



Illinois State Board of Education

100 West Randolph Street, Suite 14-300 • Chicago, Illinois 60601-3223
www.isbe.net

James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

September 12, 2016

Ellen Correll, Superintendent
Grayslake CCSD 46
565 Frederick Road,
Grayslake, Il 60030

Dear Superintendent Correll:

On March 3 and 4, 2016 the Division of English Language Learning (DELL) of the Illinois State Board of Education conducted an on-site monitoring review of Grayslake CCSD 46's implementation of Article 14C of the Illinois School Code (105 ILCS 5/14C), Part 228 of the 23 Illinois Administrative Code (23 Ill. Adm. Code 228), Part 1, Section 1.88 of the 23 Illinois Administrative Code (23 Ill. Adm. Code 1.88), Title III of the No Child Left Behind Act of 2001 (20 USC 6801 et. seq.), and any other applicable laws.

DELL issued a compliance monitoring report on April 1, 2016, outlining findings that required corrective actions and received Grayslake CCSD 46's responses on May 16, 2016. DELL issued a report summarizing the results of our review of your Corrective Action Plan on June 30, 2016 of second report. Grayslake CCSD 46's updated response and additional documentation received on August 10, 2016 of second response satisfactorily addressed the findings identified in the compliance monitoring report.

We appreciate your work in responding to the concerns outlined in the report. We look forward to continuing to work with your District to ensure that all students who are ELs have access to quality programs, become proficient in English, and achieve academic success. If you have any questions, please do not hesitate to contact DELL at 312-814-3850 or dellmonitoring@isbe.net.

Sincerely,

Zaneta Zak
Principal Consultant
Division of English Language Learning

cc: Stephanie Diaz, Program Director
Reyna P. Hernandez, Interim Division Administrator

COMPONENT 1: IDENTIFICATION OF ELIGIBLE STUDENTS

This component examines whether the District implements the Home Language Survey to identify students of non-English background and appropriately screens the students for program eligibility according to the state requirements.

Component Number	Legal Standard
1.1 - 1.4	<p>Home Language Survey 23 Ill. Adm. Code 228.15 (a) Each school district shall administer a home language survey with respect to each student in preschool, kindergarten or any of grades 1 through 12 who is entering the district's schools or any of the district's preschool programs for the first time, for the purpose of identifying students who have a language background other than English. The survey should be administered as part of the enrollment process or for preschool programs, by the first day the student commences participation in the program. The survey shall include at least the following questions, and the student shall be identified as having a language background other than English if the answer to either question is yes: (1) Whether a language other than English is spoken in the student's home and, if so, which language; and (2) Whether the student speaks a language other than English and, if so, which language. (b) The home language survey shall be administered in English and, if feasible, in the student's home language. (c) The home language survey form shall provide spaces for the date and the signature of the student's parent or legal guardian. (d) The completed home language survey form shall be placed into the student's temporary record as defined in 23 Ill. Adm. Code 375 (Student Records).</p>
<p>Rating: Partially Implemented</p>	
<p>District Response Required: Yes</p>	
<p>Finding: As evidenced by a review of student files and documentation obtained from the District, it has been found that the HLS is not administered in all the English learners' home languages, when feasible.</p>	
<p align="center">DISTRICT'S FIRST RESPONSE – INSERT DATE</p>	
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit Meetings will be held in late August, facilitated by EL Director with all district administration, attendance secretaries, and EL staff to review the list of essential documents and forms that are required to be maintained for an English learner. In addition, a folder has been created and will be shared with all office staff that is involved in the student registration process that contains the Home Language Surveys in the various languages provided by the Division of English Learning. Each attendance center has received a book of the HLS in 43 languages. The process for identifying and screening a student will be reviewed and streamlined. The EL Director will oversee the introduction to this process, along with ongoing support.</p>	
<p>List and Attach Evidence of Implementation of the Corrective Action https://docs.google.com/document/d/1tFOOle00A1myfGksfWlsRQ-pk-cXmuJrAOK7POPu1WA/edit</p>	

<https://docs.google.com/document/d/1qx0CpaWMsXxeUcO-9WfONQBxIHe5NweA8v8JuUpArwo/edit>

<http://www.isbe.net/bilingual/htmls/forms-and-notifications.htm>

ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – June 30, 2016

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance: In order to fully accept this corrective action, the district must provide additional evidence.

Required Elements of Corrective Action and Progress Reports:

- Please submit a copy of a directive/memo shared with the staff responsible for registration that includes information about new procedures for using the translated HLS; and
- A timeline for implementation.

DISTRICT'S SECOND RESPONSE – August 8, 2016

Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit

August 8, 2016

The EL Director will facilitate meetings with district administration, attendance secretaries, and EL staff to review the list of essential documents and forms that are required to be maintained for an English learner. In addition, a folder has been created and will be shared with all office staff that is involved in the student registration process that contains the Home Language Surveys in the various languages provided by the Division of English Learning. Each attendance center has received a book of the HLS in 43 languages. The process for identifying and screening a student will be reviewed and streamlined. The EL Director will oversee the introduction to this process, along with ongoing support.

List and Attach Evidence of Implementation of the Corrective Action

NEW EVIDENCE:

<https://docs.google.com/document/d/1ls7l2AlpRAtwR9gs29dTmZAXaUy1xCH7vn8uypt06Lw/edit>

The HLS Book:

<https://drive.google.com/a/d46.org/file/d/0Bxo7BFKREbYaT0NOMTcyZXl5aVZwVzc3THpiNWYzZzNQeFBn/view?usp=sharing>

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – 9/12/16

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

COMPONENT 2: STUDENT ASSESSMENT AND LANGUAGE ACQUISITION SERVICES

This component examines whether the District annually assesses the English language proficiency of the English learners, provides adequate language acquisition services, and monitors the progress of students who met the exit criteria.

