November 26, 2014

Randall Otto, Superintendent
DePue School District 103
204 Pleasant Street
DePue, IL 61322

Dear Superintendent Otto:


DELL issued a compliance monitoring report on **March 25, 2014**, outlining findings that required corrective actions and received DePue School District 103’s response on **May 7, 2014**. DELL issued a report summarizing the results of our review of your Corrective Action Plan on **June 3, 2014**. Upon our review of the District’s updated response received on **August 28, 2014**, DePue School District 103’s updated response and additional documentation received on **October 31, 2014** satisfactorily addressed the findings identified in the compliance monitoring report. The proposed plan for curriculum development (Component 4.1) is approved provided that the district continues implementing the plan, as indicated in the district response. The proposed plan for the Bilingual Parent Advisory Committee (Component 7.5) is approved provided that the district continues its progress on implementing it.

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,

Anna Szuber
Principal Consultant
English Language Learning Division

cc: Tiffany Smith, Program Director
Cuauhtemoc Reyes, Principal
David González Nieto, Division Administrator
RESPONSE TO
CORRECTIVE ACTION PLAN

School District: DePue School District 103
Compliance Review Dates: February 13 – 14, 2014
**Component:** 2.2 - Individualized Education Plan (IEP) Teams for ELL students

**Rating:** Partially Implemented

Not Implemented

**ISBE Finding:** Based on the review of student files, the participation of the bilingual specialist at IEP meetings for ELL students being evaluated for special education services is not consistently recorded in the IEP files, as mandated by 23 Ill. Adm. Code 226.210.

<table>
<thead>
<tr>
<th>Title/Role of Person(s) Responsible for Implementation</th>
<th>Description of Corrective Action</th>
<th>Expected Date of Completion for Each Corrective Action Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL/Bilingual Teachers</td>
<td>Bilingual teacher will attend IEP meetings for all ELL students</td>
<td>August 2014</td>
</tr>
</tbody>
</table>

**List of Evidence of Completion of the Corrective Action (attach necessary evidence):**

ELL/Bilingual teachers will attend all IEP meetings of ELL students with an IEP starting in August 2014.

**District Update 9/1/14**

Memo that was sent to staff is attached for February and also was resent August 20, 2014 due to new staff.

[district submitted copies of sample IEP sign-in sheets]

**Description of Internal Procedures for continued implementation after the ISBE visit:**

ESL Coordinator will receive a copy of scheduled IEPs and ensure that a Bilingual or ESL teacher of that student attend each meeting.

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**ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN**

(To be completed by the Division of English Language Learning at ISBE)

**Status of Corrective Action:**

☑ Accepted  ☐ Partially Accepted  ☐ Not Accepted

**Basis for Partial Acceptance or Non Acceptance:**

Evidence of implementation needed.

**Required Elements of Corrective Action and Progress Report(s):**

August 7, 2014: The district must submit a copy of procedures/memos shared with Special Education and EL staff about this requirement; as well as copies of IEP sign-in sheets for any IEP meetings for English Learners conducted between February 14, 2014 and present with the role of bilingual specialist clearly indicated.

September 22, 2014: The proposed actions along with submitted documentation are sufficient to address this finding.

**Progress Report Due Date(s):** n/a
## Monitoring Review
### CORRECTIVE ACTION PLAN
(To be completed by school district)

<table>
<thead>
<tr>
<th>Component: 2.5 - Monitoring Performance after Exit</th>
<th>Rating: Partially Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISBE Finding: The review of student files and interviews with staff indicated that even though the District conducts progress monitoring for all students, there are no formal procedures to monitor the progress of students who have exited the TBE program for two years after they transition into the general education program.</td>
<td>Not Implemented</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title/Role of Person(s) Responsible for Implementation</th>
<th>Description of Corrective Action</th>
<th>Expected Date of Completion for Each Corrective Action Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Coordinator and Bilingual/ESL Teachers</td>
<td>Monitoring Form for students transitioning out will be created</td>
<td>May 2014</td>
</tr>
<tr>
<td></td>
<td>Monitoring form will begin to be used</td>
<td>August 2014</td>
</tr>
</tbody>
</table>

**List of Evidence of Completion of the Corrective Action (attach necessary evidence):**
ESL Coordinator will create a Monitoring Form for students transitioning out of the ESL/Bilingual program in May 2014. The Monitoring Form will begin to be used in August 2014 for students who have exited the program and will be used for 2 years after they have transitioned into the regular education program.

