



Illinois State Board of Education

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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

June 17, 2016

Dr. David H. Katzin, Superintendent
Franklin Park SD 84
2915 Maple St.
Franklyn Park, IL 60131

Dear Superintendent Katzin:

On **October 13-14, 2015** the Division of English Language Learning (DELL) of the Illinois State Board of Education conducted an on-site monitoring review of Franklin Park SD 84'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 **November 5, 2015**, outlining findings that required corrective actions and received Franklin Park SD 84's response on **December 12, 2015**. DELL issued a report summarizing the results of our review of your Corrective Action Plan on **January 11, 2016**. Franklin Park SD 84's updated response and additional documentation received on **February 26, 2016**. Dell issued a 3rd response on **April 4th 2016** requesting additional documentation and received Franklin Park's updated response on **April 25, 2016** 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,



Sonia Serrano
Principal Consultant
Division of English Language Learning

cc: Lois Fronczke, Program Director
David González Nieto, 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
<p align="center">1.1 - 1.4</p>	<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, the Home Language Survey (HLS) is administered in English and Spanish, but not in all other English learners' home languages, when feasible.</p>	
<p align="center">DISTRICT'S FIRST RESPONSE – December 12, 2016</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</p>	
<p>List and Attach Evidence of Implementation of the Corrective Action Copies of Home Language Surveys in Polish and District 84 low incidence languages have been sent to all the school secretaries to use as new parents register. The surveys came from the ISBE website and include those languages from which we've had students. Lois Fronczke has sent the Home Language Surveys to Laz Lewis, Carol Gilman, Diana Mandujano, and Patty Acosta, the four school secretaries. In case a student registers for which we have no language survey, the secretaries have been shown how to access them on the ISBE site. The principals, Lois Fronczke, Judy Martin, Giffen Trotter, and Heidy LaFleur, have also been notified of the need to monitor the process of providing the low incidence surveys to those parents who require them. Principals will review the student file as the registration process proceeds to maintain adherence to this mandate. This was completed on 11/18/2015.</p>	

ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – January 11, 2016

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance or Non Acceptance:

Evidence of implementation is required.

Required Elements of Corrective Action and Progress Reports:

In order to fully address this finding, please submit formalized procedures/protocols shared with staff regarding the administration of the HLS and evidence of training of said personnel.

DISTRICT'S SECOND RESPONSE – INSERT DATE February 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

Program Director has a meeting planned for Secretaries and TBE staff on April 4, 2016. The attached form has already been sent to all school secretaries as of January 22, 2016. The procedures will be reviewed at the next District Institute Day on April 4, 2016.

List and Attach Evidence of Implementation of the Corrective Action

Below is the memo that went to all District 84 secretaries and TBE staff. The formalized procedures and protocols will be reviewed at a District-wide meeting for this component and others listed in this report. The agenda is also attached for that meeting.

To: School Secretaries

Re: Home Language Surveys

As new families register their children into District 84, it is mandatory that parents complete the Home Language Survey as part of the registration protocol. The form is double-sided, with one side English, and the other side, the parents' home language.

Copies of the following languages are in your school offices: Arabic, Albanian, Bosnian, Bulgarian, Lithuanian, Polish, Spanish, Tagalog, Romanian, Ukranian and Vietnamese.

If a family registers with a home language other than one of those we currently have, please refer to the ISBE site to download the targeted language. Here is the pathway to other languages:

1. www.isbe.net
2. Administrator A-Z
3. English Language Learning
4. Forms and Notifications (right column)
5. Home Language Surveys
6. Click on the language of choice

Please contact the TBE/TPI teacher(s) if the parent indicated Yes to either of the statements on the form. The student will need to be assessed of their English proficiency.

Secretaries shall contact the program director with any questions regarding this form. Office staff will review this protocol prior to the new school year and will be updated of any revisions to the process.