Component Number	Legal Standard
2.1	<p>Annual English Language Proficiency Assessment 23 Ill. Adm. Code 228.25 (b)(1) School districts must annually assess the English language proficiency, including aural comprehension (listening), speaking, reading, and writing skills, of all children of all English learners in kindergarten and any of grades 1 through 12 (Section 14C-3 of the School Code) using the English language proficiency assessment prescribed by the State Superintendent of Education. This assessment shall be administered during a testing window designated by the State Superintendent, for the purpose of determining individual students' continuing need and eligibility for bilingual education services. The annual assessment shall be based on the 2012 Amplification of the English Language Development Standards Kindergarten-Grade 12 (2012), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706, and posted at http://wida.us/standards/eld.aspx. No later amendments to or editions of these standards are incorporated by this Section. (3) Each student who is not enrolled in a program under this Part but who has been identified as an English learner shall be required to participate in the assessment each year until he or she achieves a "proficient" score.</p>
<p>Rating: Partially Implemented District Response Required: Yes</p>	
<p>Finding: According to a Student Information Systems (SIS) data review, the District did not assess 14 students out of 504 of students identified as EL with the ACCESS test during the FY15 school year.</p>	
<p align="center">DISTRICT'S FIRST RESPONSE – INSERT DATE</p>	
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit To assure all EL students take part of the annual ACCESS assessment, the ELL Coordinator and the SIS Administrator will go through the list of ELs from our district's student information program (Infinite Campus) that will be reported in the Fall before SIS pulls the student data for ACCESS.</p>	
<p>List and Attach Evidence of Implementation of the Corrective Action Reason why there were 14 students who appeared to not have take the 2016 ACCESS test: -Students were incorrectly labeled EL due to the change of their former EL status. Once these students were rescreened, they did not qualify for services; however, their EL status remained in the local system.</p>	

ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – June 30, 2016
Status of Corrective Action: <input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted
Basis for Partial Acceptance: Evidence not provided.
Required Elements of Corrective Action and Progress Reports: <ul style="list-style-type: none"> • Please identify reasons why the students were not tested in 2015. • Provide formalized district procedures to correct inaccurate data during the ACCESS mismatch timeframe.
DISTRICT'S SECOND RESPONSE – August 8, 2016
Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit August 8, 2016 The previous EL Coordinator identified that the reason why there were 14 students who were not administered the 2016 ACCESS test: -Students were incorrectly labeled EL due to the change of their former EL status. Once these students were rescreened, they did not qualify for services; however, their EL status remained in our student data portal (Infinite Campus).
List and Attach Evidence of Implementation of the Corrective Action NEW EVIDENCE: A meeting will be held between the SIS Administrator (Infinite Campus) and the EL Director prior to the scheduled ISBE upload date, to ensure that all the student data information is accurate. If any discrepancies arise the information will be adjusted in Infinite Campus. Data will be double checked prior to the upload date. Streamlining the process for the identifying ELs will assist in proper identification of students and will limit the number of students who were misidentified, and not tested.
ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – 9/12/16
Status of Corrective Action: <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted

Component Number	Legal Standard
2.2	<p>Individualized Educational Plan (IEP) Teams for EL students 23 Ill. Adm. Code 226.210 (e) <i>The IEP Team shall include a qualified bilingual specialist or bilingual teacher, if the presence of such a person is needed to assist the other participants in understanding the child's language or cultural factors as they relate to the child's instructional needs. If documented efforts to locate and secure the services of a qualified bilingual specialist are unsuccessful, the district shall instead meet the requirements set forth in Section 226.150(b) of this Part.</i></p>
<p>Rating: Partially Implemented</p>	
<p>District Response Required: Yes</p>	
<p>Findings: As evidenced by a review of student records, it has been found that a qualified bilingual specialist or bilingual teacher does not consistently participate on the Individual Education Plan (IEP) teams of English learners being evaluated for special education services in order to assist the other participants in understanding the student's language or cultural factors as they relate to the student's instructional needs.</p>	
<p>DISTRICT'S FIRST RESPONSE – INSERT DATE</p>	
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit An RTI and EL Problem Solving committee has been created that includes both EL and Special Education teachers, EL Coordinator and Director of Pupil services. The committee has designed guidelines that address the participation of and EL or Bilingual teachers to be present in all IEP meetings as well as in the Data Analysis, Data Review, Individual Planning, and IEP Annual Review process.</p>	
<p>List and Attach Evidence of Implementation of the Corrective Action https://docs.google.com/document/d/17BaecWGKyfFdkEA93mT1ruuAJetE7862NmK2FRSipeM/edit https://docs.google.com/document/d/16fSHgicwCfqCMDmjKLxd7X9cMVU14EOnHaWb3mNEmqw/edit</p>	
<p>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – June 30, 2016</p>	
<p>Status of Corrective Action: <input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>	
<p>Basis for Partial Acceptance: In order to fully address this corrective action, the district must provide additional evidence.</p>	
<p>Required Elements of Corrective Action and Progress Reports:</p> <ul style="list-style-type: none"> The district must submit evidence/documentation that the proposed action has been implemented, which should include copies of procedural changes/memos shared with the 	

Special Education and EL departments, copies of the agendas and sign in sheets for meetings between the 2 departments, as well as copies of IEP sign in sheets for meetings conducted after the monitoring visit with the Bilingual/ESL teacher role clearly indicated on the form.

- Submit a copy of the ELL section of the Pink and Blue slips.
- Submit a copy of the guidelines that have been created by the Problem Solving Committee.

DISTRICT'S SECOND RESPONSE – August 8, 2016

Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit

August 8, 2016

As the new EL Director, I will be working with the Special Education department to learn about this committee. The director of Special Ed, and the EL director will work together to continue this newly formed committee. We will begin working in August to create a Response to Intervention process for ELs, and create a referral process for testing of ELs.

The new evidence that is attached includes: sign-in sheets, agendas of the past meetings, and my initial email to the Special Ed. Department regarding these meetings, a presentation, and an intervention tracking document.

The pink and blue sheets as they are in progress, and will be completed at the first team meeting.

The problem solving documents and action plan from the first two committee meetings are attached.

Two presentations on RtI/MTSS, and an intervention tracking form that will be put into action via Google Docs are attached. The presentation and the document will be presented to administration and staff in early September. The purpose of the form is to ensure that students are receiving a reliable Tier II and Tier III intervention. The data will be collected and used during Data Days to drive instruction.