**District Update 9/1/14**
District Monitoring Form is attached to the email. It will be used for all ESL students who have exited the program starting in the 2014-2015 school year.

**District Update 10/21/14**
ESL Coordinator will be completing the Monitoring Form with collaboration from general ed teacher. It will be done twice a year – after first semester and after second semester. MAP Scores from Fall and Winter along with classroom grades will be used to complete this form.

**Description of Internal Procedures for continued implementation after the ISBE visit:**
ESL Coordinator will meet with regular education teachers to review the progress of each ESL student who exited the ESL program that year. A form for each student will be completed by the ESL Coordinator/teacher and regular education teacher twice a year for two years. If a student is not progressing, further steps will be taken.

## ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN
(To be completed by the Division of English Language Learning at ISBE)

<table>
<thead>
<tr>
<th>Status of Corrective Action:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☑Accepted</td>
<td>☐Partially Accepted</td>
<td>☐Not Accepted</td>
</tr>
</tbody>
</table>

**Basis for Partial Acceptance or Non Acceptance:**
Evidence of implementation needed.
September 22, 2014: additional clarifications needed
### Required Elements of Corrective Action and Progress Report(s):

**August 7, 2014:** A district must submit a copy of the district’s Monitoring Form.

**September 22, 2014:** Provide an update about the personnel responsible for completing this form, as well as the plan for how frequently it will be completed (twice a year, or every semester).

**November 26, 2014:** The proposed actions along with submitted documentation are sufficient to address this finding.

**Progress Report Due Date(s):** n/a

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#### Monitoring Review

**CORRECTIVE ACTION PLAN**

*(To be completed by school district)*

<table>
<thead>
<tr>
<th>Component: 3.3 - Part-Time TBE Program Eligibility and Placement</th>
<th>Rating: Partially Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Implemented</td>
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</tbody>
</table>

**ISBE Finding:** As evidenced by interviews with district staff and review of the files, the district only offers a part-time TBE program. The district just started using the state-mandated English language proficiency criteria for assigning students to full-time and part-time TBE services but has not yet finalized any additional criteria to be used for student placement.

<table>
<thead>
<tr>
<th>Title/Role of Person(s) Responsible for Implementation</th>
<th>Description of Corrective Action</th>
<th>Expected Date of Completion for Each Corrective Action Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Coordinator; Superintendent and Principal</td>
<td>Full Time criteria – Literacy below 3.5; Part Time criteria – Literacy above 3.5; Bilingual program if meets Full time criteria; ESL services if meets Part Time criteria</td>
<td>August 2015</td>
</tr>
</tbody>
</table>

**List of Evidence of Completion of the Corrective Action (attach necessary evidence):**

Full Time Criteria – Literacy proficiency level below a 3.5; Part Time Criteria – Literacy Proficiency Level above 3.5; To be placed in the bilingual program student must meet Full time criteria and to be placed in ELL program student must meet part time criteria.

**Description of Internal Procedures for continued implementation after the ISBE visit:**

ESL Coordinator will work with the ESL/bilingual teachers to ensure that all students are being placed appropriately based on their literacy scores. This will be reviewed every fall after ACCESS scores have been received by the district.

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**ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN**

*(To be completed by the Division of English Language Learning at ISBE)*

**Status of Corrective Action:**

☑ Accepted  ☐ Partially Accepted  ☐ Not Accepted

The District may also consider “Other Student Characteristics,” in addition to the Literacy proficiency level, when making placement decisions if it would lead to a more appropriate placement for the student. Please refer to the Part-time TBE Placement Criteria from the ISBE website at: http://www.isbe.net/bilingual/pdfs/pt-tbe-plcmnt-criteria-228-30c3.pdf

