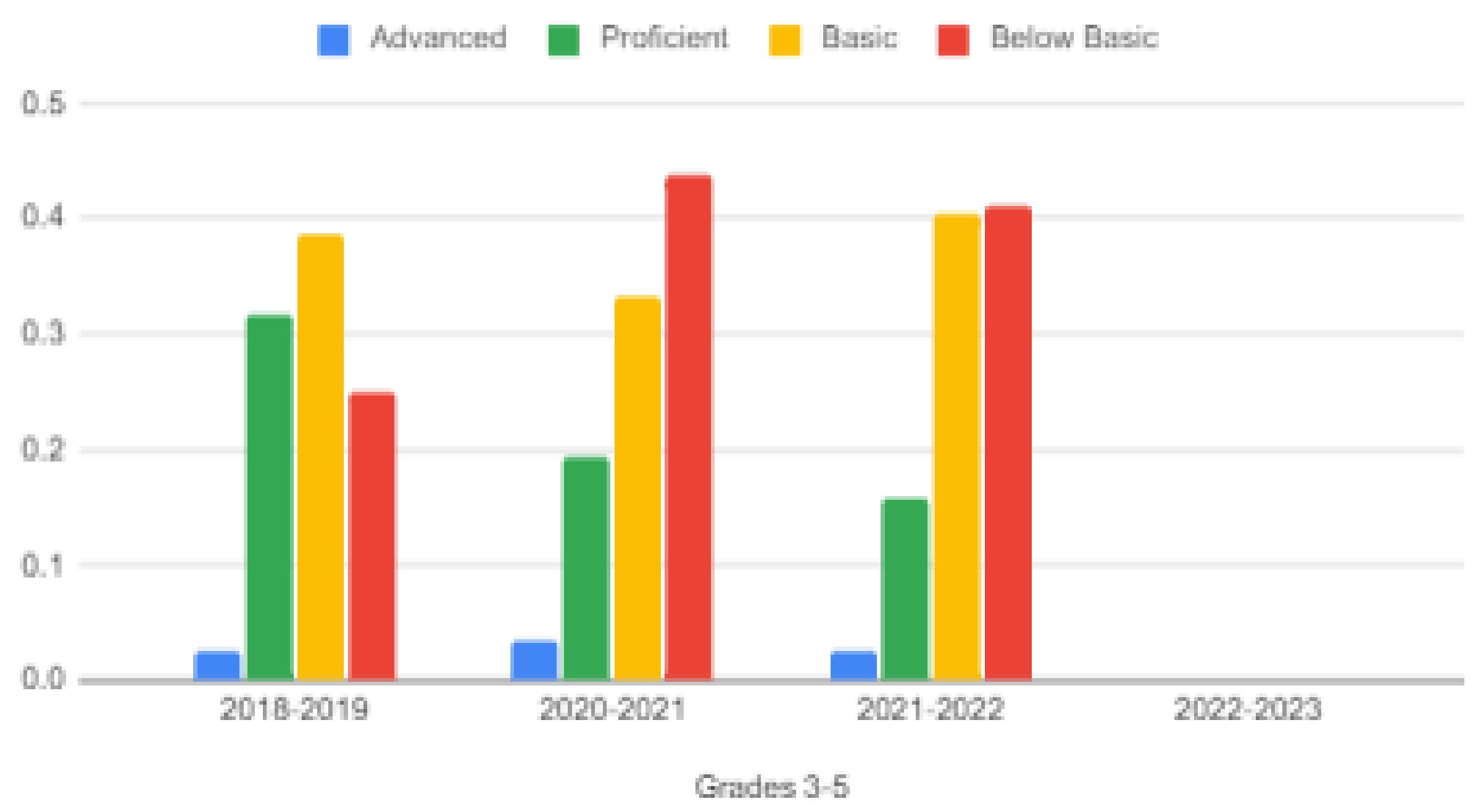
Manawa Elementary

2022-2023 Literacy Data :

FORWARD

*Note: The 2022-2023 Forward state results have not been released. When released, the administrative team as well as building-level teams will interpret data and set action steps as needed.

Forward-Grades 3-5



Early Literacy Screener

Early Literacy Screener Kindergarten 2022-2023

Functional Vocabulary (14)	Fall 2022				Total (30)	Winter 2023				Total (30)	Spring 2023		
	Phonological Awareness (14)	Letter Knowledge (14)	Decoding (14)	HF Words (14)		Phonological Awareness (14)	Letter Knowledge (14)	Decoding (14)	High Frequency Words (14)		Phonological Awareness (14)	Decoding (14)	High Frequency Words (14)
10	9	9	0	0	19	11	3	2	2	19	14	7	3
MOVED													
8	8	10	0	0	32	10	3	9	4	37	15	15	7
8	9	10	0	0	32	10	3	11	3	40	15	24	7
7	8	1	0	0	9	14	3	4	1	25	11	20	7
6	5	1	0	0	12	14	3	4	4	27	15	24	8
6	8	10	0	0	25	14	7	6	3	32	11	18	8
6	10	10	0	0	30	12	3	10	7	47	15	18	8
6	4	9	0	0	19	10	4	11	2	39	10	19	4
10	8	10	0	0	32	12	3	12	2	40	15	25	10
6	2	11	0	0	19	14	7	-	2	39	12	18	9
6	11	12	0	0	30	10	7	9	2	34	12	12	7
5	4	9	0	0	21	12	3	2	2	22	14	7	2
6	4	10	0	0	28	12	3	11	2	39	15	18	7
5	9	10	0	0	31	12	4	12	3	40	14	18	8
10	12	12	0	0	34	12	3	10	2	48	14	18	4
6	9	9	0	0	19	8	7	6	0	9			
MOVED													
10	8	10	0	0	28	10	3	12	3	41	14	11	5
6	2	12	0	0	21	10	7	12	3	40	15	21	8
4	2	1	0	0	7	6	2	1	0	10	2	3	0
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10	9	10	0	0	35	10	4	12	3	42	15	23	9

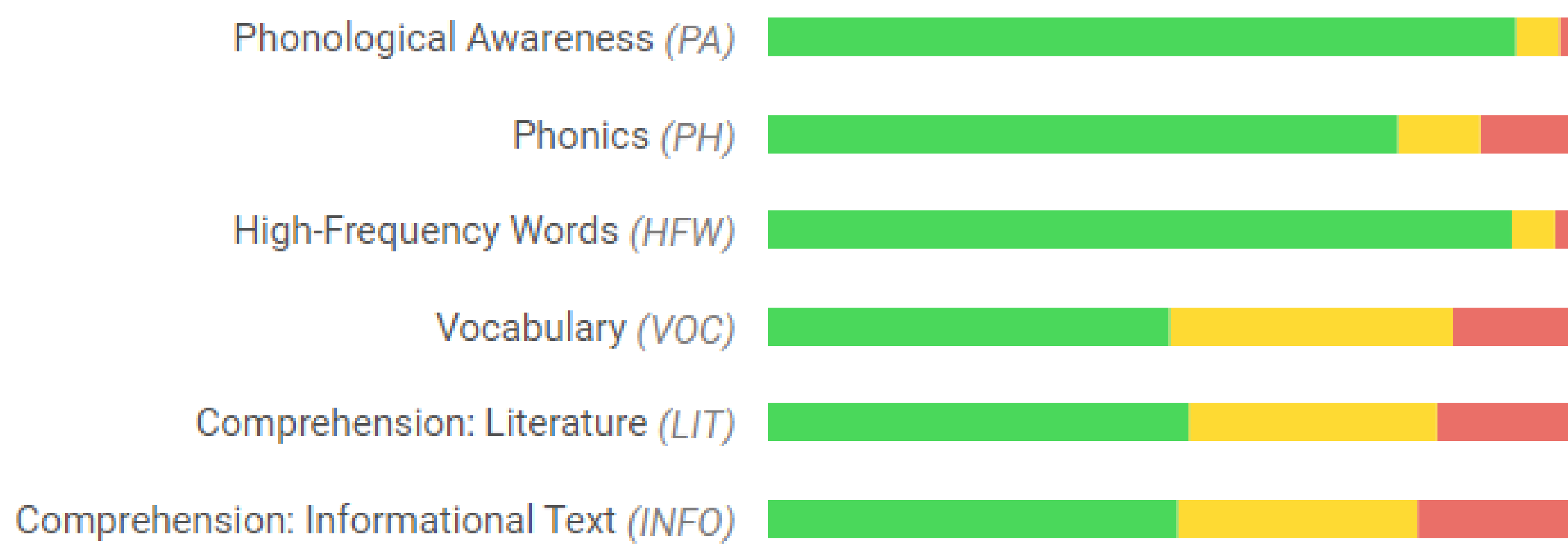
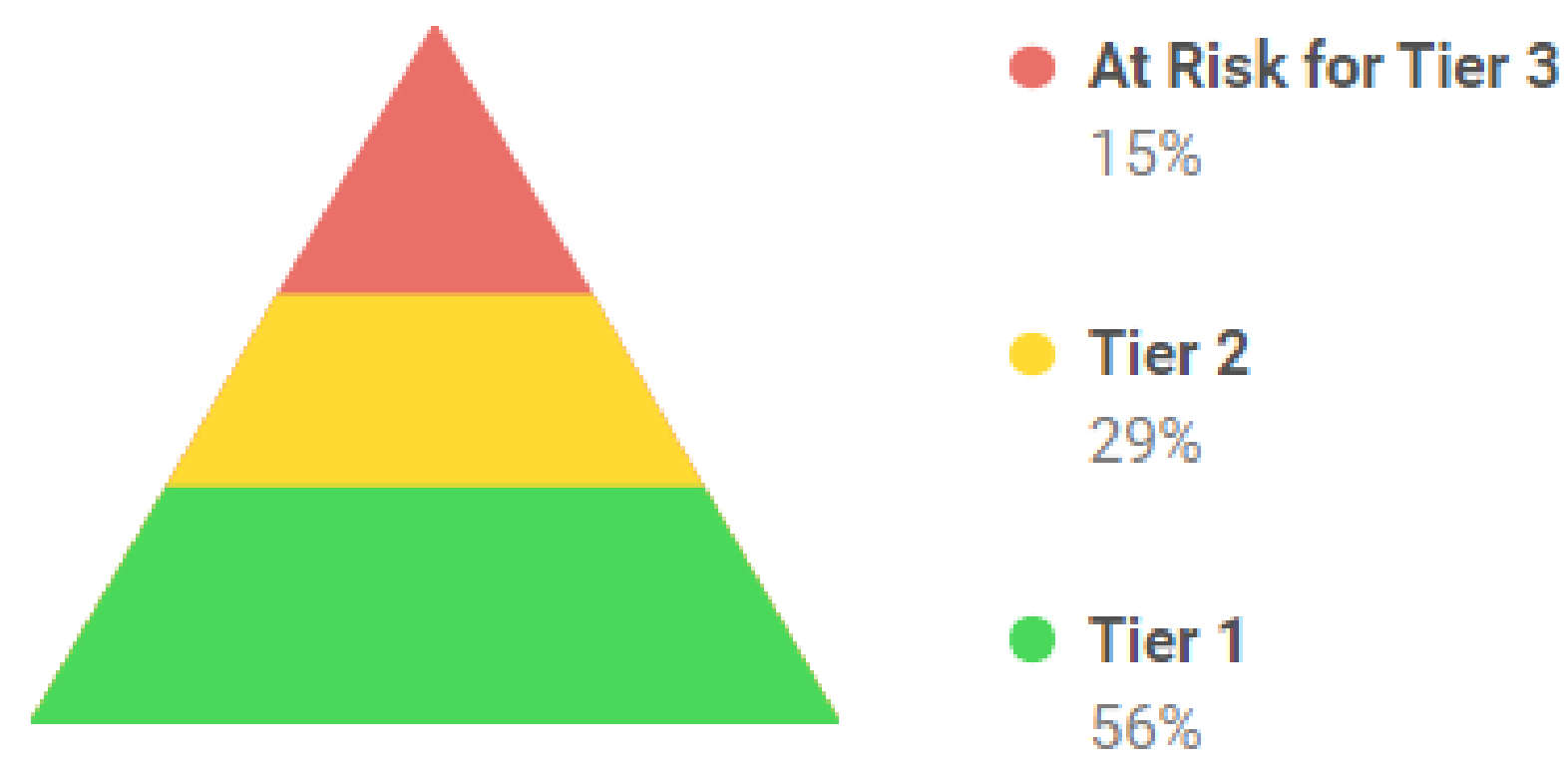