List and Attach Evidence of Implementation of the Corrective Action

Problem Solving Notes/Plans:

<https://docs.google.com/a/d46.org/document/d/17BaecWGKyfFdkEA93mTlruuAJetE7862NmK2FRSipeM/edit?usp=sharing>

Problem Solving Plan/Documents:

<https://docs.google.com/a/d46.org/document/d/16fSHgicwCfqCMdmjKLxd7X9cMVU14EOnHaWb3mNEmqw/edit?usp=sharing>

Initial Email to Sped Director:

https://docs.google.com/a/d46.org/document/d/1kGtsZZk4li-H2PFcqDXLD77E-j0RuHi1TWL_1bhwpH8/edit?usp=sharing

MTSS Powerpoint

<https://drive.google.com/a/d15.org/file/d/0B7mg58990pmuZU9BTXZwMWVFWmtzU2VOMHpITW0ybkVBcjZZ/view?usp=sharing>

MTSS Powerpoint for Adimin- Streamlined

https://docs.google.com/presentation/d/1kBgknk_QrcqjGwRnDUJ6Pm66-GD3GiR77YNd_cLDrAo/edit?usp=sharing

Intervention Tracking Form:

https://docs.google.com/document/d/1ZaAj2WBy_WiMZEoS8A7ygUhbmAcwbuGpDrUCZWiqGGk/edit?usp=sharing

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – 9/12/16

Status of Corrective Action:

Accepted

Partially Accepted

Not Accepted

COMPONENT 3: PROGRAM STRUCTURE

This component examines whether the District established the TBE and/or TPI Program based on the student data and that the program structure/model is based on scientifically based research on teaching English learners.

Component Number	Legal Standard
3.3	<p>TBE Program Establishment (K-12) 23 Ill. Adm. Code 228.25 (a)(1) <i>When an attendance center has an enrollment of 20 or more English learners of the same language classification the school district must establish a transitional bilingual education (TBE) program for each language classification represented by those students. (Section 14C-3 of the School Code; see Section 228.30(c) of this Part) A further assessment of those students to determine their specific programmatic needs or for placement in either a full-time or a part-time program may be conducted. This subsection (a)(1) applies only to students enrolled in kindergarten or any of grades 1 through 12 in an attendance center.</i></p> <p>Full-time Program Components 23 Ill. Adm. Code 228.30 (c) <i>Specific Requirements for Transitional Bilingual Education (TBE) Programs (1) Each full-time TBE program shall consist of at least the following components (Section 14C-2 of the School Code): (A) Instruction in subjects which are either required by law (see 23 Ill. Adm. Code 1) or by the student's school district, to be given in the student's home language and in English; core subjects such as math, science and social studies must be offered in the student's home language, except as otherwise provided in subsection (c)(3) of this Section; (B) Instruction in the language arts in the student's home language; (C) Instruction in English as a second language, which must align to the 2012 Amplification of the English Language Development Standards Kindergarten through Grade 12 (2012), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706, and posted at http://www.wida.us/standards/eld.aspx. No later amendments to or editions of these standards are incorporated by this Section; and (D) Instruction in the history and culture of the country, territory, or geographic area which is the native land of the students or of their parents and in the history and culture of the United States.</i></p> <p>Part-time Program Components 23 Ill. Adm. Code 228.30 (c)(C) <i>A part-time program shall consist of components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs. Each student's part-time program shall provide daily instruction in English and in the student's native language as determined by the student's needs.</i></p>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Finding: As evidenced by a review of documents obtained from the District, as well as interviews conducted with teachers and administrators, each attendance center at the District that has identified a full-time TBE program does not consistently incorporate instruction in English and in the home language of the student for all core subject areas.</p>	
<p>DISTRICT'S FIRST RESPONSE – INSERT DATE</p>	
<p>Description of Corrective Action (For each Correction Action Activity, please list</p>	

Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion and Description of Internal Procedures for continued implementation after the ISBE visit
 An updated program description, goals, Program components, Exit procedures and Special Education of TBE and TPI programming has been created. This document will be shared with all ELL/Bilingual staff and school administrators to assure consistency across the district.

List and Attach Evidence of Implementation of the Corrective Action
<https://docs.google.com/document/d/1Cq1HIYE7CkpMP8KHlh8JLjsByIDhncWuNUeaSVcJyBc/edit>

ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – June 30, 2016

Status of Corrective Action:
 Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance: In order to fully address this corrective action, the district must provide additional evidence.

- Required Elements of Corrective Action and Progress Reports:**
- The district must submit a detailed plan, including detailed information on how native language instruction in core academic areas will be provided to students who are eligible for full-time TBE instruction in Spanish across grade levels and in different attendance centers.
 - Please provide a copy of the memo to all key personnel regarding the new procedures as well as evidence of training(s).

DISTRICT'S SECOND RESPONSE – August 8, 2016

Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit

August 8, 2016

A great deal of work will take place in this area over the course of this current school year. The first item that will be addressed is to increase Native Language Curriculum. The current curriculum is Tesoros. The curriculum is aligned to the CCSS, SLA, and SLD standards. Native language (Spanish) resources and interventions will be purchased late August or September, using district funds. At least one of these three programs will be purchased: Voyager, Crezca, or Estrellita. These materials will be purchased for the Avon school center for Kinder-2nd grade, and the K/1 Bilingual classroom at Prairieview. The Planning Design Team will meet to choose the best interventions and ensure they are aligned to the current standards. Math curriculum called Envisions is already purchased in Spanish for grades K-5th. Specific and specialized training will take place at the onset of the rollout of these materials.

The next item to be addressed the structure of the program. It is proposed that Avon Elementary School move to a late exit model for the 2017-2018 school year. This academic year will be spent creating a solid foundation in Kindergarten through second grade, so the program can be built upon in the coming years.

The language allocation model for TBE will be as follows:
 Kindergarten and First grade 100% Spanish Instruction.
 ESL time 30 minutes a day 5 days a week or 150 minutes a week.
 Second grade: will be 90% instruction in Spanish. Ten percent will be cognate work following a cognate curriculum. ESL time will be 150 mins/ week.

The dissemination of this information will begin with the leadership team in August, then an informational meeting will be held with the teachers at Avon and Prairieview.

The EL director, and the Planning Design Team, will lead the meetings, facilitate the trainings, and oversee the implementation of the materials, interventions, and language allocation model.

List and Attach Evidence of Implementation of the Corrective Action

Information regarding the Three proposed interventions:

Estrellita:

<http://estrellita.com>

Voyager:

<http://www.voyagersopris.com/curriculum/subject/literacy/voyager-pasaporte/overview>

Crezca!