**Basis for Partial Acceptance or Non Acceptance:** n/a

**Required Elements of Corrective Action and Progress Report(s):** n/a

**Progress Report Due Date(s):** n/a
**Monitoring Review**

**CORRECTIVE ACTION PLAN**  
*(To be completed by school district)*

<table>
<thead>
<tr>
<th>Component: 3.5 - Full-time Program Components</th>
<th>Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Partially Implemented</td>
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</tbody>
</table>

| ISBE Finding: TBE students who do not have sufficient proficiency in English to benefit from a part-time program currently only receive some Spanish language support from paraprofessionals or a bilingual teacher, as indicated by the interviews with staff. In order to meet the requirements under Adm. Code 228, the full-time TBE program must include: |
| 1) Instruction in English and home language of the student for all core subjects; |
| 2) Language Arts in the student’s home language (teaching the student how to read and write in his/her home language); |
| 3) Instruction in English as a second language (ESL), which must be aligned to the Illinois English Language Proficiency Standards; and |
| 4) Instruction of the history and culture of the native land of the student or their parents and of the United States. |

<table>
<thead>
<tr>
<th>Title/Role of Person(s) Responsible for Implementation</th>
<th>Description of Corrective Action</th>
<th>Expected Date of Completion for Each Corrective Action Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Kindergarten all subjects in Spanish</td>
<td>August 2014</td>
</tr>
<tr>
<td>Principal</td>
<td>1st Grade all subjects in Spanish</td>
<td>August 2014</td>
</tr>
<tr>
<td>ESL/Bilingual Teachers</td>
<td>2nd grade all subjects in Spanish</td>
<td>August 2015</td>
</tr>
<tr>
<td>ESL Coordinator</td>
<td>3rd grade all subjects in Spanish</td>
<td>August 2015</td>
</tr>
</tbody>
</table>

**List of Evidence of Completion of the Corrective Action (attach necessary evidence):**

Superintendent, bilingual teachers and ESL coordinators have been meeting to create a Full time TBE program. In August 2014, Kindergarten and 1st grade students will receive all subjects taught in their home language as well as receiving ELL services on a daily basis. In August 2015, 2nd and 3rd grade students will receive all subjects taught in their home language as well as receiving ELL services on a daily basis.

**District Update 9/1/14**

- Students will receive instruction in Spanish from the bilingual teacher using materials in Spanish.
- Bilingual instruction will be provided by the Bilingual teacher pushing into the classroom. She will have a small group at a table delivering the Spanish instruction to the bilingual students.
- The district has rearranged schedules of current teachers to provide bilingual instruction. Karina Gavina will be providing the instruction to Kindergarten and Sandra Nunez will be providing instruction to 1st grade.
- Schedules and rosters will be attached to the email.

[District submitted a roster with two K students who qualify for full-time TBE services and four 1st grade students who qualify for full-time TBE services]

**District Update 10/21/14**

Bilinguals are located in the regular education classroom but have their own group all day long to provide bilingual instruction in the core subjects (reading, math, science and social studies). Two bilingual teachers schedules are attached to this (“Karina’s Kindergarten Schedule” and “Sandra’s First Schedule”).
Description of Internal Procedures for continued implementation after the ISBE visit:
Superintendent and principal will observe each grade level throughout the year to ensure that all subjects are being taught in Spanish in Kindergarten and 1st grade in the 2014-2015 school year. Superintendent and Principal will ensure that in 2015-2016 2nd and 3rd grade Spanish instruction is fully implemented.

### ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN
(To be completed by the Division of English Language Learning at ISBE)

<table>
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<tr>
<th>Status of Corrective Action:</th>
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<tbody>
<tr>
<td>☑ Accepted</td>
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<tr>
<td>[ ] Partially Accepted</td>
</tr>
<tr>
<td>[ ] Not Accepted</td>
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</tbody>
</table>

**Basis for Partial Acceptance or Non Acceptance:**
Additional details and evidence of implementation needed.

**Required Elements of Corrective Action and Progress Report(s):**

- **August 7, 2014:** The district must provide additional details and clarifications about the delivery model:
  - What the instruction in Spanish will look like?
  - Are students who qualify for full-time TBE services going to be placed in a self-contained classroom with a bilingual teacher, or is instruction in all subjects in Spanish going to be provided through a different delivery model, i.e. a bilingual teacher pushing in or pulling out those students?
  - More information is needed about the staff who is certified to provide this instruction: is district hiring new teachers or rearranging schedules for current teachers?
  - The proposed timeline appears to be adding two grade levels each year. The district should consider phasing in one grade each year, so you wouldn’t be abruptly changing the model or language of instruction for students already in an English based program.