Manawa Elementary

2022-2023 Literacy Data :

iReady Literacy

Overall Placement



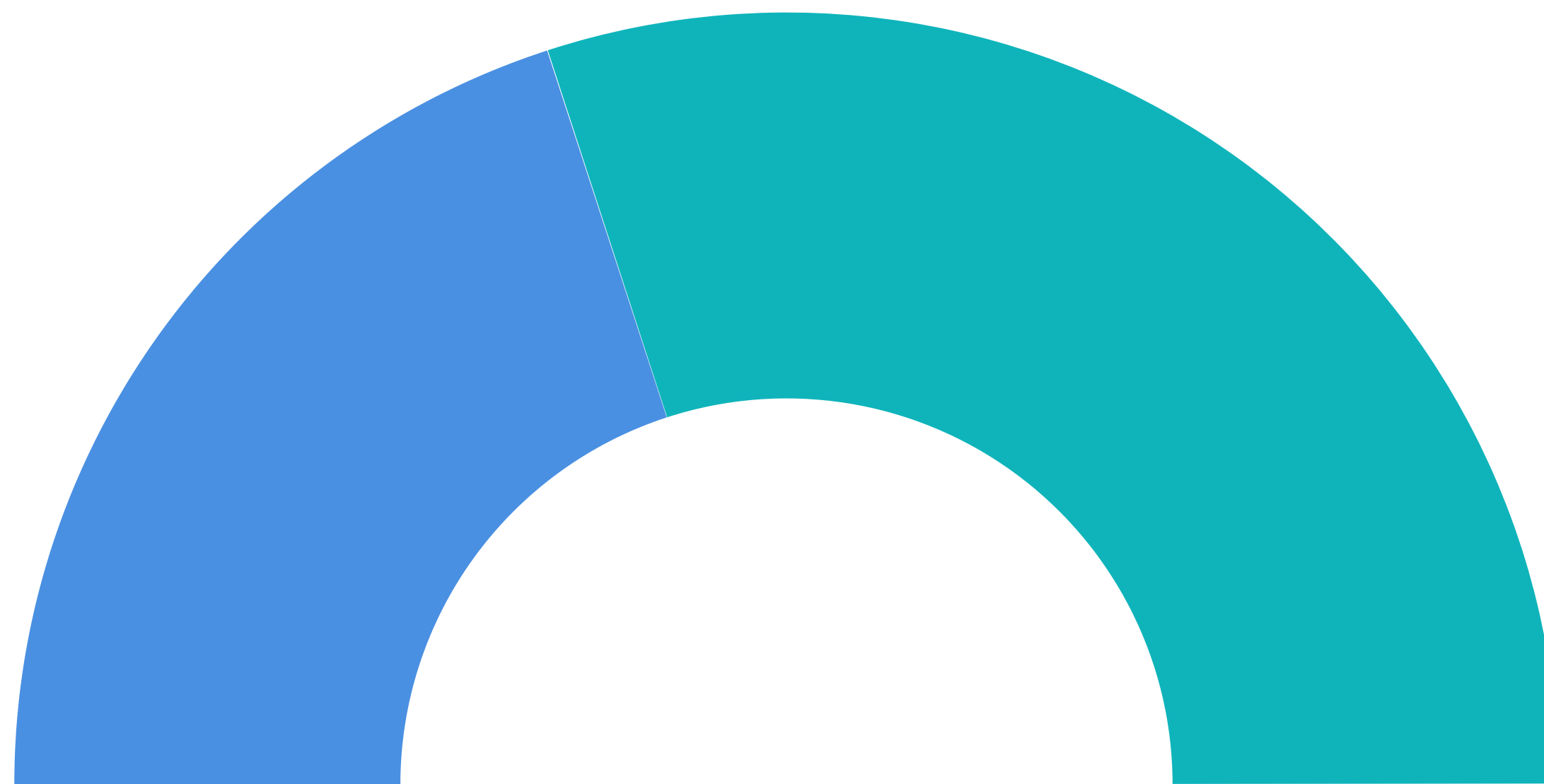
Manawa Elementary

2021-2022 Literacy Data :

Intervention Overview

*Fall/Spring 2022-2023 Grades K-5

Spring (2023)



■ Not Enough Progress (40%) ■ Progress (60%)



2022-2023 Literacy Data :

Data Analysis

The data from our statewide assessment (The Forward) from the 2021-2022 year demonstrates a slight decrease in students scoring below basic in ELA. Dropping trends of those scoring at or above grade level brought an urgent awareness of the need to greatly improve rigorous and relevant instruction at the universal level. An extensive action step is to engage staff in a data dig prior to the beginning of the 2022-2023 school year to identify strengths and areas of improvement. From various sources of data, building wide goals with associated action steps will be developed and a plan of action set in place. Through research of resources, Wonders and Into Reading were selected to pilot for grades 3-6 as a comprehensive curriculum to build vocabulary, writing, grammar, and comprehension skills aligned with the Science of Reading research and shifting away from Lucy Calkins.

Early Literacy Screener:

The results of the Early Literacy Screener indicate that our earliest learners have shown an increase in students practicing grade level decoding skills and phonemic awareness. Overall, students with strong with phonemic awareness successfully increased mastery of skills at the early levels.

iReady

Review of current data collected from our iReady literacy benchmark assessments, presented that our students struggled the most with comprehending informational text and vocabulary; however, students scoring at grade level and beyond moved from 14% to 47% from Fall (2022) to Spring (2023). Targeted skills to increase both comprehension of informational and vocabulary text include (but are not limited to):

Informational/nonfiction comprehension:

- Determine the main idea of a text; recount the key details and explain how they support the main idea
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- Use text features to locate information (headings, subheadings) and learn additional information (glossary, captions)

Vocabulary:

- Learn new words in the context of a story, practice using them, and explain their meanings through discussion, illustration, and acting.
- Sort words into categories based on their meaning to build an understanding of how words are related to each other.



Manawa Elementary

2023-2024 Literacy Goals/Action Steps :

Early Literacy/ Foundational Skills	→	Through creative scheduling, time and capacity focusing on early literacy skills will be increased for the 2023-2024 school year. Further usage of Really Great Reading decoding practice and lessons paired with UFLI (University of Florida Literacy Institute) strategic lessons in grades PK-3 will continue to build our foundations.
Student-Centered Instructional Coaching (Gr. PK-5)	→	Through regular analysis of various data, student-centered instructional coaching will build and foster student literacy success through collaboration and partnership with building staff. Coaching cycles and resources will be developed based on the highest student need with regular feedback and embedded professional development.
Text Dependent Analysis Writing	→	Text-dependent analysis is an integrated process where reading and writing are not separate skills, but work together. Higher level thinking skills such as thinking, examining, explaining, gathering evidence, elaborating and inferencing. Continued mini workshops/test prep with small groups will expand text-dependent writing as well as develop key ideas/detail development.
Strategic Small Group Intervention Reading/Writing	→	Continued implementation of Special Assignment teacher in addition to assigned grade level teachers provided strategically aligned intervention following data review. Progress monitoring reviewed regularly through BCT and Wednesday collaborative teaching time.
Grade Level Data Analysis	→	Professional Learning Collaborative teams as well as BCT teams meet on a regular basis to identify and align literacy skills, assessments, and practices. Teams reviewed data, intervention practices, and resources utilized to best meet the needs of all students.
Aligned Standards Formative/Summative	→	ELA curriculum mapping for literacy grades PK-5 identified essential reading, writing, and speaking skills. Through the implementation of Interactive Read Aloud, Really Great Reading and UFLI foundational skills, teams organized and determined learning targets, intended outcomes, resources, and formative/summative assessments throughout this process.
Shifting Instructional Design/ Science of Reading	→	In addition to incorporating and expanding UFLI/Really Great Reading in grades PK-2, grades (3-5) will be piloting Wonders as well as Into Reading to improve writing, vocabulary, grammar, and literacy comprehension.