<http://www.northernspeech.com/spanish-materials/grow-crezca-language-building-storybooks-spanish-english-edition/>

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – 9/12/16

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Component Number	Legal Standard
3.4	<p>Part-time TBE Program Eligibility and Placement 23 Ill. Adm. Code 228.30 (c)(3) <i>Beginning September 1, 2013, students may be placed into a part-time program, or students previously placed in a full-time program may be placed in a part-time program in accordance with the requirements of this subsection (c)(3). (A) If an assessment of the student's English language skills has been performed in accordance with the provisions of either Section 228.15(e) or Section 228.25(b) of this Part and the assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program. (i) Evidence of sufficient proficiency shall be achievement of the minimum score to be used for this purpose set by the State Superintendent either on the prescribed screening instrument required in Section 228.15(e) of this Part or the English language proficiency assessment required in Section 228.25(b). The State Superintendent shall inform districts of the minimum score to be used for the prescribed screening instrument or the English language proficiency assessment, and post the minimum score on the State Board's website. Should the minimum score be modified, the State Superintendent shall inform school districts no later than July 1 of the scores to be used and modify the State Board's website accordingly. (ii) Preschool programs shall use as evidence of sufficient proficiency either a minimum score for an established screening instrument or a minimum level of performance documented through established screening procedures. B) If the student's score either on the prescribed screening instrument required in Section 228.15(e) of this Part or the English language proficiency assessment required in Section 228.25(b) is below the minimum identified pursuant to subsection (c)(3)(A) of this Section, the student may be placed in a part-time program</i></p>

only if one of the following conditions is met. (i) Native Language Proficiency. A native language proficiency test documents that the student has minimal or no proficiency in the home language and a parent provides written confirmation that English is the primary language spoken in the home. (ii) Academic Performance in Subjects Taught in English. Any student whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English. (iii) Academic Performance. Any student in a departmentalized setting whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in at least two core subject areas that were taught in a U.S. school in the student's native language or via sheltered instruction in English. (iv) Students with Disabilities. Any student with a disability whose Individualized Education Program developed in accordance with 23 Ill. Adm. Code 226.Subpart C identifies a part-time transitional bilingual education program as the least restrictive environment for the student. (v) Limited Native Language Instruction. The use of native language instruction is permissible for a student whose native language has no written component or one for which written instructional materials are not available. Oral native language instruction or support should be provided based on the student's needs. (C) A part-time program shall consist of components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs. Each student's part-time program shall provide daily instruction in English and in the student's home language as determined by the student's needs.

Rating: Partially Implemented

District Response Required: Yes

Findings:

As evidenced by a review of student records, as well as interviews conducted with teachers and administrators, it has been found that:

- Students are placed into part-time TBE programs before their English language proficiency assessment results indicate that they have sufficient proficiency in English to benefit from a part-time program.
- Students are placed into part-time TBE programs without the consistent consideration of students' educational needs, such as proficiency in the home language, prior performance in English coursework, current academic performance, and other factors such as age, disability, and cultural background.

DISTRICT'S FIRST RESPONSE – INSERT DATE

Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit
Professional development was provided in May to all EL teachers. The previous EL Coordinator led the meeting and addressed the correct use of the Part-Time Rationale form for all incoming Kindergarten students. In addition to the use of the Part-Time Rationale form, students identified, as TBE Part Time will receive additional instruction in their native language based on the student's need.

The current EL Director will ensure that the new procedures are in place for all students not just incoming Kindergartners. The forms are added to the program handbook, and regular discussion pertaining to placement will take place at Leadership and program meetings.

The part time placement document is provided in the following section.

List and Attach Evidence of Implementation of the Corrective Action

https://docs.google.com/document/d/1c1UdVnu2_n94Ey9INkiJ4Lym5oL_0IJqMVNA0N-eHTI
Professional development was provided in May to all EL teachers. The previous EL Coordinator led the meeting and addressed the correct use of the Part-Time Rationale form for all incoming Kindergarten students. In addition to the use of the Part-Time Rationale form, students

identified, as TBE Part Time will receive additional instruction in their native language based on the student's need.

The current EL Director will ensure that the new procedures are in place for all students not just incoming Kindergartners. The forms are added to the program handbook, and regular discussion pertaining to placement will take place at Leadership and program meetings.

The part time placement document is provided in the following section.

ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – June 30, 2016

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance: In order to fully address this corrective action, additional evidence is required.

Required Elements of Corrective Action and Progress Reports: Please submit a copy of the agenda and sign in sheets for the professional development held in May that specifically targets the part time placement of ELs.

DISTRICT'S SECOND RESPONSE – August 8, 2016

Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit

August 8, 2016

Professional development was provided in May to all EL teachers. The previous EL Coordinator led the meeting and addressed the correct use of the Part-Time Rationale form for all incoming Kindergarten students. The agenda and the minutes are attached in the evidence section. In addition to the use of the Part-Time Rationale form, students identified, as TBE Part Time will receive additional instruction in their native language based on the student's need.

The current EL Director will ensure that the new procedures are in place for all students not just incoming Kindergartners. The forms are added to the program handbook, and regular discussion pertaining to placement will take place at Leadership and program meetings.

The part time placement document is provided in the following section.

List and Attach Evidence of Implementation of the Corrective Action

NEW EVIDENCE:

https://docs.google.com/document/d/1tQRTx_cfB14wWSyoxFc2evBQhxFkBXZpFb9O49EI_GA/edit

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – 9/12/16

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

COMPONENT 4: CURRICULUM AND INSTRUCTION

This component examines whether the District implements a curriculum that is standards-based and supported by appropriate instructional materials.