- **September 22, 2014:** Please clarify if the bilingual teachers push in the entire day or for specific periods during the day and provide us copies of these two bilingual teachers’ schedules.

- **November 26, 2014:** The proposed actions along with submitted documentation are sufficient to address this finding.

**Progress Report Due Date(s):** n/a
### Monitoring Review

**CORRECTIVE ACTION PLAN**

(To be completed by school district)

<table>
<thead>
<tr>
<th>Component: 4.1 - Standards Aligned Curriculum</th>
<th>Rating: Partially Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Implemented</td>
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</tbody>
</table>

**ISBE Finding:** EL instructors use instructional materials that are aligned to the *English Language Development Standards (ELDS)*, as evidenced by the review of materials and interviews with staff and teachers. However, the district does not have a district-wide ESL curriculum aligned to these standards.

The district does not currently offer instruction in Spanish Language Arts (please see Component 3.5 above). As the district works on implementing full-time TBE program components, the district must ensure that instruction in Spanish Language Arts will be aligned to the WIDA Spanish Language Arts Standards (2005).

<table>
<thead>
<tr>
<th>Title/Role of Person(s) Responsible for Implementation</th>
<th>Description of Corrective Action</th>
<th>Expected Date of Completion for Each Corrective Action Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent/ESL Coordinator</td>
<td>Purchase of instructional materials</td>
<td>July 2014</td>
</tr>
<tr>
<td>Bilingual teacher</td>
<td>Align new curriculum to Spanish Language Arts Standards</td>
<td>May 2015</td>
</tr>
</tbody>
</table>

**List of Evidence of Completion of the Corrective Action (attach necessary evidence):**

Superintendent, ESL Coordinator and Bilingual teachers have been researching instructional materials that will be aligned to the ELDS. District is purchasing Villa Cuentos for Spanish Language Arts instruction.

Bilingual teachers will align the new curriculum to Spanish Language Arts Standards and create a Curriculum map starting in July when materials arrive and throughout the school year 2014-2015.

**District Update 9/1/14**

A curriculum map is in the process of being completed. Karina Gavina and Sandra Nunez will develop a curriculum map for Spanish Language Arts by May 2014. Little work has begun on this. A workshop by the IRC was provided on August 19, 2014 to begin work on this.

**District Update 10/21/14**

Karina has completed the Kindergarten Reading Curriculum Map which is included with this response. She has also gotten through December for her Math Curriculum Map which is also included. Sandra is still developing hers. Included are two weeks of weekly newsletters for Sandra that include the skills of the week that are aligned to the theme during that week. Karina will have Kindergarten Math Curriculum map completed through March by December and completed through May by March. Sandra will have a map of the first semester done by January 5, 2015 and a map of second semester by May 2014.

**Description of Internal Procedures for continued implementation after the ISBE visit:**

Superintendent will oversee the purchasing of the new curriculum as well as ensuring that a curriculum is developed aligned to the Spanish Language Arts Standards. Superintendent will meet throughout the school year with the bilingual teachers to ensure this is being completed.

### ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN

(To be completed by the Division of English Language Learning at ISBE)

**Status of Corrective Action:**

- [X] Accepted
- [ ] Partially Accepted
- [ ] Not Accepted
<table>
<thead>
<tr>
<th>Basis for Partial Acceptance or Non Acceptance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional details and evidence of implementation needed.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Elements of Corrective Action and Progress Report(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 7, 2014: When adopting materials already aligned to the standards, the district must still develop a curriculum map, scope and sequence, etc. Please submit a detailed timeline, including people involved, for the curriculum alignment process for both ESL and Spanish Language Arts. Please submit evidence of any work on the alignment completed so far, including any drafts of the curriculum map, scope and sequence, sample units, etc.</td>
</tr>
<tr>
<td>September 22, 2014: Please submit an update about progress for both the ESL curriculum and alignment to Spanish Language Arts standards, including more detailed timeline and benchmarks and people responsible. Please submit evidence of any work on the alignment completed so far, including any drafts of the curriculum map, scope and sequence, sample units, etc.</td>
</tr>
<tr>
<td>November 26, 2014: The proposed actions along with submitted documentation are sufficient to address this finding, provided that the district continues implementing the plan and completes the unit plans, as indicated in the district response.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress Report Due Date(s):</th>
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<tbody>
<tr>
<td>n/a</td>
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</tbody>
</table>

### CORRECTIVE ACTION PLAN
*(To be completed by school district)*

<table>
<thead>
<tr>
<th>Component:</th>
<th>4.2 - Instructional Materials (Title III recipients)</th>
<th>Rating:</th>
<th>Partially Implemented</th>
</tr>
</thead>
</table>

#### ISBE Finding:
The District does not provide adequate native language instructional materials to meet the needs of EL students in a full-time TBE program, as evidenced by interviews with staff and a review of instructional materials.