2022-2023 Literacy Goals and Action Steps:

Professional Learning Collaboration



As a continued goal from 2021-2022, the School District of Manawa will continue to foster and expand collaborative work completed in their teams under new administration and with the literacy instructional coach. Regular data and assessment/behavioral analysis protocols will be modeled and implemented monthly.

Student-Centered Instructional Coaching (Gr. 6-12)



Through regular analysis of various data, student-centered instructional coaching will build and foster student literacy success through collaboration and partnership with building staff. Coaching cycles and resources will be developed based on the highest student need with regular feedback and embedded professional development.

Text Dependent Analysis Writing



Text-dependent analysis is an integrated process where reading and writing are not separate skills, but work together. Higher level thinking skills such as thinking, examining, explaining, gathering evidence, elaborating and inferring.

Strategic Small Group Intervention



For the 2022-2023 school year, replacing the previous RtI system, a literacy resource course will be developed. Students identified will each have individualized goals, self monitoring as well as regular progress monitoring, intervention review through grade level and building wide BCT teams.

Disciplinary/Content Literacy



Continued focus on literacy commitments and writing focus across all content areas based on data and student needs. Teams may continue their work on the previous year's commitment, or create a new one for the 2022-2023 school year. These goals will be supported through the partnership and collaborative efforts of the literacy coach.

Aligned Standards Curriculum Mapping



ELA curriculum mapping for literacy grades 6-8 will be completed by the end of the summer. The review of data as well as the mapping process has identified the need to revamp the current curriculum resources and practices. StudySync has been selected as a pilot for 7th grade. If successful and after BOE approval, the goal is to implement grade 6-8. Additionally, grades 9-12 ELA maps are being reviewed and revised.



Manawa Middle School/LWH

2022-2023 Literacy Curriculum Component Overview:

Comprehensive Literacy (Gr. 6-8)

At the middle level (grades 6-8), a comprehensive literacy curriculum is offered daily for 50 minutes where reading and writing instruction is intertwined. StudySync provides both online engagement as well as paper version practice on comprehensive skills such as expanding vocabulary, interacting with text through close reading routines, annotation, developing deeper inferencing skills, and synthesizing across various genres and texts.

Secondary English Credits (Grades 9-12)

English courses offered at the secondary level are year-long courses, one credit each. The DPI requires the completion of four credits for graduation as is offered by the School District of Manawa. English classes are offered 50 minutes each day. The following courses are offered and provided by two English teachers at the high school level:

English 9: Students read, analyze, and discuss a wide variety of literature and nonfiction. Informative, creative, persuasive, and research writing be expected and the writing process utilized. Vocabulary, speaking, and grammar/editing skills are practices throughout the semester. Some material will coincide with 9th grade American History curriculum.

American Literature: This one credit course is designed to meet the needs of those students who will not be taking AP English coursework. Students will read, analyze, and discuss short stories, essays, poems, and a play from American Literature anthology, as well as at least two additional novels. Author information, historical connections, literary terms, and vocabulary will also be discussed in context. Writing tasks include a theme-based essay, documented author essay, and a detailed character sketch. Individual and group projects and ACT test preparation/practice will also occur throughout the year.

World Literature: This one credit course is for all sophomores. Students will engage in reading of works from a variety of places and perspectives to understand how universal themes span culture and time periods. Informative, persuasive, analytical, and research writing will be expected and the writing process will be practiced throughout the semester. Some material will coincide with 10th grade World History curriculum.

English 12: This is a one credit course available to all seniors. Students will explore fiction and informational text revolving around the theme of finding oneself in preparation for life beyond high school. In addition to literature and textual study, students will be writing personal narratives suitable for submission with college applications, compare and contrast essays, a career-based research paper, and a literary analysis.

AP English Literature and Composition: This is a one credit class available to all seniors but geared toward students intending to attend post-secondary school. Students will explore fiction and informational text revolving around the theme of finding oneself in preparation for life beyond high school.

College Prep: This course is designed to engage students in close reading and critical analysis of challenging literature from American and British writers of the 16th to the 21st century. Because critical writing about literature is the main focus of the AP® exam, students will construct, write, and revise multiple drafts of expository, analytical, and argumentative essays to help prepare for this requirement.

CAPP English/Writing 101: Focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing. While writing represents a significant component of this course, another important skill is the ability to read well.

Literacy Resource Course: (.5 Elective Credit by Referral) This course is designed to frontload vocabulary, goal set, target skill deficiencies, and support students identified through the literacy team and pre-determined criteria to best build student mastery of literacy skills. (Offered grades 6-10)



Manawa Middle School/LWH

2022-2023 Literacy Curriculum Component Overview:

Content/Disciplinary Literacy

Literacy Pillars and Content PLC Team Commitments:

English- All literacy pillars. Will share their expertise, ideas, rubrics, and student exemplars to support disciplinary teams.

Art/Music: Incorporate writing and vocabulary (specific to our specialities) into our programs such as performance/art critiques and reflections.

Math: Throughout the 2022- 2023 school year the math department will focus on vocabulary use within the math curriculum by including mastery of three new vocab words per unit.

P.E: Incorporate writing through the utilization of the Grammar Absolutes provided by the ELA team through our monthly character trait of the month (first day of the Month) self reflection applied to real lief journal entry via Google Classroom.

Science: The 2022-23 science team will focus on the interpretation of graphs, charts, and formulas.

Social Studies Team: Throughout the 2022-23 School Year, the Social Studies Department will focus on the literacy component of listening by being able to contradict or support other's claims in combination with their own opinion.

Kohler/CTE: Students will coherently communicate their thoughts, observations, and analysis of in-process and completed projects through writing.

Literacy Resource Course

This .5 course is designed to meet the needs of students through explicit, targeted instruction based on literacy skills needed to be successful across all content areas. Instruction is provided by DPI licensed English educators to best support student need. Student literacy teams review various forms of data from attendance, FORWARD state assessments, inclass formative/summative assessment achievement, and iReady to select students invited to participate in this course. The maximum course enrollment is minimized from eight to ten students to provide personalized instruction, extended processing time, and one-on-one guidance to maximize student learning. Students are progress monitored with aligned set goals and individualized learning pathways. The successful completion of this course is determined by pass/fail expectations such as engagement, attendance, participation on individualized set goals.

Manawa Middle/ LWH

2022-2023 Literacy Data :

Intervention Overview

*Fall/Spring 2022-2023 Grades 6-10

Spring (2023)



■ Not Enough Progress (29.17%) ■ Progress (70.83%)



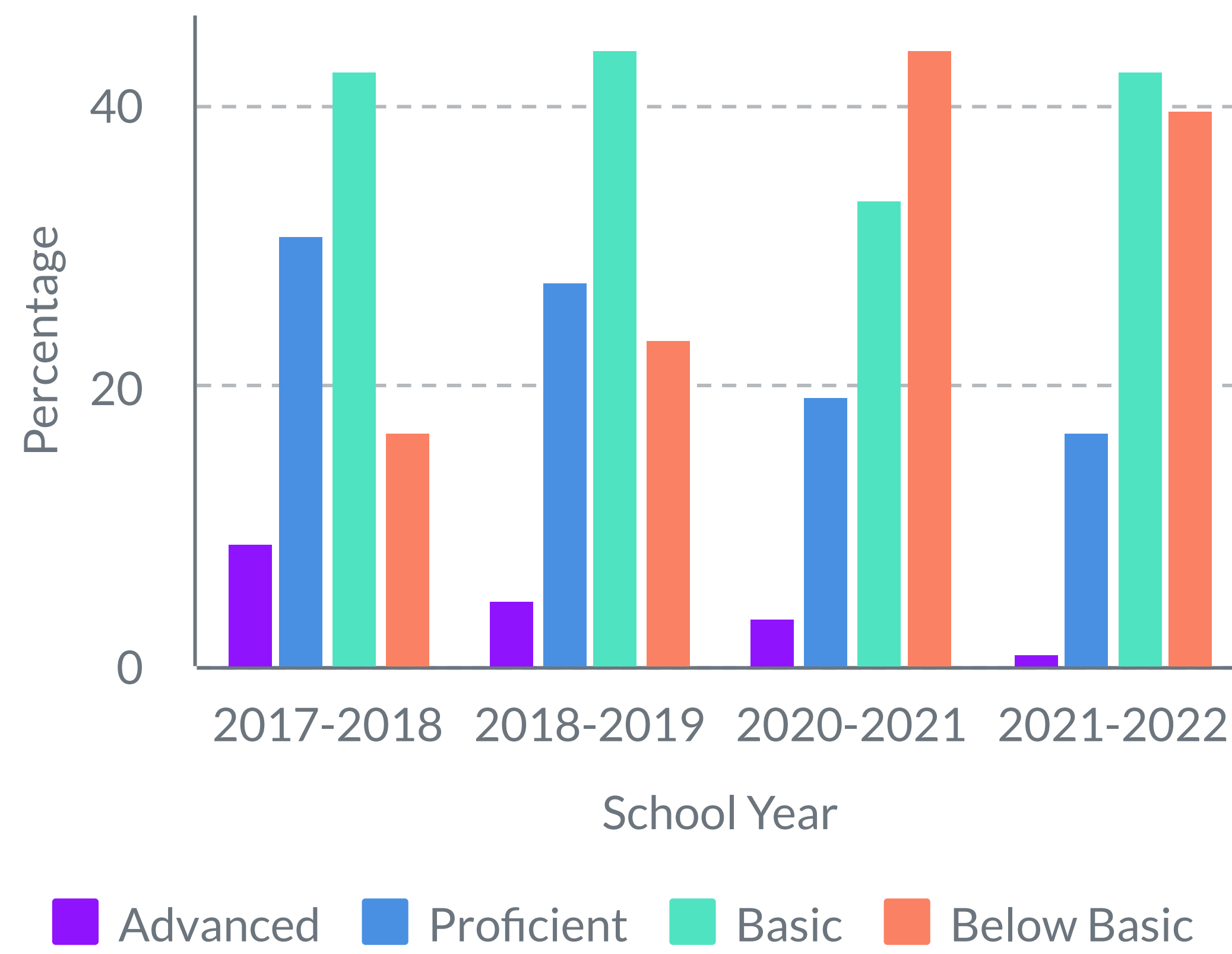
Manawa Middle School/LWH

2022-2023 Literacy Data:

FORWARD

NOTE: The 2022-2023 FORWARD scores have not yet been released.

Manawa Middle/Little Wolf Grades 6-10



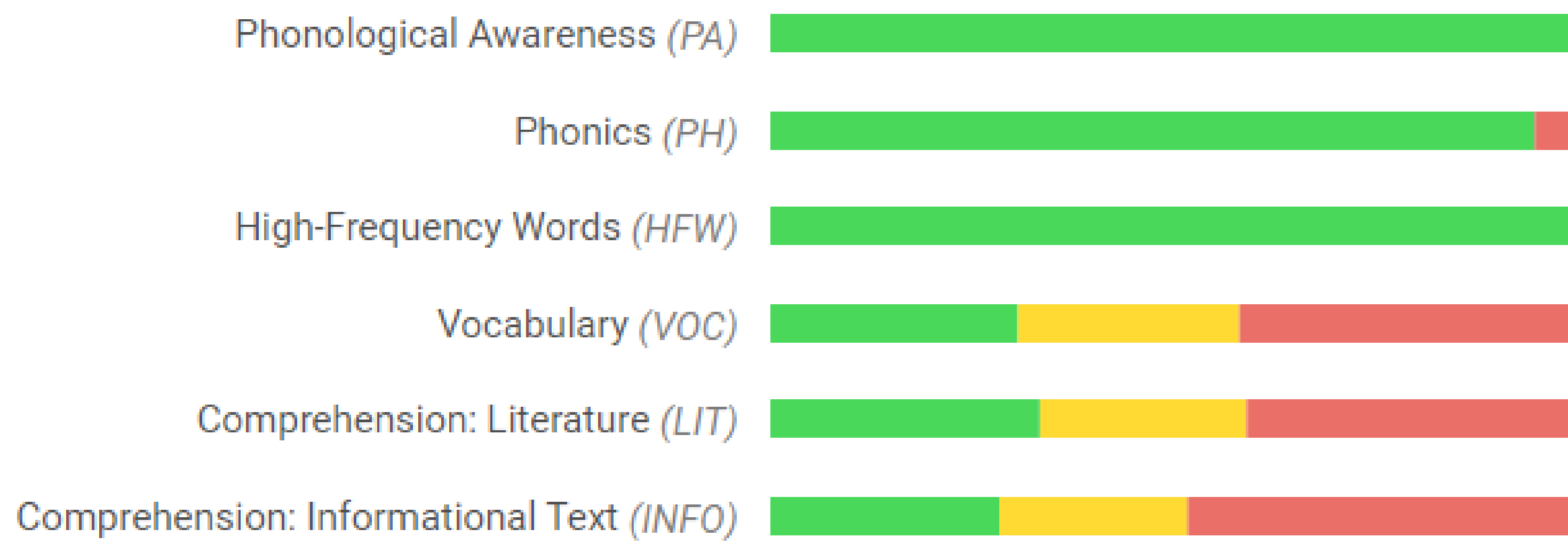
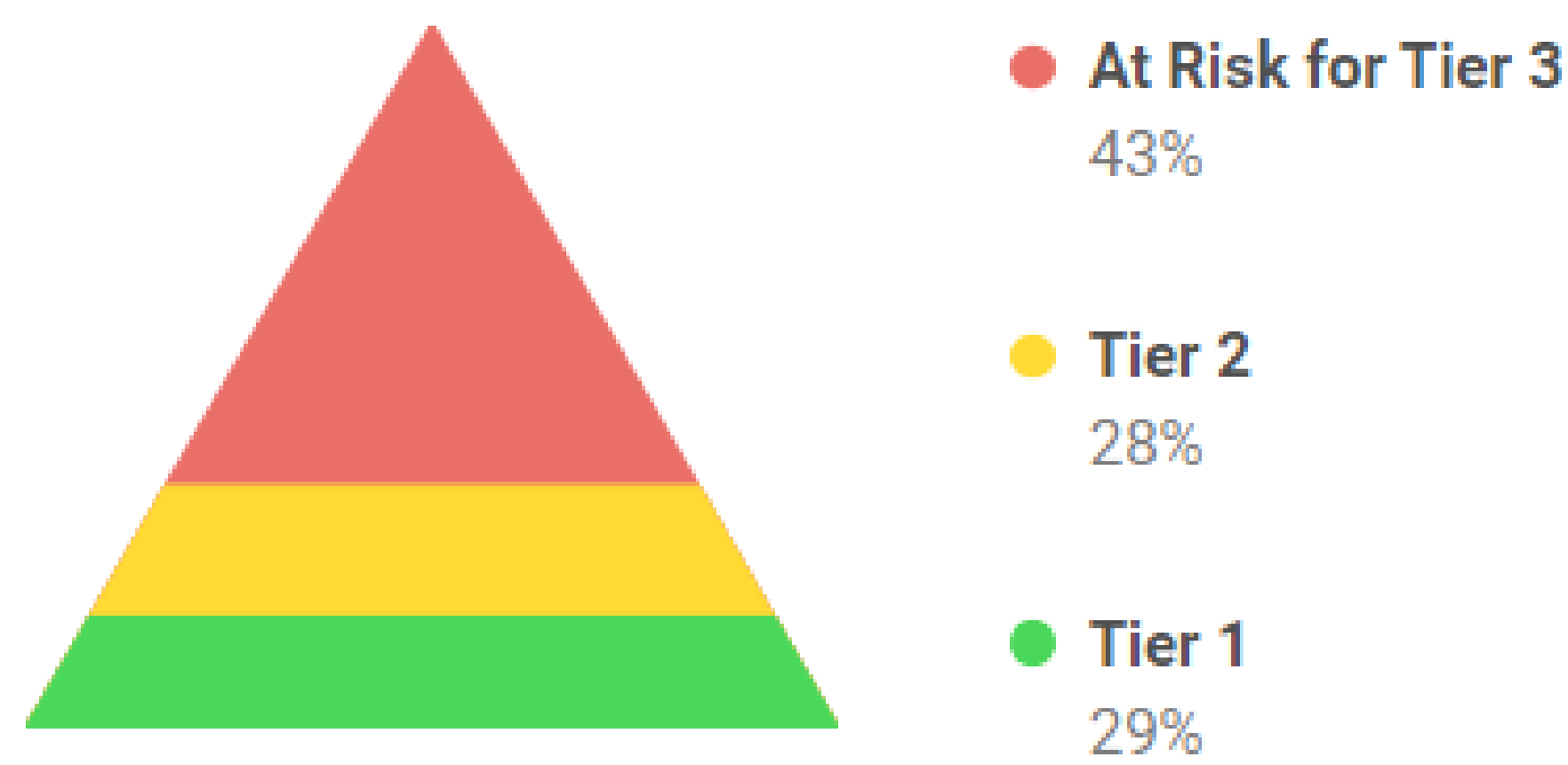
Manawa Middle School/LWH

2022-2023 Literacy Data:

iReady

Manawa Middle/Little Wolf Grades 6-10

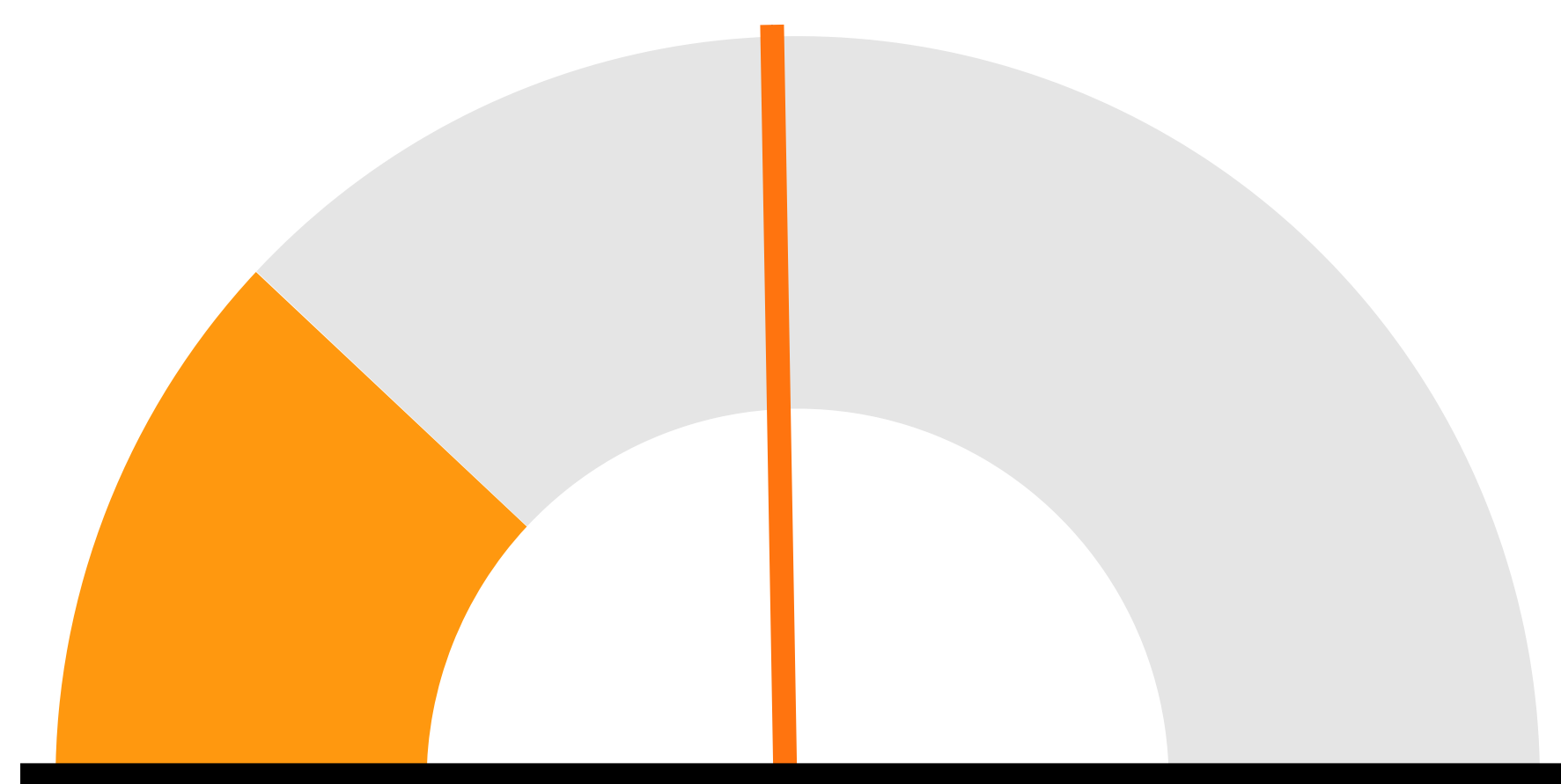
Overall Placement



Manawa Middle School/LWH

2022-2023 Literacy Data:

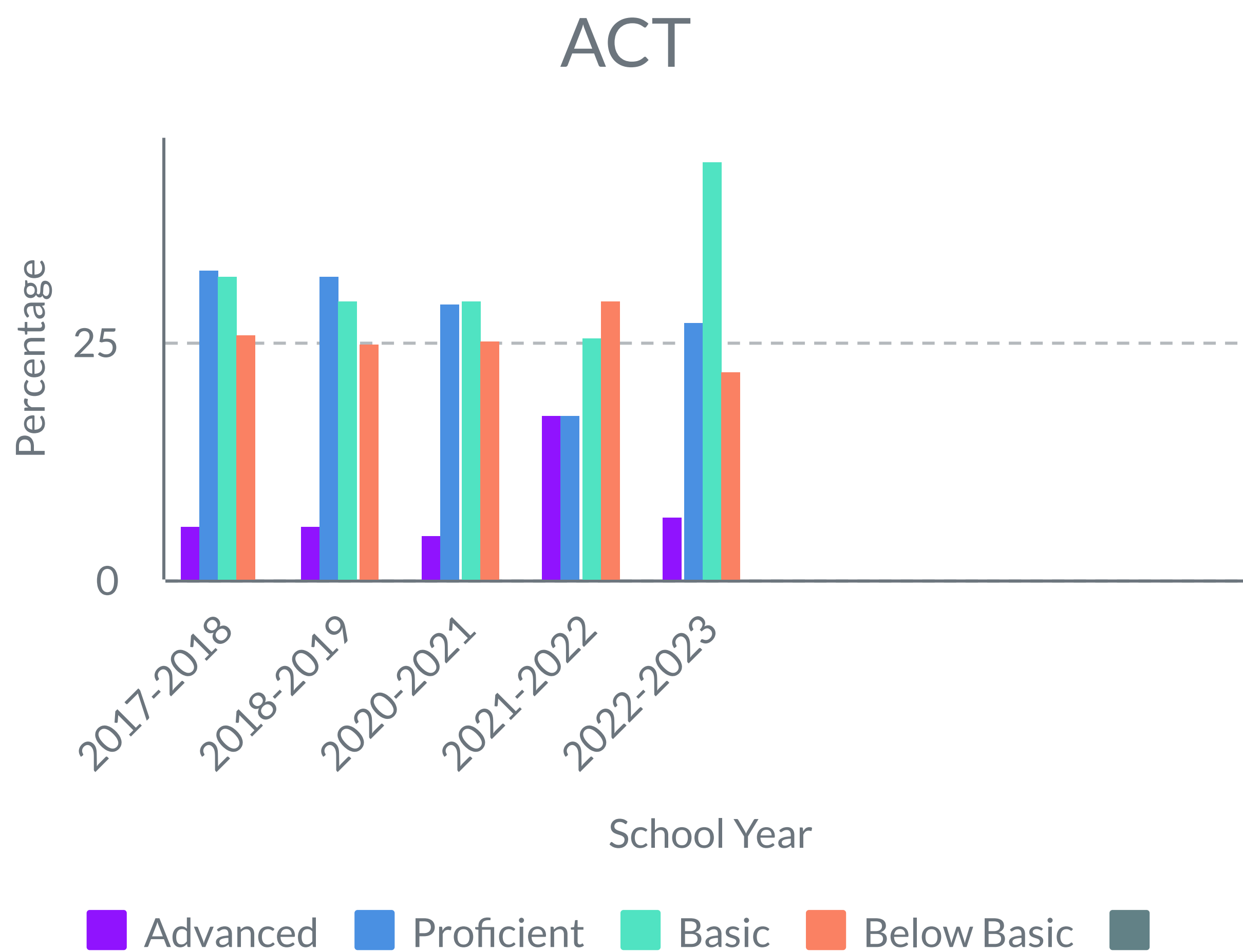
PreACT



29.3%

9th and 10th students are predicted to score at least a 20 or above in ELA when taking their ACT assessment their junior year.

ACT



Manawa Middle School/LWH

2023-2024 Literacy Goals and Action Steps:

Data Analysis

The data from our statewide assessment (The Forward) from the 2021-2022 year shows a slight decrease in students scoring below basic in ELA. Similarly to what was observed in grades 3-5, dropping trends of those scoring at or above grade level brought an awareness of the need to greatly improve rigorous and relevant instruction at the universal level. Since the 2016-2017 school year, students scoring proficient in ELA has dropped from 45.2% to 34.1% (2020-2021). The need is urgent in reviewing and revamping ELA instruction at the secondary level propelling the adoption of StudySync for the 2022-2023 school year. An extensive action step is to engage staff in a data dig prior to the beginning of the 2023-2024 school year to identify strengths and areas of improvement. Also, an additional English teacher was hired at second semester to decrease teacher to student ratio, and fully implement best practices and the close reading routine introduced in StudySync. Professional development focused on text-dependent writing and text synthesis. From various sources of data, building wide goals with associated action steps will be developed and a plan of action set in place. When digging deeper into specific skills assessed in the Forward, text dependent analysis writing skills are an area of need.

When reviewing the ACT literacy components, the scores indicated a decrease in students scoring below basic, and have increased in scoring basic through the 2022-2023 school year. With the shift of the focused Gifted and Talented Coordinator with supported training and professional development, the goal is to increase students scoring at grade level and in advanced while taking the ACT.

Review of current data collected from our iReady literacy scores at the secondary level, presented that our students struggled the most with the comprehension of complex literary and nonfiction texts. Additionally, both content specific and academic vocabulary is another area of need for our secondary learners.

Informational/nonfiction comprehension:

- Evaluate arguments by distinguishing and questioning their claims and supporting evidence by learning to write them.
- Using signal words, analyze different types of text structures and their relation to author's purpose and central idea.
- Learn to summarize informational texts by condensing information into categories and finding supporting ideas/details

Literacy comprehension:

- Analyze theme and its development in a text and understand the universality of themes across texts and in real life.
- Make inferences while reading texts and evaluate the accuracy of those inferences by examining supporting textual details.

Vocabulary:

- Explore the suffixes (logy, ic, ive, ative, itive, ance, and ence by examining how each suffix changes the meaning of different base words.
- Learn new vocabulary using examples, synonyms and antonyms, and by connecting to other words and concepts.
- Compare the meanings of conceptually related words to distinguish differences in word meanings.
- Review creating a working definition of a word, revising it, and verifying it through context or a dictionary.
- Use different strategies to determine word meanings.



2023-2024 Literacy Goals and Action Steps:

Professional Learning Collaboration



As a continued goal from 2022-2023, the School District of Manawa will continue to foster and expand collaborative work completed in their teams under new administration and with the literacy instructional coach. Regular data and assessment/behavioral analysis protocols will be modeled and implemented monthly.

Student-Centered Instructional Coaching (Gr. 6-12)



Through regular analysis of various data, student-centered instructional coaching will build and foster student literacy success through collaboration and partnership with building staff. Coaching cycles and resources will be developed based on the highest student need with regular feedback and embedded professional development.

Text Dependent Analysis Writing



Continued development of text-dependent analysis is an integrated process where reading and writing are not separate skills, but work together. Higher level thinking skills such as thinking, examining, explaining, gathering evidence, elaborating and inferring.