Component Number	Legal Standard
4.1	<p>Standards Aligned Curriculum 20 USC 6826 (d)(3) the eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children; (4) the eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.</p> <p>23 Ill. Adm. Code 228.30 (b)(4) Beginning with the 2012-13 school year, instruction in Spanish language arts, where provided under subsection (c) or (d), shall be aligned to the standards that are appropriate to the ages or grade levels of the students served, which are set forth in the document titled "World-Class Instructional Design and Assessment: Spanish Language Arts Standards" (2005), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison WI 53706, and posted at http://wida.us/standards/sla.aspx. No later amendments to or editions of these standards are incorporated by this Section.</p>
Rating: Not Implemented	
District Response Required: Yes	
Finding: As evidenced by a review of documents obtained from the District, as well as interviews conducted with teachers and administrators, it has been found that there is no district-wide curriculum for ESL.	
DISTRICT'S FIRST RESPONSE – INSERT DATE	
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit</p> <p>A group of teachers and administrators (at least one ELL/Bilingual representative from each building and two administrators) will attend a workshop entitled <i>Unit Planning with English Language Development (ELD) Standards</i> offered by the IRC on May 17 2016. After this initial workshop the group of teachers and administrators will meet regularly starting in August to continue the curriculum process. The intent of the workshop is to get insight on how to approach the district's need of an ELD aligned curriculum for our ELL population. The meetings to come will be centered on aligning the ELD standards as well as the SLD standards for the Bilingual grades with the skills students need to acquire at each grade level. It will be a collaborative effort among the group of teachers from various grades and buildings as well as the administrators. After the planning phase, student will begin to implement as revise.</p>	

List and Attach Evidence of Implementation of the Corrective Action

NEW Unit Planning with English Language Development (ELD) Standards

- Use a framework to support planning units of study that address content, language and literacy for English Learners (ELs)
- Examine the academic demands of texts in different content areas and grade levels
- Develop language targets for a variety of texts across the content areas
- Write Content and Language Objectives for a specific unit of study
- Examine instructional resources that support content, language and literacy instruction

Woodland School District 50
Administration Building
1105 North Hunt Club Road
Gurnee, IL 60031

Tuesday, May 17
Registration: 8:30 a.m. – 9:00 a.m.
Workshop: 9:00 a.m. – 3:00 p.m.

PRESENTER
Cristina Sanchez Lopez

EVENT ID
165503034

ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – June 30, 2016

Status of Corrective Action:

- Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance: In order to fully address this corrective action, further evidence is required.

Required Elements of Corrective Action and Progress Reports:

- The district must submit a detailed action plan presenting how it will review and align the district's curriculum for each grade level in the TBE/TPI programming in order for it to meet the English Language Development (ELDS), Common Core (CCSS), and Spanish Language Arts (SLA) standards.
- The action plan should include the dates, topics, resources, and individuals involved in the creation of the final product.
- Also include the plan to train teachers and building administrators to fully implement the district curriculum; and
- Copies of teacher and building administrator training meeting agendas and minutes.

DISTRICT'S SECOND RESPONSE – INSERT DATE

Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit

August 8, 2016

The Bilingual curriculum used in the district is Tesoros. The research-based Tesoros curriculum has been aligned to the CCSS, SLA, and SLD standards. This was work that the EL director has completed in a previous district.

The roll out of this alignment and how to use the document will begin in August, with formal implementation in September. The required SLA training will be spent on the understanding of this document, and how it could be changed to better meet the needs of the staff in the current district. An identification of areas pertaining to culture will be addressed and supplemental materials will be used to close this alignment gap.

The document includes a week-by-week scope and sequence of the units. The weekly planning guide highlights vocabulary, best-practice strategies, stories, themes, and big books to use on a

daily basis. The second part of the document is color coded to show which CCSS, SLA, and LD standards are addressed. There is a separate section that highlights the standards that are found throughout each unit.

List and Attach Evidence of Implementation of the Corrective Action

Kindergarten:

https://docs.google.com/a/d15.org/spreadsheets/d/1UoRZarVcZXGVLh6ciQBtBeKnNycR5JltQe_eyexoVdQ/edit?usp=sharing

First through 5th grade:

<https://drive.google.com/open?id=0B8ALEiWdcQLtNzRDWkVyemNmRGs>

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – 9/12/16

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

COMPONENT 6. PERSONNEL QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

This component examines whether the District has adequate and highly qualified staff to support programming and that on-going professional development is provided to all staff including administrators, principals, teachers, paraprofessionals, and other school personnel.

Component Number	Legal Standard
6.7	<p>In-Service Training for Staff 23 Ill. Adm. Code 228.35 (e) Professional Development for Staff (1) Each school district having a program shall annually plan professional development activities for the licensed and nonlicensed personnel involved in the education of English learners. This plan shall be included in the district's annual application and shall be approved by the State Superintendent of Education if it meets the standards set forth in subsections (e)(2) and (e)(3). (2) Program staff beginning their initial year of service shall be involved in training activities that will develop their knowledge of the requirements for the program established under this Part and the employing district's relevant policies and procedures. (3) Training activities shall be provided to all bilingual program staff at least twice yearly and shall address at least one of the following areas: (A) current research in bilingual education; (B) content-area and language proficiency assessment of English learners; (C) research-based methods and techniques for teaching English learners; (D) research-based methods and techniques for teaching English learners; and (E) the culture and history of the United States and of the country, territory or geographic area that is the native land of the students or of their parents... (5) Each district that operates either a TBE or a TPI program for students of Spanish language background in kindergarten and any of grades 1 through 12 shall provide annually at least one training session related to the implementation of the Spanish language arts standards required under Section 228.30(b)(4) for staff members of that program who are providing instruction in the Spanish language arts.</p> <p>District-Wide Professional Development for All Staff (Title III Recipients Only) 20 USC 6825 (c) REQUIRED SUBGRANTEE ACTIVITIES – An eligible entity receiving funds under section 6824(a) of this title shall use the funds—... (2) to provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is—(A) designed to improve the instruction and assessment of limited English proficient children; (B) designed to enhance the ability of such teachers to understand and use curricula, assessment measures and instruction strategies for limited English proficient children; (C) based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and (D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher.</p> <p>Adequate Training for Qualified Staff Castaneda v. Pickard, 648 F. 2d 989, 1013. 1981 ...As in any educational program, qualified teachers are a critical component of the success of a language remediation</p>

	<p><i>program. A bilingual education program, however sound in theory, is clearly unlikely to have a significant impact on the language barriers confronting limited English speaking school children, if the teachers charged with day-to-day responsibility for educating these children are termed "qualified" despite the fact that they operate in the classroom under their own unremediated language disability</i></p>
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Rating: Partially Implemented

District Response Required: Yes

Finding:

As evidenced by a review of documents obtained from the District, as well as interviews conducted with teachers and administrators, it has been found that high-quality professional development that is designed to improve the instruction and assessment of English learners is not consistently provided to general education classroom teachers, principals, and administrators.