#### Title/Role of Person(s) Responsible for Implementation
- Superintendent/ESL Coordinator
- Bilingual teacher

#### Description of Corrective Action
- Purchase of instructional materials
- Align new curriculum to Spanish Language Arts Standards

#### Expected Date of Completion for Each Corrective Action Activity
- August 2014
- May 2015

#### List of Evidence of Completion of the Corrective Action (attach necessary evidence):
Superintendent, ESL Coordinator and Bilingual teachers have been researching instructional materials that will be aligned to the ELDS. District is purchasing Villa Cuentos for Spanish Language Arts instruction.

#### District Update 9/1/14
Purchase orders for the Spanish Language Arts and Math materials is attached to this email.

#### Description of Internal Procedures for continued implementation after the ISBE visit:
Superintendent will oversee the purchasing of the new curriculum as well as ensuring that a curriculum is developed aligned to the Spanish Language Arts Standards.

### ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN
*(To be completed by the Division of English Language Learning at ISBE)*

#### Status of Corrective Action:
- [x] Accepted
- [ ] Partially Accepted
- [ ] Not Accepted

#### Basis for Partial Acceptance or Non Acceptance:
Evidence of implementation needed.

#### Required Elements of Corrective Action and Progress Report(s):
August 7, 2014: The district must submit an invoice/purchase order for the ESL instructional materials and for the Spanish Language Arts materials.

September 22, 2014: The proposed actions along with submitted documentation are sufficient to address this finding.

#### Progress Report Due Date(s):
n/a
ISBE’s response to Corrective Action Plan
DePue School District 103

Monitoring Review
CORRECTIVE ACTION PLAN
(To be completed by school district)

Component: 6.8 - In-Service Training for Staff
Rating: Partially Implemented

ISBE Finding: The district does not currently offer instruction in Spanish Language Arts (please see Component 3.5 above). As the district works on implementing full-time TBE program components, the district must ensure that teachers providing instruction in Spanish Language Arts receive annual training on Spanish Language Arts Standards.

<table>
<thead>
<tr>
<th>Title/Role of Person(s) Responsible for Implementation</th>
<th>Description of Corrective Action</th>
<th>Expected Date of Completion for Each Corrective Action Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Attend training on Standards and collaborate with the IRC to attend training</td>
<td>May 2015</td>
</tr>
<tr>
<td>Bilingual Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Coordinator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List of Evidence of Completion of the Corrective Action (attach necessary evidence):
Bilingual teachers will attend training by the IRC on the Spanish Language Arts in the school year of 2014-2015.

District Update 9/1/14
PD Opportunities –
IRC Workshop at District – August 19, 2014 – Language Arts Standards and Curriculum Planning
Teacher Institute by County – IRC topics – October 10, 2014
Bilingual Conference – December 9-12, 2014 – All topics

Description of Internal Procedures for continued implementation after the ISBE visit:
Bilingual teachers will attend training provided by the IRC on the Spanish Language Arts. ESL Coordinator will follow up with teachers in October, February and April to make sure they have attended/received adequate training.

ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN
(To be completed by the Division of English Language Learning at ISBE)

Status of Corrective Action:
☒ Accepted  ☑ Partially Accepted  ☐ Not Accepted

Basis for Partial Acceptance or Non Acceptance:
Evidence of implementation needed.

Required Elements of Corrective Action and Progress Report(s):
August 7, 2014: The IRC catalogue usually becomes available mid-August. The district must submit evidence that the district reminded staff about this requirement and that the workshop offerings have been shared with staff who will be providing Language Arts instruction in Spanish. Please submit a list of PD opportunities, including topics and dates, that members of the staff have chosen to participate in.