Strategic Small Group Intervention



For the 2023-2024 school year, the literacy resource course will continue to be further developed. Students identified will each have individualized goals, self monitoring as well as regular progress monitoring, intervention review through grade level and building wide BCT teams. Additionally, the Bridge to Success intervention will provide an additional tiered level of support during homeroom as well as optional after-school tutoring.

Disciplinary/Content Literacy



Continued focus on literacy commitments and writing focus across all content areas based on data and student needs. Teams may continue their work on the previous year's commitment, or create a new one for the 2023-2024 school year. These goals will be supported through the partnership and collaborative efforts of the literacy coach and principal. Professional development will be offered through CESA 6.

Aligned Standards Curriculum Mapping



ELA curriculum mapping for literacy grades 6-12 was completed in the 2022-2023 summer. The review of data as well as the mapping process has identified the need to revamp the current curriculum resources and practices. StudySync was fully implemented. The development of grading practices as well as summative and formative assessments are the next action steps for the 2023-2024 academic year.





Michelle Johnson,
PK-12 Literacy Specialist, Little Wolf/Manawa Middle Principal
School District of Manawa
mjohnson@manaschools.org





Students choosing to excel; realizing their strengths.

School District of

Manawa

English Learner (EL) Plan

Meeting the Needs of ALL Students

Approved by the Manawa Board of Education on

July , 2023

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Procedure for Identifying Incoming EL Students

- Families complete the Enrollment Form, including the Home Language Survey (HLS).
- All Home Language Surveys are sent to the EL Coordinator.
- When a language other than English is indicated, the EL Coordinator sends the Home Language Survey to the building principal. Hard copy will be filed in the cumulative folder when the identification process is complete. All other Home Language Surveys are sent to building secretaries to be filed in students' cumulative folders.
- EL Coordinator researches student's cumulative folder for EL information. (i.e. previous Home Language Surveys, previous placements or servicing, previous assessments, forms written in another language, the student's previous school is not in the USA)
- EL Coordinator consults previous assessments when questionable information is found.

If a Language Proficiency Level is found:	If a Language Proficiency Level is NOT found:
<ul style="list-style-type: none"> • If a current ACCESS score of 1.0-5.9 does exist, the EL Coordinator will designate the student as requiring appropriate EL services (<i>if a student in grades 4-12 has a current ACCESS score of 5.0-5.9 and there are school records to support academic success, the EL coordinator will proceed with the manual reclassification process</i>). • EL Coordinator will contact parent/guardian to review language results and EL services. • EL Coordinator places the original copy of Parent Approval Form or Refusal of Services Form in the student's cumulative folder in the main office. • EL Coordinator will update Skyward. • EL Coordinator uses results from current ACCESS scores to write Language Development Plan (LDP) for appropriate services. • The EL Coordinator will update the building principal regularly of students identified for EL services and for those students not qualifying for services. 	<ul style="list-style-type: none"> • EL Coordinator contacts parents/guardians to discuss student's educational and language background either before or after screener as appropriate. • If there is not a current ACCESS score, the EL Coordinator will conduct a WIDA MODEL (Kindergarten) or W-APT screener to determine the student's present English language proficiency level. • Parent or guardian will meet with the EL Coordinator to review language results and EL services. • EL Coordinator will place the original copy of Parent Approval Form or Refusal of Services Form and screener in the student's cumulative folder in the main office. • EL Coordinator will update Skyward. • EL Coordinator uses results from screeners or current ACCESS scores to write a Language Development Plan (LDP) for appropriate services. • The EL coordinator will update the building principal regularly of students identified for EL services and for those students not qualifying for services.

EL Screening Process

All new registrants who are potentially Limited English Proficient (LEP) and have no previous Language Proficiency identification will be screened. The School District of Manawa utilizes the WIDA MODEL or W-APT. The WIDA MODEL is used for Pre-K, Kindergarten and first semester 1st grade students. The W-APT assesses students in second semester 1st grade -12th grade. This screening is to be completed within 30 days if at the beginning of school in September, or 14 days after September 30. (DPI—ESEA bulletin number 07.01)

- Based on information gathered during the identification process, the EL Coordinator will screen potentially LEP students.
- The EL Coordinator will ensure the district has the necessary screening materials available.
- The EL Coordinator will be trained to administer screeners.
- Upon completion of the screener, the EL Coordinator fills out the composite score calculation.
- EL Coordinator will reference WIDA.us score calculator.
 - If the student scores below a 5.1, the student is most likely eligible for services. In some cases, more information is needed before eligibility can be determined.
 - If the student scores a 5.1 or above on the screener, it should be noted that the student is not Limited English Proficient and does not qualify for services.
- The principal is informed of the screening results.
- EL Coordinator will file all results in Skyward.

EL Placement

Age-Appropriate Placement

EL students will be placed in an age-appropriate setting. There is a normal age range when placing students at grade level. The following table shows that range.

Grade	Normal Age Range	Maximum Age Range
K	5-6	7
1	6-7	8
2	7-8	9
3	8-9	10
4	9-10	11
5	10-11	12
6	11-12	13
7	12-13	14
8	13-14	15
9	14-15	16
10	15-16	17
11	16-17	18
12	17-18	19-21

A student should not be retained if such retention will result in the student attaining an age **above** the stated maximum. Retention of students within normal age ranges should be based on developmental progress rather than language or academic achievement

“Retention of students in grade “solely based on language” is considered a civil rights violation by OCR (Office for Civil Rights, US ED) and runs counter to research on best practices for these students.”

Tim Boals, WI DPI

Referrals of EL Students to Other Programs School-based Programs and Extracurricular Activities

In the School District of Manawa, students identified as English Learners (ELs) are full-fledged members of their respective school communities. ELs are provided equal access to the full range of district programs, including, but not limited to, special education, gifted and talented, Title 1, and all non-academic and extracurricular activities. The district encourages all students, including those identified as English Learners, to become involved in extracurricular and non-

academic activities, such as sports, clubs, and organizations. None of these may discriminate based on language.

Application Process for School-Based and Extra-Curricular Activities

At times, the district will offer special opportunity programs or activities to its students. The district assures that the application process and selection for these programs will not be dependent on a student's proficiency in English.

Special Education

The School District of Manawa does not place any student in a special education program based on his/ her English proficiency. The guidelines for special education are the same for both EL and non-EL students in accordance with the Individuals with Disabilities Act. When necessary, arrangements may be made for translators to assist with testing when it is determined that a special education evaluation is appropriate and the student's level of English proficiency would not yield reliable test results. English Learners identified as special education students may continue to receive EL services as determined by the student's IEP. EL modifications and accommodations would be made in the regular classroom by the regular classroom teacher. Special education services will be provided by appropriately qualified special education teachers.

Special Programs and Related Services

EL students will receive equal access to all district special opportunity programs. These programs include, but are not limited to Title I and at-risk programming, gifted and talented, literacy coaches, speech and other forms of special education, vocational and technical courses, and all extracurricular and nonacademic activities available to other students. The district assures that the selection or application process for special opportunity programs will not rely solely on measures of English language proficiency. The School District of Manawa will seek to provide assistance necessary for effective participation by EL students in these programs.

Assessment

Screeners

W-A APT and WIDA Model (Kindergarten) are the screener tests used to determine the student’s English language proficiency level.

ACCESS for ELLs 2.0

ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. It is given annually to monitor students’ progress in acquiring academic English.

The ACCESS test is administered during strict time parameters determined by the Wisconsin department of Public Instruction. Students’ in grades 1-12 complete the test in the online format, while the kindergarten and Alternate ACCESS for ELLs are completed in paper format.

ACCESS for ELLs 2.0 Online administration allows for students in multiple grade-level clusters and tiers to be within the same group for ease of administration. See below for exceptions to this.

Can administer together:	Exceptions (Must Administer Separately):
Same domain, different grade-level clusters and tiers <ul style="list-style-type: none"> Ex: During the Writing test session, students taking either Tier A and Tier B/C and/or students from Grade-level clusters 4-5 and 6-8 can be together. 	Speaking Pre Tier A <ul style="list-style-type: none"> Administer separately from students taking the Tier A and Tier B/C Speaking tests.
Writing domain, students who keyboard and handwrite in booklets	Writing 1 and 2-3 <ul style="list-style-type: none"> Cannot be combined with Writing test sessions for Grades 4-5, 6-8, and 9-12. Must be separated into test sessions by both grade-level cluster and tier (e.g. Grade 1 Tier A, Grade 1 Tier B/C, Grades 2-3 Tier A, and Grades 2-3 Tier B/C).
	Kindergarten <ul style="list-style-type: none"> All individually administered.
<p>Test domains should not be combined into one test session. For example, the Listening test should be administered in a different test sessions than the Reading, Writing, or Speaking test.</p>	

The image below outlines the Tier Placement Protocol educators use in assigning tiers with ACCESS for ELLs 2.0. It is important to note that while the Tier Placement Protocol is defined by three tiers, within the Speaking domain you will only see two potential tiers: A and B/C. The criteria below still encompass all relevant information regarding tier placement for the Speaking domain as well as the Listening, Reading, and Writing domains.