DISTRICT'S FIRST RESPONSE – INSERT DATE

Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit

For qualified staff: Teachers attend the Bilingual conference as well as additional workshops related to their grade level or content area held by the ISBE or the IRC through out the year that include the application of the Spanish Language Arts Standards for all Bilingual Teachers at an annual basis.

For administrators: A review of ELL and Bilingual Education Programming and the law will be given to all Administrators by a personnel form the IRC in the Fall.

D46 staff: General education staff will continue to receive in-district professional development delivered by the ELL/Bilingual staff in their buildings in the areas or Instruction of ELs such as: Can Do Descriptors, language acquisition, instructional and assessment strategies appropriate for ELs, program exit Monitoring, writing tailored for ELs (using English 3D from Dr. Kate Kinsella) in grades 6-8.

List and Attach Evidence of Implementation of the Corrective Action

https://docs.google.com/presentation/d/1ILAcO_VKZHQwxHKcJvNkBqJQXpTMXs0f3Wk234OWVzE/edit#slide=id.p

ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – June 30, 2016

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance: In order to fully address this corrective action, the district must provide additional documentation.

Required Elements of Corrective Action and Progress Reports:

- High-quality professional development specifically designed to improve the instruction and assessment of English learners is not described in the district's corrective action plan. The Bilingual Job Fair is not considered professional development.
- The district must provide a more detailed plan for EL PD for the 2016-2017 school year.
- The plan should include: estimated dates, topics, resources, attendees, and any other

additional information available.

DISTRICT'S SECOND RESPONSE – August 8, 2016

Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit

August 8, 2016

The EL Director will ensure that ongoing professional development is available to staff and administrators in and outside the EL department. The IRC book of workshops and conferences will be sent to the district staff at the start of the school year. The EL Director will recommend attending the Statewide Conference in December. The funding of the workshops will be paid through the grant. A Professional Development Schedule for the 2016-2017 school year is attached in the evidence section.

The items addressed in this action plan will take place through ongoing scheduled meetings. The teachers will have planned release time every three weeks to meet in grade level clusters. Ongoing monthly EL meetings will take place at the building level before or after school during contract hours. The Planning Design Team will meet at least three times during the academic school year beginning in November.

List and Attach Evidence of Implementation of the Corrective Action

NEW EVIDENCE:

Correction: The PD that ELL/Bilingual Staff attend is the *Annual Bilingual Conference*, not the Bilingual Job Fair

PD Plan for 2016-2017

https://docs.google.com/a/d46.org/document/d/1Ve6V2jEB6-iSL5QfvtrSOuoZ_8xXctiSChDG2H2cpzU/edit?usp=sharing

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN -- 9/12/16

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

COMPONENT 7: RIGHTS OF PARENTS AND COMMUNITY ENGAGEMENT

This component examines whether the District established and implements effective means of community engagement and that parents are fully informed of their rights.

Component Number	Legal Standard
7.1	<p>Notice of Enrollment; Content; Rights of Parents 105 ILCS 5/14C-4) (from Ch. 122, par. 14C-4) <i>No later than 30 days after the beginning of the school year or 14 days after the enrollment of any child in a program in transitional bilingual education during the middle of a school year, the school district in which the child resides shall notify by mail the parents or legal guardian of the child of the fact that their child has been enrolled in a transitional bilingual education program or a transitional program of instruction. The notice shall be in English and in the home language of the student and contain all of the following information in simple, nontechnical language: (1) The reasons why the child has been placed in and needs the services of the program. (2) The child's level of English proficiency, how this level was assessed, and the child's current level of academic achievement. (3) The method of instruction used in the program and in other available offerings of the district, including how the program differs from those other offerings in content, instructional goals, and the use of English and native language instruction. (4) How the program will meet the educational strengths and needs of the child. (5) How the program will specifically help the child to learn English and to meet academic achievement standards for grade promotion and graduation. (6) The specific exit requirements for the program, the expected rate of transition from the program into the regular curriculum, and the expected graduation rate for children in the program if the program is offered at the secondary level. (7) How the program meets the objectives of the child's individual educational program (IEP), if applicable. (8) The right of the parents to decline to enroll the child in the program or to choose another program or method of instruction, if available. (9) The right of the parents to have the child immediately removed from the program upon request. (10) The right of the parents to visit transitional bilingual education classes in which their child is enrolled and to come to the school for a conference to explain the nature of transitional bilingual education. The notice shall be in writing in English and in the language of which the child of the parents so notified possesses a primary speaking ability. Any parent whose child has been enrolled in a program in transitional bilingual education shall have the absolute right to immediately withdraw his child from said program by providing written notice of such desire to the school authorities of the school in which his child is enrolled or to the school district in which his child resides. (Source: P.A. 92 -604, eff. 7-1 -02.</i></p>
<p>Rating: Partially Implemented District Response Required: Yes</p>	
<p>Findings: As evidenced by a review of student files and documents obtained from the District, it has been found that:</p> <ul style="list-style-type: none"> • The District does not consistently send the written notice of enrollment to parents of English learners in English and in all the English learners' home languages. • The District's notice of enrollment letter does not include all of the required components: <ul style="list-style-type: none"> ○ How the program will meet the educational strengths and needs of the child, including how the program meets the objectives of the child's individual educational program (IEP), if applicable; ○ The specific exit requirements for the program, the expected rate of transition from the program into the regular curriculum. 	

DISTRICT'S FIRST RESPONSE – INSERT DATE
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit</p> <p>During a staff PD for ELL and Bilingual staff in May, teachers will be reminded of the guidelines of sending enrollment letters to all parents in their home language. A link was provided on the "Parent and Notification Enrollment Requirements" page of our ELL Handbook.</p>
<p>List and Attach Evidence of Implementation of the Corrective Action https://docs.google.com/document/d/1FaWWOgA8rDeKvCsz1lj-GPUvu70RMBiQEzarsRk1aM</p>
ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – June 30, 2016
<p>Status of Corrective Action: <input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>
<p>Basis for Partial Acceptance: In order to fully accept this corrective action, the district must provide additional documentation.</p>
<p>Required Elements of Corrective Action and Progress Reports: Please submit a copy of the agenda and sign-in sheets for the staff meeting that took place in May regarding the parental notification letters.</p>
DISTRICT'S SECOND RESPONSE – August 8, 2016
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit</p> <p>August 8, 2016</p> <p>Attached are the required documents from the meeting that took place in May 2016.</p>
<p>List and Attach Evidence of Implementation of the Corrective Action NEW EVIDENCE: https://docs.google.com/document/d/1tQRTx_cfB14wWSyoxFc2evBQhxFkBXZpFb9O49EI_GA/edit</p>
ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – 9/12/16
<p>Status of Corrective Action: <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>