September 22, 2014: The proposed actions along with submitted documentation are sufficient to address this finding.

Progress Report Due Date(s): n/a
### Component: 6.9 - District-Wide Professional Development for All Staff (Title III Recipients Only)

<table>
<thead>
<tr>
<th>ISBE Finding:</th>
<th>As evidenced by interviews with staff, high-quality professional development that is designed to improve the instruction and assessment of EL students is not consistently provided to classroom teachers, principals, and administrators.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title/Role of Person(s) Responsible for Implementation</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Description of Corrective Action</td>
<td>Collaborate with IRC to provide professional development for all staff</td>
</tr>
<tr>
<td>Expected Date of Completion for Each Corrective Action Activity</td>
<td>May 2015</td>
</tr>
</tbody>
</table>

**List of Evidence of Completion of the Corrective Action (attach necessary evidence):**
Superintendent will collaborate with the IRC to schedule Professional Development throughout the school year for all staff to help improve the instruction and assessment of ELL students.

**District Update 9/1/14**
PD Opportunities –
IRC Workshop at District – August 19, 2014 – Language Arts Standards and Curriculum Planning
Teacher Institute by County – IRC topics – October 10, 2014
Bilingual Conference – December 9-12, 2014 – All topics

**District Update 10/21/14**
Plan is attached in the response by email (DePue Professional Development Plan).

**Description of Internal Procedures for continued implementation after the ISBE visit:**
Superintendent will collaborate with IRC to schedule Professional Development on Teacher Institute and School Improvement Days throughout the year.

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### ISBE’s RESPONSE TO CORRECTIVE ACTION PLAN
(To be completed by the Division of English Language Learning at ISBE)

<table>
<thead>
<tr>
<th>Status of Corrective Action:</th>
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<tbody>
<tr>
<td>☑ Accepted</td>
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</tbody>
</table>

**Basis for Partial Acceptance or Non Acceptance:**
Evidence of implementation needed.

**Required Elements of Corrective Action and Progress Report(s):**
August 7, 2014: The district must submit a Professional Development plan for the 2014-2015 school year, including any contracted PD presentations, workshops that members of the staff have chosen to participate in, and in-service presentations devoted to English learner topics.

September 22, 2014: The district must submit a plan that includes workshops and in-service presentations related to English learners that are offered to all gen ed teachers, not just the dedicated TBE/TPI staff.

November 26, 2014: The proposed actions along with submitted documentation are sufficient to address this finding.

**Progress Report Due Date(s):** n/a
Component: 7.2 - Progress Reports

Rating: Partially Implemented

Not Implemented

ISBE Finding: As evidenced by a review of student files, progress reports are written in English but not in Spanish and written agreements from students’ parents to waive this requirement are not obtained by the District.

Furthermore, the progress reports indicate student’s progress in the general program of instruction but do not indicate the student’s progress in the EL program.

<table>
<thead>
<tr>
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<th>Description of Corrective Action</th>
<th>Expected Date of Completion for Each Corrective Action Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL/Bilingual Teachers</td>
<td>Create Progress Report for ELL &amp; Bilingual program</td>
<td>August 2014</td>
</tr>
<tr>
<td>ESL Coordinator</td>
<td>Provide Progress Report in Spanish to all ELL families</td>
<td>October 2014</td>
</tr>
<tr>
<td></td>
<td>Waiver for progress report in Spanish</td>
<td>August 2014</td>
</tr>
</tbody>
</table>

List of Evidence of Completion of the Corrective Action (attach necessary evidence):

Progress Reports will be created for the ELL program as well as a report card for the Spanish Language Arts and Math for Kindergarten and 1st grade by August 2014. Progress reports and report cards will be in Spanish and sent home to all ELL families starting with First Quarter in October 2014. A waiver for progress reports being sent home in Spanish will be created and implemented by August 2014.

District Update 9/1/14
Report Card Waiver is attached to the email. Report Card will be different for the subjects taught in Spanish. The bilingual teachers are creating them and will be completed by October. The ESL progress report is attached to the email as well.

District Update 10/21/14
ESL progress report is translated in student’s native language along with the student’s report card from the general education classroom and the Bilingual classrooms. Translated report cards created by TeacherEase are included in this response. Report cards will vary by student and classes being taken.