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<p>TIER A is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR • currently receive literacy instruction ONLY in their native language, OR • have recently tested at the lowest level of English language proficiency 					
<p>TIER B is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • have social language proficiency and some, but not extensive, academic language proficiency in English, OR • have acquired some literacy in English though have not yet reached grade level literacy 					
		<p>TIER C is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • are approaching grade level in literacy and academic language proficiency in the core content areas, OR • will likely meet the state's exit criteria for support services by the end of the academic year 			

EL Expectations and Teaching Suggestions by English Proficiency Level

Level One Students (ENTERING):

- Have a few isolated English words and expressions
- Produce words, phrases, or chunks of language when presented with one-step commands, directions, wh- questions, or statements with visual graphic support
- Are in a silent period of infrequent verbal communication, during which they are working to make sense of a new language, culture, and educational setting
- Benefit from an accepting and encouraging environment
- Benefit from one or two same-sex buddies who can show them how to adjust to the new school environment
- Benefit from the use of visuals, pantomime, and hands-on activities, which will provide them ways to be active participants in class activities

Level Two Students (BEGINNING):

- Function in conversational and academic English with hesitancy and difficulty
- Understand only parts of lessons and simple directions
- Produce phrases or short sentences
- Have pre-emergent or emergent skills in reading and writing English
- Are significantly below grade level in ability to function in English
- Understand only some spoken English that deals with subjects they are already familiar with
- May become frustrated with their own rate of English language acquisition and may appear to be uncooperative
- Benefit from an accepting and encouraging environment
- Benefit from much visual support in instruction (think stick figures)
- Benefit from teachers who model and encourage correct usage in a positive way
- Benefit from teachers who avoid the use of idiomatic language

Level Three Students (DEVELOPING):

- Speak and understand “hallway” and academic English with decreasing hesitancy and difficulty
- Produce expanded sentences in oral interaction or written paragraphs
- Are developing reading and writing skills (which probably lag behind listening and speaking skills)
- Are often thought to have better comprehension than is the case
- May be reluctant to ask the questions they need to ask from a desire to fit in and not appear needy
- Still face a significant challenge when learning academic vocabulary
- Benefit from assistance when demonstrating academic knowledge in content areas
- Benefit from significant support to acquire knowledge in the content areas

Level Four Students (EXPANDING):

- Speak and understand conversational English without apparent difficulty
- Continue to acquire reading and writing skills in content areas
- Still need assistance to achieve grade level expectations in the reading and writing skills in many content areas
- Still have difficulty reading between the lines
- Are challenged by complex sentence structure and specialized vocabulary
- Will often have difficulty with usage variations and idiomatic language
- Benefit from continued support in acquiring the language skills and specialized vocabulary needed to succeed in the content areas
- Benefit from teachers who are sensitive to their desire to avoid the appearance of needing help

Level Five Students (BRIDGING):

- Understand and speak conversational English well

- Are nearly proficient in reading, writing, speaking, and content area skills needed to achieve grade-level expectations
- Are still refining writing skills and expanding vocabulary
- Still benefit from occasional support

Level Six Students (Formally EL):

Formerly LEP (Limited English Proficient)/ Now Fully English Proficient

A note about new arrivals: Students who are newly arrived from their home country are not only dealing with a new language and school environment, but they are also coming to terms with the loss of friends, familiar surroundings, and food (think school cafeteria). Often, they have left an extended family support network behind. Our climate may be shocking and unbearable. They may be chronically unprepared for the weather and school activities. They can exhibit an initial enthusiasm toward learning English, which might be followed by a period of moodiness, withdrawal, and lack of cooperation. They have realized how difficult it will be to learn English. They may be reluctant to ask questions because it is inappropriate in their home culture. Communication patterns in the home culture between children and adults may lead to behavior considered rude or inappropriate in mainstream US culture. Teachers can focus on modeling the behavior they would like to elicit.

Modifications & Accommodations for EL Students

The School District of Manawa will provide modifications and accommodations to identified English Learners in grades PreK-12 to assist them in achieving the overall goals of the district. The WIDA Standards, in conjunction with the Common Core State Standards, will provide the foundation for English language acquisition and the academic development of identified ELs in the district. The school district is aware that English academic language proficiency may take between five and ten years. It is understood that this time frame can be impacted by the student's previous educational and social experiences.

A number of different modifications and accommodations will combine to provide a support that meets the needs of all identified English Learners in the district. The design of each Language Development Plan (LDP) will be flexible each year according to each student's proficiency levels and needs. These modifications and accommodations include, but are not limited to:

- Use graphic organizers
- Pre-teach vocabulary
- Provide background knowledge for cultural-related topics
- Prepare note pages
- Provide study guides to organize material
- Emphasize important information after lesson
- Give directions in writing
- Use cooperative learning groups
- Provide peer tutoring
- Provide mentor tutoring
- Teach study skills
- Teach basic note taking skills
- Allow access to computerized programs
- Allow bilingual/electronic translator dictionaries
- Provide bilingual picture dictionaries at appropriate grade level
- Highlight key concepts in textbooks and/or provide modified versions of text
- Provide digital copies of books
- Use adapted or modified textbooks
- Allow and use of computer/word processing for papers
- Allow copying from book
- Adapt class worksheets – modify or shorten assignments based on ELP level
- Provide extended time for assignments
- Do not deduct for spelling and grammar errors in writing assignments
- Allow assignments to be done in a different manner (ex. Speak rather than writing or write rather than speak)

- Allow students to answer test questions orally
- Provide word banks for fill-in-the-blank tests
- Provide matching activities
- Shorten test length
- Create an alternative assignment
- Extend time for tests
- Require only selected test items
- Read test to student
- Use portfolios (body of work) to assess
- Allow test corrections
- Other modifications/accommodations based on specific student need

Transition from EL Services & Monitoring Performance

Through a reclassification process, students are exited (from the EL program) and monitored when they meet state and federal criteria as delineated in DPI English Learner Policy Handbook.

The requirements for reclassification are the following: (quoted from the DPI English Learner Policy Handbook)

- Students reaching an Overall Composite of 5.0 or greater must be reclassified.
- Students reaching an Overall Composite of 4.5-4.9 may be reclassified, should the district find additional evidence of proficiency using a MIP (Multiple Indicator Protocol)

In the following link, DPI provides a complete, updated Wisconsin English Learner Policy Handbook derived from multiple sources, including federal law and associated regulatory guidance, common law, and state law.

<https://dpi.wi.gov/english-learners/el-identification-and-placement>

In order to ensure success for all exited EL program students and meet legal requirements, the EL Coordinator will monitor a student's progress in the academic areas each semester for two years after being exited from the program. On a semester basis, the monitor form will be sent to classroom and content area teachers.

If a student is experiencing academic difficulties, the EL coordinator and general education teacher(s) will provide appropriate intervention(s). If the student is continuing to demonstrate academic difficulty based on language proficiency, then a reentry meeting will be set up with the student's parents. The parents will have to sign for permission in order to receive EL services.

Appendices



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

Dear Parent/Guardian:

Welcome to the school year! We are confident that your child will have a productive and enjoyable year.

Your child has been recommended to receive English Learner (EL) services. The goals of the English Learner services are to help students learn English more quickly by providing accommodations and modifications for students in core academic subject areas. The services your child will receive will help him/her be more successful in school. We encourage you to take advantage of these valuable services.

Your cooperation and participation will be sought throughout the school year. With a school/home partnership we should be able to make significant progress. As the first step, we need your approval for your child to be enrolled in the program. You have the right to remove your child from the program by contacting the EL Coordinator.

Please sign below and indicate if you would like your child to participate in the English Learner Program. If you have any questions or concerns, please feel free to contact us at the numbers provided below. Thank you.

Michelle Johnson
EL Coordinator
mjohnson@@manawaschools.org
920-596-5738

RETURN TO YOUR CHILD’S SCHOOL OFFICE

Student’s Name _____ LEP Level _____ Literacy Subscore _____

YES, I would like my child to participate in the English Learner Program.

NO, I do not want my child to participate in the English Learner Program.

Parent/Guardian Signature

Date

____/____/____



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

www.manawaschools.org

Estimados Padres/Guardianos,

¡Bienvenidos al año escolar! Estamos seguros que su hijo tendrá un año agradable y productivo.

Su hijo ha sido recomendado para recibir servicios para aprendices de inglés. Las metas de los servicios para aprendices de inglés son para apoyar a los estudiantes aprender inglés más rápido por proveer alojamiento y modificaciones para los estudiantes en las clases académicos y los sujetos básicos. Los servicios que recibe su hijo lo ayudarán tener más éxito en las clases. Les recomendamos que que aproveche estos valiosos servicios.

Te pedimos su cooperación y participación durante todo el año escolar. Con una asociación entre los maestros y los padres podemos hacer mucho progreso significativo. Por el primer paso, necesitamos su aprobación para registrar a su hijo en el programa. Tiene el derecho de sacarlo del programa cuando quiera por contactar al coordinadora del programa de EL.

Por favor firme abajo e indique si quisiera que su hijo/hija participe en el Programa de Aprendizaje de Inglés. Si tiene preguntas, puede llamar los números. Gracias.

Michelle Johnson
EL Coordinator
mjohnson@manawaschools.org
920-596-5738

DEVOLVER ESTA PARTE A LA OFICINA DE LA ESCUELA

Nombre de Estudiante _____

Nivel LEP N/A Literacy Subscore N/A

SI, Quisiera que mi hijo/hija participe en el programa de Aprendizaje de Inglés.

NO, NO quiero que mi hijo/hija participe en el programa de Aprendizaje de Inglés.

Firma de Padre/Guardiano

____/____/____
Fecha

Original to Cumulative Folder
Copy to Student Services ONLY IF NO

5/29/202



Students choosing to excel; realizing their strengths.

English Language Learner Language Development Plan

ELL LDP

Student's Name		Grade Level		School Year		
Date of Entry in the School District of Manawa		Native Language		Native Country		
School <input type="checkbox"/> Manawa Elementary School <input type="checkbox"/> Little Wolf Jr./Sr. High School		Primary Teacher(s)				
Previous Academic Background Information						
Preferred Method of Communication with Parents						
Assessments						
Most current <input type="checkbox"/> W-APT <input type="checkbox"/> ACCESS				Date Administered		
Scores						
Speaking	Listening	Reading	Writing	Oral Lang.	Comprehension	Overall
STAR/iReady Reading	Fall previous year	Winter previous year	Spring previous year	Fall current year	Winter current year	Spring Current year
STAR/iReady Math	Fall previous year	Winter previous year	Spring previous year	Fall current year	Winter current year	Spring Current year

Other Testing and Scores:

Classroom teachers and/or EL Coordinator will create, monitor, and evaluate two individual English language goals. Goals are created, monitored, and evaluated, so that the individual student will make necessary yearly progress of at least .4 growth on the ACCESS until the student meets the requirements for exiting the EL program.