Component Number	Legal Standard
7.2	<p>Progress Reports 23 Ill. Adm. Code 228.40 (c)(1) Maintenance of Records and Reporting Procedures (1) Report Cards - The school shall send progress reports to parents or legal guardians of students enrolled in programs in the same manner and with the same frequency as progress reports are sent to parents or legal guardians of other students enrolled in the school district. (A) Progress reports shall indicate the student's progress in the program and in the general program of instruction. (B) Progress reports shall indicate when the student has successfully completed requirements for transition from the program into the general program of instruction if that information has not been reported separately in writing to the parents or legal guardian. (C) Progress reports for all students enrolled in a program under this Part shall be written in English and in the student's home language unless a student's parents or legal guardian agrees in writing to waive this requirement. The parents' waiver shall be kept on file in accordance with subsection (c)(3) of this Section.</p>
<p>Rating: Partially Implemented</p>	
<p>District Response Required: Yes</p>	
<p>Findings: As evidenced by a review of documents obtained from the District, as well as interviews conducted with teachers and administrators, it has been found that progress reports are written in English but not in all the English learners' home languages, written agreements from students' parents to waive this requirement are not consistently obtained by the District; and progress reports do not indicate progress in the TBE/TPI program.</p>	
<p>DISTRICT'S FIRST RESPONSE – INSERT DATE</p>	
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit A group of ELL and Bilingual teachers, the ELL Coordinator and the Teaching, Learning and Assessment Coordinator will meet to: Research ESL/Bilingual progress reports, Design a progress report for the ELs in CCSD 46, Implement the new progress report by the first grading period of the 2016/2017 school year then revise as needed.</p>	
<p>List and Attach Evidence of Implementation of the Corrective Action Below are a few examples of research that the team will utilize to design our district's TPI/TBE progress report. http://www.bvsd.org/reportcards/esl/Documents/ESL%20Beginning%20English.pdf http://www.bvsd.org/reportcards/esl/Documents/ESL%20Intermediate%20English.pdf http://www.bvsd.org/reportcards/esl/Documents/ESL%20Advanced%20English.pdf</p>	
<p>ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – June 30, 2016</p>	
<p>Status of Corrective Action: <input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>	
<p>Basis for Partial Acceptance: In order to fully accept this corrective action, the district must provide additional evidence</p>	

Required Elements of Corrective Action and Progress Reports:

- The district must submit copies of the report card waiver form (in English, Spanish, and any other needed translations). Please clarify the district's plan to translate report cards into languages other than English and Spanish if the families choose not to sign the waiver.
- The district must provide evidence of formalized procedures/protocols to be shared with staff and a copy of the waiver form. The waiver form was not attached to documentation submitted.

DISTRICT'S SECOND RESPONSE – August 8, 2016

Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit

August 8, 2016

The EL director created a plan that will rely on technology, and current in-district employees to help ensure that the report card is translated into the native language of the families when requested. The waiver has been created in English and Spanish. The form will be presented to the district administration in late August or September. After the form has been presented; the planning design team will work together to obtain appropriate translations of the progress reports in the additional languages per parent request. The current forms will be added to the program handbook, and the planning design team will meet to update the handbook and the forms. The Planning and Design team's first meeting will take place on November 11, 2016.

List and Attach Evidence of Implementation of the Corrective Action

Report card Form:

<https://docs.google.com/a/d46.org/document/d/1CMYus7e-NXUnYgBh1T9LsOTw-qVOGGt7Tbk5Bn83xJ0/edit?usp=sharing>

Spanish Form:

<https://docs.google.com/a/d46.org/document/d/1VfDft75szto5edCMelr1LPcg9HfA7QPFMDtGc9lyRaU/edit?usp=sharing>

Process:

https://docs.google.com/a/d46.org/document/d/1N4_PQoroI0Tz0TRMLVKeDiKrmK7mGtVyiVzduAPdEJQ0/edit?usp=sharing

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – 9/12/16

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Component Number	Legal Standard
7.3	Withdrawal by Parents (Opt-out or Refusals) <i>23 Ill. Adm. Code 228.40 (a)(2) Withdrawal by Parents – Any parent or legal guardian whose child has been enrolled in a program shall have the absolute right to withdraw the child from the program immediately by submitting a written notice of his or her desire to withdraw the child to the school authorities of the school in which the child is enrolled or to the school district in which the child resides. (Section 14C-4 of the School Code).</i>

Rating: Partially Implemented

District Response Required: Yes

Findings:

As evidenced by a review of the District's withdrawal notice, and interviews conducted at each attendance center with teachers and administrators, it has been found that the District does not consistently obtain written notice from parents who request to withdraw their children from the TBE/TPI program or obtain annual confirmation from parents confirming their decision of withdrawal continuation; when applicable.

DISTRICT'S FIRST RESPONSE – INSERT DATE

Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit.
 A document outlining the guidelines to withdrawal by parents (refusals) has been created and shared with all of the ELL/Bilingual Staff. During a staff PD for ELL and Bilingual staff in May, teachers will be reminded of the guidelines to follow when this occurs.

List and Attach Evidence of Implementation of the Corrective Action

https://docs.google.com/document/d/1q5-Nw1qQnSp9EMMC7d77F93EK-P_Z8KVSffA7A-QcVv/view

ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – June 30, 2016

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance: In order to fully accept this corrective action, the district must provide additional evidence

Required Elements of Corrective Action and Progress Reports:

The district must provide formalized procedures and evidence of training of relevant personnel, as well as the parental refusal letter template.

DISTRICT'S SECOND RESPONSE – August 8, 2016

Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit

August 8, 2016

The Previous EL Coordinator attached the requested documentation of meetings that took place during the 15-16 school year.

Formal training regarding the difference between a refusal and a withdrawal will take place at district EL meetings. The current forms will be added to the handbook. Formal and ongoing training with the district EL staff will begin in August and take place on an ongoing basis.

Teachers will have monthly meetings with the EL director, and scheduled team collaboration time with other EL teachers district wide.