Agenda for April 4, 2016

Agenda for Principals, TBE Staff, and Secretaries
April 4, 2016

12:30 PM

1. Welcoming Remarks

2. Preview of Forms and Procedures
 - Home Language Survey
 - All parental notification forms
 - File Checklist
 - Procedure for Refusals
 - DELL site at isbe.net

3. Screening and Timeline – (no Secretaries)

4. ACCESS review – (No secretaries)

5. PD plans for general education staff – (No secretaries)

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN –April 4, 2016

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 Standards
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 District Response Required: Yes</p>	
<p>Finding: Although staff indicated during interviews that bilingual specialists are invited to meetings, an audit of the student files did not consistently show the appropriate signatures on the IEP sign in sheets.</p>	
<p align="center">DISTRICT’S FIRST RESPONSE – December 12, 2016</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</p>	
<p>List and Attach Evidence of Implementation of the Corrective Action District 84 belongs to a special education cooperative, LASEC (Leyden Area Special Education Cooperative) and all schools share the same special education coordinator/supervisor. This supervisor, with the assistance of the school secretaries, completes the staff invitations for the meetings. Before the invitations go out to parents and staff, the TBE staff will be given a copy to determine if the child receives TBE services. The invitation will include the TBE teacher, if she/he provides instruction to the child. The principals will follow up to make sure the TBE teacher has classroom coverage so that he/she is available for the meetings. This has already been put into place since the audit. Following is a sample of the sign-in sheet from a recent meeting.</p>	

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
<p align="center">3.3</p>	<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>	

District Response Required: Yes

Findings:

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 incorporate all of the following required components:

- Instruction in English and the home language of the student for all core subjects;
- Language Arts in the student’s home language (teaching the student how to read and write in his/her home language); and,
- Instruction in English as a Second Language (ESL) that is aligned to the Illinois English Language Proficiency Standards.

DISTRICT’S FIRST RESPONSE – December 12, 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

List and Attach Evidence of Implementation of the Corrective Action

Pursuant to the debriefing meeting, it was determined that students were misidentified on SIS as full time whereby students have part-time status according to our delivery model. Student placement from full time to part time has occurred through SIS.

Also at the debriefing meeting, we were advised to administer a Spanish screener to new Spanish speaking students to determine their native language proficiency vs. English proficiency prior to placement in a program. We have since ordered the LAS Links Espanol for grades K-8. This screening procedure is now in place ready to accept and assess new students. The tests will be distributed to the four District 84 schools by January 4, 2016.

The TBE/TPI staff has added the ELP standards to their lesson plans in addition to the CCSS. They are supporting students ELA, Math, Science, and Social Studies. They use a variety of sources to determine the subject areas they will team-teach or work with small groups of students. They have access to Power School, so they can see the content areas in which they need the most support. The TBE staff also attends all grade level and team meetings on a monthly basis to determine the status and needs of the students they instruct. In addition to the team meetings, they meet weekly to plan lessons collaboratively. The principals of all District 84 schools monitor the lesson plans for adherence to the ELP and CC Standards; they attend all team and grade level meetings, and they are in the classrooms observing instruction on a daily basis. Examples of lesson plans accompany the report.

Nidia García
TBE/TPI Services

Week of December 1 - 4, 2015 (Institute Day, Mon., Nov. 30)

GRADE	Language/Content OBJECTIVES	ACTIVITIES/MATERIALS	ASSESSMENT
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	The students will			
K a.m. Intervention Group	RF.K.3 – know and apply grade level phonics and word analysis skills. ELDS 2 Lang. Arts/ level 1-2/L/W Listen to the letter sound and identify words that begin with that sound. Sound out words to write.	M – no school T – 2 practice pgs. for letter Oo and sound F – beginning sound Bingo		OR/TO/SA/WR
K p.m.	RI.K.4 – ask/answer questions about unknown words in a text ELDS 2 Lang. Arts/ level 1-2/L/W Listen to a story and use a sentence structure to respond to the text.	M – no school T – Mondo Writing, picture A- 6 / 2 practice pgs. for letter Oo and sound W – Practice sight words had and was activity pgs. and complete others in personal folder TH – Read aloud: Who Said Red , practice sight words F – Review book and do reading response- Favorite color and things that color		OR/TO/SA/WR
2	RL.2.9 – Compare/contrast the most important points presented by 2 texts/ pictures ELDS 2 Lang. Arts/level 3-4/S/W Compose paragraphs that compare/contrast 2 texts/pictures	M – no school T – Review compare/contrast – intro. to 2 books/ begin reading Winter Vacation W – continue Winter Vacation and work on activity pgs. TH – Read Monster Snow Day F - continue Monster Snow Day and activity pgs.		OR/SA/WR/R
3 a.m. and p.m. groups	RI.3.1 – Demonstrate understanding of a text RI.3.4 – Determine the meaning of words in a text ELDS 5 Social Studies/ level 4-5/R/W -Identify important info. from text to answer the questions -read and use information from the text to answer questions -discuss ideas/thoughts after reading nonfiction text	M - no school T - Begin Compound Words vocab. packet W – Complete Compound Words vocab. packet and begin Save Our Streams packet TH – Complete Save Our Streams packet F - Mondo Journal C-10		OR/SA/WR/R

