

**South Sioux City Community Schools**  
**2020-2021 Annual EL Program Review Written Report**

## Goals

The EL Program for the South Sioux City Schools:

- Is intended to enable each English Learner (EL) to become English proficient in reading, writing, speaking, and listening.
- Focuses on inclusive practices, supporting content-based approaches to language learning.
- Recognizes the cultural, linguistic, and education background of EL students to determine the educational approaches necessary to meet their academic needs.
- Supports the objectives that are aligned to the state EL guidelines and the ELP standards.

## Review Team

EL Coordinator/Elementary Principal

District EL Teachers

## Summary of the Review Process

The South Sioux City Community School's district English Learner team met as a department throughout the school year. In addition, PD was provided for EL teachers who do not currently hold an ESL certification.

A summary of the program review follows:

Category	Summary	Summary and Recommendations
Identification	<ul style="list-style-type: none"><li>• All students entering SSC Community Schools fill out a Home Language Survey. An EL teacher or EL Intake Coordinator assesses any student whose parent indicates a language other than English. If a student qualifies for EL services, the team follows the process for enrollment in the program.</li><li>• Staff also review the procedures for notifying parents/guardians of a student who qualifies for EL services. Notices sent home are in the parent/guardian's native language within 30 days of the student qualifying and generally sooner. The team noted the use of ELlevation and TransAct to print parent letters in a variety of languages.</li></ul>	<ul style="list-style-type: none"><li>• Based on our analysis of the identification process, the team determined that the district's processes for identification and notification are appropriate and should be continued.</li></ul> <p><b>Recommendations</b></p> <ul style="list-style-type: none"><li>• Continue to improve our registration process, so duplicate HLS are not given to the same student.</li><li>• Work on streamlining communication between the EL Intake Coordinator and the secondary EL teachers.</li><li>• Grow in our understanding and use of TransAct for parent letters.</li></ul>
LIEP	<ul style="list-style-type: none"><li>• The district has implemented a Language Instructional Educational Program (LIEP) which uses research-based approaches recognized by experts in the field of language acquisition.</li></ul>	<ul style="list-style-type: none"><li>• The majority of district EL teachers hold an ESL endorsement and are using research-based strategies. Teachers who do not currently hold an</li></ul>

	<ul style="list-style-type: none"> <li>● The district’s LIEP includes the following components: <ul style="list-style-type: none"> <li>○ Newcomer Program</li> <li>○ Limited EL Pullout Program with EL teacher, based on student needs as determined by the district co-teaching rubric and ELPA21 scores.</li> <li>○ Co-teaching with EL and general education teachers</li> <li>○ Sheltered Content Area classes and the MS and HS</li> <li>○ Intervention and Academic support</li> <li>○ Summer School and Tutoring services</li> </ul> </li> <li>● Instruction is aligned to the NE ELP standards as well as the Nebraska Academic standards.</li> <li>● The district provides adequate resources to effectively implement the LIEP.</li> </ul>	<p>ESL endorsement meet for professional development in best practices to meet the language development needs of English Learners.</p> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>● Develop a scope and sequence for the elementary Newcomer Program, now that it is housed in all elementary buildings instead of in a central location.</li> <li>● Schedule more professional learning for EL teachers and how they can supports ELs during Wit and Wisdom instruction</li> <li>● Research and implement EL-specific interventions for those not meeting Tier 1 expectations</li> <li>● District EL teachers would like to develop a scope and sequence for all language levels and grades.</li> </ul>
Staffing	<ul style="list-style-type: none"> <li>● All teachers in the district hold a valid NE teaching certificate. All EL teachers either hold an ESL endorsement or participate in PD specific to the needs of ELs.</li> </ul>	<ul style="list-style-type: none"> <li>● During the review, this is an area of strength.</li> <li>● Hiring an EL Intake Coordinator at the secondary level has been a significant improvement for our registration process.</li> </ul> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>● Provide more PD on effective ways to support ELs to all district staff members</li> <li>● Gain more information on the various cultures we work with in order to better understand our families.</li> <li>● Continue to look at staffing and the needs of the district</li> </ul>
Standards,	<ul style="list-style-type: none"> <li>● The district ensures all EL students</li> </ul>	<ul style="list-style-type: none"> <li>● During the review,</li> </ul>

<p>Assessment, and Accommodations</p>	<p>participate in state content assessments as well as annual state English-language proficiency assessment.</p> <ul style="list-style-type: none"> <li>• The district ensures EL students are provided with approved accommodations on state content assessments.</li> <li>• The MTSS process at the elementary level includes looking at the data for all students, including ELs, and intervening when needed.</li> <li>• The high school data process team meets twice a year to look at MAP data, and determine placement of students into classes.</li> </ul>	<p>assessing all students was identified as a strength.</p> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>• Consider replicating the high school data process at the 5th to 6th grade transition, so appropriate class placements can be made for middle school students.</li> </ul>
<p>Exit Criteria</p>	<ul style="list-style-type: none"> <li>• District exit criteria has been established based on Rule 15.</li> </ul>	<ul style="list-style-type: none"> <li>• Exit decisions are made in the spring using the ELPA21 results. If needed, a process is in place to have the IEP team of an EL student, with input from an EL teacher, determine if language is not a student's primary deficiency and EL services should be discontinued.</li> </ul>
<p>Data Analysis</p>	<ul style="list-style-type: none"> <li>• The district ensures that students are correctly identified as EL eligible and that former EL students (students meeting the state's exit criteria) are correctly identified as Redesignated English Fluent in the state student record system.</li> <li>• The district analyzes EL data including performance on annual accountability assessments.</li> <li>• The district monitors the academic progress of former EL students for at least 4 years to compare their academic performance to non-EL students.</li> </ul>	<ul style="list-style-type: none"> <li>• During the review, it was noted that students are correctly identified in our SIS, and having only one person updating the records has been helpful.</li> <li>• During the review, analyzing EL data on annual assessments was identified as a strength.</li> </ul> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>• A district-wide process for monitoring former EL student's achievement would be beneficial, to make sure we are tracking the progress in relation to non-EL students in a systematic approach.</li> <li>• Consider looking at the graduation rate for ELs as compared to non-ELs.</li> </ul>