Description of Internal Procedures for continued implementation after the ISBE visit:
ESL Coordinator will create a Progress Report for the ESL program. The bilingual teachers will develop a report card for all subjects taught in Spanish. Progress reports and report cards will be translated into Spanish and sent home to all ELL families. ESL coordinator will create a progress report waiver for parents to have the option to sign at registration in August.

ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN
(To be completed by the Division of English Language Learning at ISBE)

Status of Corrective Action:
☒ Accepted ☐ Partially Accepted ☐ Not Accepted

Basis for Partial Acceptance or Non Acceptance:
Evidence of implementation needed.
Required Elements of Corrective Action and Progress Report(s):

August 7, 2014: The district must submit a copy of report card waiver in English and Spanish as well as a copy of the progress report in English and Spanish. Please clarify if you are planning to have a different report card for subjects taught in Spanish (that isn’t necessary) or just that the report card will be translated into Spanish and available for families of those students.

September 22, 2014: Please clarify whether the regular report card is in the process of being translated, just the report card for the subjects taught in Spanish, or both—the entire report card, should be translated into the native language of the parents, unless they waive their right to that option. Send copies of the translated report cards.

November 26, 2014: The proposed actions along with submitted documentation are sufficient to address this finding.

Progress Report Due Date(s): n/a
### Component: 7.5 - TBE Program Parent Advisory Committee (PAC)

<table>
<thead>
<tr>
<th>Component</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.5 - TBE Program Parent Advisory Committee (PAC)</td>
<td>Partially Implemented</td>
</tr>
</tbody>
</table>

**ISBE Finding:** Based on the review of files and interviews with staff, the District’s Parent Advisory Committee (PAC) does not meet at least four times a year and does not have a majority comprised of parents of EL children in the program.

<table>
<thead>
<tr>
<th>Title/Role of Person(s) Responsible for Implementation</th>
<th>Description of Corrective Action</th>
<th>Expected Date of Completion for Each Corrective Action Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPAC President</td>
<td>PAC will meet 4 times a year</td>
<td>May 2015</td>
</tr>
<tr>
<td></td>
<td>PAC will get 2 more parents on</td>
<td>December 2014</td>
</tr>
<tr>
<td></td>
<td>the committee</td>
<td></td>
</tr>
</tbody>
</table>

**List of Evidence of Completion of the Corrective Action (attach necessary evidence):**
The PAC will meet 4 times a year starting in school year 2014-2015. The PAC will have a table set up at registration in August to recruit at least 2 more parents for the committee. Parents will be fully involved with the committee by December 2014.

**District Update 9/1/14**
As of right now, the district has not recruited any additional parents. We will have a table at Open House on September 3, 2014 for parents to receive information and to sign up.

Meetings and topics:
- September 11, 2014 – Overview of BPAC, brainstorm events for the year
- October 2014 – field trip to Museum in Chicago
- January 15, 2015 – Start to plan Cinco de Mayo event
- April 9, 2015 – Cinco de Mayo planning
- May 5, 2015 – Cinco de May event at school
- May 2015 – Bilingual Parent Summit

**District Update 10/21/14**
Meeting was held on September 11, 2014. We had 7 parents attend the meeting along with 2 bilingual teachers and one community member. At that meeting the attendees were encouraged to bring a friend with them for the next meeting in November. Another letter will be sent home November 10 informing parents of the next meeting, November 12.

**Description of Internal Procedures for continued implementation after the ISBE visit:**
ESL Coordinator will work with BPAC president to create a schedule for meetings. ESL Coordinator will also work with BPAC president to find ways to build the committee members.

---

**ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN**
(To be completed by the Division of English Language Learning at ISBE)

<table>
<thead>
<tr>
<th>Status of Corrective Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Accepted</td>
</tr>
<tr>
<td>☐ Partially Accepted</td>
</tr>
<tr>
<td>☐ Not Accepted</td>
</tr>
</tbody>
</table>
Basis for Partial Acceptance or Non Acceptance:
Evidence of implementation needed.

Required Elements of Corrective Action and Progress Report(s):
August 7, 2014: The district must submit an update on the efforts to recruit additional EL parent members, as well as a plan for BPAC meeting topics and days for the 2014-2015 school year.

September 22, 2014: The district must submit an update on the efforts to recruit additional EL parent members.