Listening Goal

Students apply oral information and follow directions.

The student will:

- follow single step directions. (L1-L2)
- identify information from visual and auditory descriptions (match, sort, point). (L1-L2)
- follow multi-step directions. (L3-L5)
- categorize and sequence information. (L3-L5)
- other:

_____ Evidence:

Speaking Goal

Students will orally express and discuss information in various formats.

The student will:

- ask and answer wh- or choice questions. (L1-L2)
- use descriptive language. (L1-L2)
- restate facts or statements. (L1-L2)
- make predictions. (L3-L5)
- retell stories. (L3-L5)
- other:

_____ Evidence:

Reading Goal

Students explain, interpret, and analyze text.

The student will:

- identify facts and explicit messages. (L1-L2)
- identify main ideas and central themes. (L1-L2)
- draw conclusions and infer. (L3-L5)
- interpret information or data. (L3-L5)
- other:

Evidence:

Writing Goal

Students write in a variety of forms for different audiences and purposes.

The students will:

- give information in writing. (L1-L2)

- request information in writing. (L1-L2)
- create original compositions. (L3-L5)
- produce clear and coherent expository and narrative texts. (L3-L5)
- other:

Evidence:

Vocabulary Goal

Students use specific vocabulary in social and academic contexts.

The student will:

- acquire social and instructional vocabulary sufficient for listening and speaking. (L1-L2)
- acquire academic and domain specific vocabulary sufficient for reading and writing. (L3-L5)
- other:

Evidence:

Cultural Competency

Students comprehend and appreciate texts/media containing various ethnic backgrounds and heritages.

The student will:

- identify cultural similarities and differences. (L1-L2)
- express ideas about culture through classroom interactions using spoken and written language. (L3-L5)
- other:

Evidence:

Program Plan:

- Structured English Immersion
- Other:

**Universal Instructional/Classroom
Accommodations**

- ✓ Use simplified language
- ✓ Avoid idiomatic expressions (ex. talk a mile a minute)
- ✓ Use slower, but not louder, rate of speech
- ✓ Provide many examples
- ✓ Use pairs and small group instruction
- ✓ Repeat directions and paraphrase if necessary
- ✓ Give oral directions in clear step-by-step manner
- ✓ Use gestures along with words to convey meaning
- ✓ Link content to students' previous knowledge
- ✓ Use oral, auditory, visual, and kinesthetic learning modalities
- ✓ Demonstrate concepts
- ✓ Frequently check for understanding

Use supplementary materials

Suggested Instructional/Classroom Accommodations

- Use graphic organizers
- Pre-teach vocabulary
- Provide background knowledge for cultural- related topics
- Prepare typed note pages
- Provide study guides to organize material
- Emphasize critical information after lesson
- Give directions in writing
- Use cooperative learning groups
- Provide peer tutoring
- Provide mentor tutoring
- Teach study skills
- Teach basic note taking skills
- Allow access to computerized programs such as *Rosetta Stone*

- Allow bilingual/electronic translator dictionaries
- Provide bilingual picture dictionaries at the appropriate grade level
- Highlight key concepts in textbooks and/or provide modified versions of text
- Provide CD copies of books
- Use adapted or modified textbooks
- Allow the use of computer/word processing for papers
- Allow copying from book
- Adapt class worksheets – modify or shorten assignments based on ELP level
- Provide extended time for assignments
- Do not deduct for spelling and grammar errors in writing assignments
- Allow assignments to be done in a different manner (ex. speak rather than write or write rather than speak)

General Classroom Assessment Accommodations

- Allow students to answer orally
- Provide word banks on fill-in-the-blank tests
- Provide matching activities
- Shorten test length
- Create an alternative assignment
- Extend time for tests

- Require only selected test items
- Read test to student
- Use portfolios (body of work) to assess
- Allow test corrections
- Other (add comment below):

State Assessment Accommodations

- Per state statute, any students who have arrived within the last 12 calendar months may be permitted to abstain one time from the English/Language Arts portions of the Badger Exam or the reading portion only of the ACT suites including the ACT plus writing and Aspire.

Badger Exam (Grades 3-8)

Universal tools are access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.

Embedded:

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

Non-embedded:

Breaks, English Dictionary, Scratch Paper, Thesaurus

Designated Supports are features that are available for use by any student for whom the need has been indicated by an educator or team.

Embedded:

Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded:

Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Noise Buffers, Read Aloud, Scribe, Separate Setting, Translated Test Directions, Translation (Glossary)

Accommodations are for students with disabilities and English Language Learners; they do not change the content being assessed or the skill level. Examples of accommodations include a large- print test or using a scribe to record student answers.

Embedded:

American Sign Language, Braille, Closed Captioning, Streamline, Text-to-Speech

Non-embedded:

Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-Text

Modifications do change what is being assessed and are **not** allowed for any student during Wisconsin Student Assessment System (WSAS) testing. Examples of modifications include reducing the number of answer choices or shortening the length of the test.

ACT Suites (Grades 9-11)

Default Embedded System Tools:

Embedded System Tools are those common supports that are made available to ALL users upon launch/start of test by default. No advance request is needed. These tools are either embedded in the basic computer test delivery platform, or may be automatically provided as needed at the local level.

Examples of default embedded system tools may include, but are not limited to:

a computer QWERTY keyboard, a mouse, electronic cut, copy and paste functions in a text entry box, as well as low tech items used with paper format tests, like 'Number 2' pencils, erasers, and similar basic tools such as non-specialized personal calculators for some tests.

Open Access Tools:

Open Access Tools may be used by anyone. To be activated they must be identified in advance and selected from the pull-down menu inside the test (CBT version), or must be planned in advance and provided locally. Thoughtful decision-making, informed by multiple observations and prior successful user experience, is strongly recommended. Users should be practiced, familiar and comfortable with using these types of tools, and comfortable using them in combination with any other tools they will also be using. Decisions to use these tools must be made well before the test is taken.

Accommodations:

Accommodation-level supports are available to "qualified users"—as determined by the responsible educational authority. These supports (used in content areas where permitted) allow the user to independently demonstrate the measured construct. ACT Aspire recommends that students who use accommodation-level supports have a formally documented need as well as relevant knowledge and familiarity with these tools to qualify. Accommodations must be requested through the online ACT

Aspire Personal Needs Profile (PNP) process. Any other formal qualifying procedure that is required by the responsible educational authority must be completed prior to completing the ACT Aspire PNP request process.

Examples include:

Needs for braille or tactile graphics, English text audio, Sign language interpretation, or other language translation

Modifications:

Modifications are not permitted in ACT Aspire tests for any user. Such extreme levels of support actually prevent meaningful access to the construct being tested by doing too much for the student, thus removing any ability for the user to demonstrate actual skill levels that might be present. Modifications, if used during the early instructional period may help some students to successively approximate and to eventually learn a new and difficult skill. However, even then, the intent is always to fade this extreme level of support away so that the student can increasingly demonstrate independent competence. In summative assessment, we are trying to observe what the student independently knows and can do. Therefore, if used during the assessment process, Modifications create a barrier to independent performance of competence.

Other

Disability status:

- Student does not have an identified disability at this time.
- Student has an identified disability and these ELL accommodations meet the objectives of the student's Individual Education Plan (IEP) or 504 Plan?

Gifted and Talented status:

- Student has been identified as a Gifted and Talented learner.
- Student has not been identified as a Gifted and Talented learner.

Adequate Yearly Progress:

- Student has met adequate yearly progress
- Student has not met adequate yearly progress
- Not applicable

Plan Summary

Team Members

Parent	Building Administrator
Teacher	Teacher
Guidance	ELL Coordinator



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

Date

Student Name

Parent/Guardian Name

English Learner (EL) services provide assistance to students in developing English language skills. When students are proficient in English and able to succeed in school without EL assistance, they exit from the program.

Based on ACCESS testing, your student is now ready to exit from the EL program and will no longer receive EL services. We are confident that your student will continue to be successful without EL assistance. Please call the school if you have any questions.

Sincerely,

Michelle Johnson
mjohnson@manawaschools.org
920-596-5738

Distribution:
Original to parent or guardian
Copy to Cum Folder



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

Fecha

Nombre de estudiante _____

Los Padres o Guardianes _____

Los servicios para los estudiantes de inglés (EL) proveen apoyo a los estudiantes en desarrollar habilidades en el lenguaje de inglés. Cuando los estudiantes tienen proficiencia en inglés y tienen éxito en las clases sin el apoyo de los servicios de EL, salen del programa. Según las evaluaciones de ACCESS, su estudiante ya está listo para salir del programa y no recibirá los servicios de EL. Tenemos confianza en su estudiante que seguirá tener éxitos aun sin los apoyos de EL. Por favor llame a la escuela si tiene cualquiera pregunta.

Sinceramente,

Michelle Johnson
mjohnson@manawaschools.org
920-596-5738



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EL Monitor Report

Student: _____

Teacher: _____

Please check the following information where appropriate.

1. Classroom Participation

- Participates in class
- Asks questions
- Is prepared for class
- Asks for help
- Works independently

2. Classroom Comprehension

- Understands/follows verbal directions
- Understands written directions
- Understands reading assignments

3. Class Work Performance

- Completes assignments
- Missing work
- Late work
- Incomplete work

Based on what you know about the student, do you feel s/he is successful without EL services?

- Yes
- No

Comments:

Please return by: _____