List and Attach Evidence of Implementation of the Corrective Action

NEW EVIDENCE:

During the Staff meeting held in May, the new Procedures/Guidelines for Withdrawal by Parents were shared and discussed.

Staff meeting:

https://docs.google.com/document/d/1tQRTx_cfB14wWSyoxFc2evBQhxFkBXZpFb9O49EI_GA/edit

Guidelines for Withdrawal by Parents (Refusals)

https://docs.google.com/document/d/1q5-Nw1qOnSp9EMMC7d77F93EK-P_Z8KVSfFA7A-QcVk/edit

Parent Refusal Letter (English/Spanish):

[https://docs.google.com/a/d46.org/document/d/1DXBl6bK7UPfl-](https://docs.google.com/a/d46.org/document/d/1DXBl6bK7UPfl-StTt8mS2oFQp0nPaviWGyck3UDaibg/edit?usp=sharing)

[StTt8mS2oFQp0nPaviWGyck3UDaibg/edit?usp=sharing](https://docs.google.com/a/d46.org/document/d/1DXBl6bK7UPfl-StTt8mS2oFQp0nPaviWGyck3UDaibg/edit?usp=sharing)

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – 9/12/16

Status of Corrective Action:

Accepted

Partially Accepted

Not Accepted

COMPONENT 8: PROGRAM EVALUATION, STUDENT RECORDS, AND DATA MANAGEMENT

This component examines whether the District has met the accountability measures and maintained accurate student records and reporting procedures.

Component Number	Legal Standard
8.4	<p>Maintenance of Records 23 Ill. Adm. Code 228.15 (d) <i>The completed home language survey form shall be placed into the student's temporary record as defined in 23 Ill. Adm. Code 375 (Student Records).</i></p> <p>Ill. Adm. Code 228.40 (c)(3) Records - <i>School districts shall maintain records of each student enrolled in programs in the manner prescribed in 23 Ill. Adm. Code 375 (Student Records). These records shall include program entry/exit information, annual English language proficiency assessment scores and results from the prescribed screening instrument for students in kindergarten and any of grades 1 through 12 or the results from the prescribed screening procedures for students in preschool programs; other student information (e.g., language, grade level, and attendance); the rationale for a student's placement into a part-time program, where applicable, including documentation of the criteria, as set forth in Section 228.30(c)(3) of this Part, used to determine that a part-time program would be appropriate; and documentation of conferences and written communication with parents or legal guardians. Parents and legal guardians of students enrolled in programs shall have access to their students' records, as specified in 23 Ill. Adm. Code 375.</i></p>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Findings: As evidenced by a review of student files at each attendance centers, the District does not consistently maintain the records of each student enrolled in a TBE/TPI program in the manner prescribed by <i>23 Ill. Adm. Code 228.15(d) and 228.40 (c)(3)</i>. The following items have not been consistently found:</p> <ul style="list-style-type: none"> • Program entry/exit information, including annual continuation letters, parental consent for exit before three years of services or continuation beyond three years of services, and written notification of a parent's desire to withdraw their child from the program; • Written notification of a parent's desire to withdraw their child from the program; • Dates of the initial English language proficiency screener and scores; • Scores of annual English language proficiency assessments; • The rationale for a student's placement in a part-time TBE program (if applicable); and • Parents' report card waiver. 	

DISTRICT'S FIRST RESPONSE – INSERT DATE
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit</p> <p>A list of all necessary documents and where they belong has been updated to reflect the additional documents that were missing from the original list. The document has been shared with all ELL/Bilingual Staff and will be discussed at our May meeting.</p>
<p>List and Attach Evidence of Implementation of the Corrective Action</p> <p>https://docs.google.com/document/d/1chSG7oK97HssTVSwod70V0bdNa1DRWQsDliRkyMEtOo/edit</p>
ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – June 30, 2016
<p>Status of Corrective Action:</p> <p><input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>
<p>Basis for Partial Acceptance: In order to fully accept this corrective action, the district must provide additional evidence</p>
<p>Required Elements of Corrective Action and Progress Reports:</p> <ul style="list-style-type: none"> • The district must submit the written procedure or protocol that has been communicated to district staff responsible for maintaining student files, as well as • A copy of the district's report card waiver form.
DISTRICT'S SECOND RESPONSE – August 8, 2016
<p>Description of Corrective Action (For each Correction Action Activity, please list Title/Role of Person(s) Responsible for Implementation and Expected Date of Completion) and Description of Internal Procedures for continued implementation after the ISBE visit</p> <p>August 8, 2016</p> <p>The current EL Director will ensure that the new forms are attached in the handbook, and the process for maintaining records is implemented accordingly. Leadership and staff meetings will be held throughout the year to ensure that any questions, as they arise, are addressed and that the designed process adequately meets the needs of the staff and students.</p> <p>An important topic to be discussed will be the report card waiver. The waiver form will be brought to leadership in August, and the plan for implementation will begin to be developed. Parents who have their child enrolled in a bilingual placement (part or full time TBE) will be the first families to receive the report card form. The plan and process is attached in the evidence section.</p>
<p>List and Attach Evidence of Implementation of the Corrective Action</p> <p>NEW EVIDENCE:</p> <p>During the Staff meeting held in May, the new Maintenance of Records was shared and</p>

discussed.

Staff meeting:

https://docs.google.com/document/d/1tQRTx_cfB14wWSyoxFc2evBQhxFkBXZpFb9O49EI_GA/edit

Maintenance of Records:

<https://docs.google.com/document/d/1chSG7oK97HssTVSwod70V0bdNa1DRWQsDliRkyMETOo/edit>

Report card Waiver:

Form:

<https://docs.google.com/a/d46.org/document/d/1CMYuS7e-NXUnYgBh1T9LsOTw-qVOGGt7Tbk5Bn83xJ0/edit?usp=sharing>

Waiver in Spanish:

<https://docs.google.com/a/d46.org/document/d/1VfDft75szto5edCMelr1LPcg9HfA7OPFMDtGc9lyRaU/edit?usp=sharing>

Process:

https://docs.google.com/a/d46.org/document/d/1N4_PQroI0Tz0TRMLVKeDiKrmK7mGtVyiVzduAPdEJQ0/edit?usp=sharing

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN - 9/12/16

Status of Corrective Action:

Accepted Partially Accepted Not Accepted