November 26, 2014: The proposed actions along with submitted documentation are sufficient to address this finding, provided that the district continues implementing the plan for BPAC meetings.

Progress Report Due Date(s): n/a
## Monitoring Review
### CORRECTIVE ACTION PLAN
(To be completed by school district)

| Component: 8.3 - Notification of Failure to Make Annual Measurable Achievement Objectives (AMAOs) | Rating: Partially Implemented
| | Not Implemented |

**ISBE Finding:** As evidenced by the review of documentation submitted by the district, written notification of the District’s failure to meet the annual measurable achievement objectives (AMAOs) in the 2012-2013 school year was not provided to the parents of all identified ELL students within 30 days after the District was informed of the failure.

<table>
<thead>
<tr>
<th>Title/Role of Person(s) Responsible for Implementation</th>
<th>Description of Corrective Action</th>
<th>Expected Date of Completion for Each Corrective Action Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent/ESL Coordinator</td>
<td>Written notification will be sent out in regards to failure to meet AMAOs in the future within 30 days</td>
<td>2014-2015 School Year</td>
</tr>
</tbody>
</table>

**List of Evidence of Completion of the Corrective Action (attach necessary evidence):**

From now on, written notification will be sent out to parents of ELL students in regards to the failure to meet AMAOs within 30 days of district notification.

**Description of Internal Procedures for continued implementation after the ISBE visit:**

Superintendent and ESL Coordinator will make sure that a letter is sent if the district does not meet AMAOs.

### ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN
(To be completed by the Division of English Language Learning at ISBE)

<table>
<thead>
<tr>
<th>Status of Corrective Action:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Accepted</td>
<td>✗ Partially Accepted</td>
<td>✗ Not Accepted</td>
</tr>
</tbody>
</table>

**Basis for Partial Acceptance or Non Acceptance:** n/a

**Required Elements of Corrective Action and Progress Report(s):** n/a

**Progress Report Due Date(s):** n/a
Component: 8.4 - Maintenance of Records

<table>
<thead>
<tr>
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<th>Description of Corrective Action</th>
<th>Expected Date of Completion for Each Corrective Action Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Coordinator</td>
<td>Progress Report Waiver will be created</td>
<td>August 2014</td>
</tr>
<tr>
<td></td>
<td>Rationale for Part-time TBE Program will be created</td>
<td>August 2014</td>
</tr>
<tr>
<td></td>
<td>Rationale will be placed in students’ files</td>
<td>October 2014</td>
</tr>
</tbody>
</table>

**ISBE Finding:** Since the District does not yet have a Progress Report Waiver (see Component 7.2) or Rationale for placement in a part-time TBE program (see Component 3.3), these documents are not yet included in the records of TBE students.

**List of Evidence of Completion of the Corrective Action (attach necessary evidence):**
A progress report waiver will be created by August 2014 by the ESL Coordinator. Parents will have the opportunity to sign it at registration in August. A Rationale for why students are placed in the Part-Time TBE program will be created by August 2014 and placed in students’ files by October 2014 by the ESL Coordinator.

**District Update 9/1/14**
The district will be using the Sample available on the DELL website. A checklist has been created for the EL folders that includes these forms. The checklist is attached to this email.

**Description of Internal Procedures for continued implementation after the ISBE visit:**
ESL Coordinator will create a progress report waiver. ESL Coordinator will also create a rationale for Part-Time TBE placement and place in students’ files by October 2014.

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**ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN**
(To be completed by the Division of English Language Learning at ISBE)

<table>
<thead>
<tr>
<th>Status of Corrective Action:</th>
<th>☑Accepted</th>
<th>☐Partially Accepted</th>
<th>☐Not Accepted</th>
</tr>
</thead>
</table>

**Basis for Partial Acceptance or Non Acceptance:**
Evidence of implementation needed.

**Required Elements of Corrective Action and Progress Report(s):**

August 7, 2014: The district must submit a copy of the Part-Time TBE placement form (if different from the sample form available on the DELL website: http://www.isbe.net/bilingual/htmls/forms-and-notifications.htm) and either a copy of a memo/protocol update directed to staff about using these forms or an updated checklist for the EL folders that includes these two new forms.

September 22, 2014: The proposed actions along with submitted documentation are sufficient to address this finding.

**Progress Report Due Date(s):** n/a