

Idaho Arts Charter School EL-X Monitoring Plan

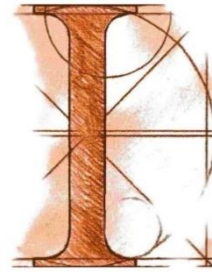
Students who meet the exiting criteria will be placed in X1 monitoring status for one year. Students are required to be monitored for a total of two years and will transition through as X2 and then FLEP (former EL) as they continue to prove proficiency each year. All exited students will be monitored at least twice per year by the school EL professional to ascertain that they are maintaining fluent English proficiency allowing them to fully participate in the mainstream education program.

Monitoring Procedures:

1. An EL-X Monitoring team is formed at each school for X1 and X2 students, consisting of a team such as a principal, instructional coach, counselor, EL Coordinator, EL professional, and mainstream teacher. Whenever an EL-X student is also receiving special education services, the student's special education case manager will also be invited.
2. A team meeting will be scheduled within two weeks of the end of the current semester, to examine each student's progress.
3. Before the meeting:
 1. The EL Coordinator will provide the instructional coach or EL professional at the building with the EL-X list so that grades can be checked in the school information system.
 2. Exited students will receive the Exited Student Survey to be collected by the building EL professional.
4. Presented to the team during the meeting (as appropriate to the grade level):
 1. Core (reading, language, math, science, social studies) grades
 2. Spring: the student's ISAT scores, IRI Scores
 3. Fall: student's ISAT and ACCESS scores, IRI Scores
 4. Winter: IRI Scores
 5. Student surveys and/or working documentation
5. The EL-X Monitoring Checklist for each student must be used to record the team's decisions and to be placed in the student's cumulative file and portfolio.
6. Successful students will continue as exited until the next meeting. The completed Monitoring Checklist attached to the Exited Student Survey will be placed in the cumulative file and portfolio. A successful student is defined as having:
 - all core grades at a 2 or better on standards based grades or C or better on letter grades
 - and** at least Basic on ISAT ELA **and** ISAT Math tests
 - and** an Exited Student Survey of at least 8 pts elementary or 12 points secondary

If Successful: STOP HERE

7. Struggling students will be investigated to attempt to determine if language is causing the student's academic difficulties. A struggling student is defined as having:
- a 1 in any core subject on a standards based grade or D or F on a letter grade
 - or** Below Basic on ISAT ELA or ISAT Math tests or less than a 3 on the IRI
 - or** an Exited Student Survey tabulated at 11 points or lower
- Members of the team will be chosen to collect additional data on any students being investigated. The data collected may/should include:
- Teacher input
 - Parent input
 - Guidance records
 - Attendance history
 - Benchmark scores (elementary)
 - Progress monitoring (elementary)
 - Quarterly assessment scores (secondary only)
 - Promotion status (Middle schools only)
- If an IEP is present, the special education teacher needs to be included in a discussion of special education domains.
- The team will meet again within two weeks to determine if the student should be placed back into the EL program and the decision noted on the Monitoring Checklist, (pg 4).
- The team will complete the EL Reclassification Form (pg. 7) and contact the district EL Coordinator to share the completed Monitoring Plan with findings and evidence, in order for the student to be placed back into the EL program and to again be coded as EL for language support and testing purposes.
- If determined to be EL again, the student's schedule will be changed and parents notified. (Parent input will already be obtained in the investigation phase, however, parents have the right to waive EL services and will need to fill out the form for waiving services if applicable)



Idaho Arts Charter School EL-X Monitoring Checklist

Student Name: _____ EL: X1, X2

Grade: _____ Date: _____

School: _____

Homeroom teacher/EL professional: _____

Student Progress:

Grades

- 📁 Reading _____
- 📁 Language _____
- 📁 Math _____
- 📁 Science _____
- 📁 Social Studies _____

Successful: _____
 2 or higher in every subject

Struggling: _____
 1 in any subject

Tests

- 📁 IRI _____
- 📁 ISAT ELA _____
- 📁 ISAT Math _____
- 📁 Other _____

Successful: _____
 3 on IRI & B/P/A on both ISATs

Struggling: _____
 1 or 2 on IRI or BB on ISATs

Exited Student Survey

Survey Results: Total Points = _____

(Successful = Elementary 8+ / Secondary 12+)

Student feels successful: _____

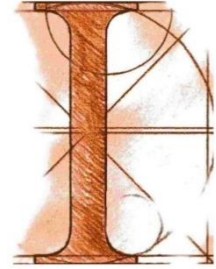
Student feels unsuccessful: _____

Positive Results:

Yes _____

Attach EL-X Student Survey. Place copy of both in cumulative file. Send original to EL Coordinator for EL student file. This monitoring is complete: STOP HERE.

Idaho Arts Charter School EL-X Monitoring Checklist
EL-X Struggling Student Investigation Results



- Teacher input
- Parent input
- Guidance records
- Attendance history
- Benchmark scores (elementary)
- Progress monitoring (elementary)
- Quarterly assessment scores (secondary only)
- Promotion status (Middle schools only)

Team Decision:

Idaho Arts Charter School Exited Student Survey

Name: _____

Date: _____

SECONDARY STUDENT SUCCESS SELF-EVALUATION

Please circle the number below that best represents you.

0=not at all 1=almost never 2=sometimes 3=usually 4=almost always 5=always

I put forth my best effort every day.

0 1 2 3 4 5

My current grades represent my academic ability.

0 1 2 3 4 5

I am confident in my language abilities.

0 1 2 3 4 5

I am able to understand and communicate effectively in the classroom.

0 1 2 3 4 5

Total points: _____

Idaho Arts Charter School Exited Student Survey

Name: _____

Date: _____

ELEMENTARY STUDENT SUCCESS SELF-EVALUATION

Please circle the number below that best represents you.

0=never **1**=sometimes **2**= most of the time **3**=always

I try to do my best on my school work every day.

0 1 2 3

My grades are right. They show what I really am able to do on my schoolwork.

0 1 2 3

I feel good about how I talk and write at school.

0 1 2 3

I understand what my teacher is saying and what the teacher wants me to do in class.

0 1 2 3

I can ask my teacher questions to help me understand in class.

0 1 2 3

Total points: _____

Idaho Arts Charter School
EL Reclassification Form

Student First/Last Name:		EDUID #	Date	School/District	
Original Entry/Exit Date into LEP Program:	Years in EL Program Prior to Exiting:	Original Exit Scores	Composite PL:		
		Listening	Speaking	Reading	Writing
Reason for Reclassification Attach new qualifying W-APT/Screener scores to this form					
School Team Members: Names/Positions		Signature		Date	
EL Staff/Coordinator:					
Classroom Teacher:					
School principal:					