Assessment Notes:

TO=teacher observation **PF**=performance **OR**=oral response
SA=student activity **WR**=written response **R**=retell **PR**=project

← See other page for Guided Reading Groups plans

4th and 5th Grade Guided Reading for Dec. 1-3 M, W, Th 9:20 – 10:20 / Tues. 9:50 – 10:20
Review week: RL 4.6 – I can compare/contrast the points of view from which different stories are narrated, including differences between first and third narrations. **ELDS 2 Lang. Arts/ level 4-5/R/W**

****Green Group at Level O****

Monday: no school

Tuesday: Read the "I Can" statement and begin reading The Mystery of the Missing Book

Wednesday: Continue reading in groups and discuss story elements (point of view)

Thursday: Continue reading and discuss connection to objective, begin graphic organizer

****Yellow Group at Level Q****

Monday: No school

Tuesday: Read the "I Can" statement and begin reading Dora's Time to Shine

Wednesday: Continue reading in groups and discuss story elements (point of view)

Thursday: Continue reading and discuss connection to objective, begin graphic organizer

1st and 2nd Grade Guided Reading for Dec. 1-3 Mon. – Thurs. 10:20 – 11:00

Objective of the week: RL.1.6 – I can identify who is telling the story using evidence from the text.

ELDS 2 Lang. Arts/ level 2-3/R/W

****Blue Group at Level E****

Monday: no school

Tuesday: Go over objective/ preview topic and vocabulary/ begin reading Going to the Fair together

Wednesday: Review and continue reading book and discuss the connection to the week's objective

Thursday: Complete organizer and accompanying book worksheets

****Red Group at Level F****

Monday: no school

Tuesday: Go over objective/ preview topic and vocabulary/ begin reading In the Clouds together

Wednesday: Review and continue reading book and discuss the connection to the week's objective

Thursday: Complete organizer and accompanying book worksheets

ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – January 11, 2016

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance or Non Acceptance:

Further action is necessary to fully address this finding.

Required Elements of Corrective Action and Progress Reports:

In order to fully address this finding, please submit the following:

- 1) Submit a spreadsheet of student placement in the full-time or part-time TBE program, complete with rationale and list of relevant documentation;
- 2) Evidence of continuous and intentional collaboration between the bilingual teachers and classroom teachers;
- 3) When the instruction of the ELs' native language and culture will occur; and,
- 4) Please attach at least two more lesson plans for elementary and middle school.

DISTRICT'S SECOND RESPONSE – INSERT DATE February 2, 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

The program director created a template for lesson planning since this response was provided for TBE staff to utilize based upon the examples provided in the ELD Standards. A copy is provided below. You will see on this form that there is a place to indicate with whom the TBE teacher collaborated. I expect this form to be used into the future, so there is evidence of ongoing collaboration. At the junior high, as per the principal, the TBE teacher meets weekly with the Special Education staff and math and science.

The Social Studies teacher at the junior high has his ESL endorsement, and the TBE teacher speaks to him on a weekly basis, as well. Copies of the lesson plans are sent to both their principals and to the program director on a weekly basis. I have provided a sample of the lesson plans that were submitted over the past several weeks showing examples of the five ELD standards and how they are addressed across various grade levels. The overwhelming majority of students in District 84 were born in the U.S. They hear and speak two languages from an early age. Based upon native language screening and to determine the dominant language, instruction is provided in that language. We have text materials in Spanish that we provide students if they can read in Spanish. Our TBE staff also explains concepts in Spanish, and Polish, at Passow School. Native culture is discussed through the ELA program. We have informational text and materials that cover various topics and cultures that are used instructionally. The spreadsheet will be sent in a separate attachment.

List and Attach Evidence of Implementation of the Corrective Action

1. Example of lesson plan template

Franklin Park District 84

Audit #3.3 and 4.1

TBE/TPI Lesson Plan

Grade _____ Teachers in Collaboration _____
 Date: _____

Common Core State Standard:

ELD Standard _____ Domain _____ # of
 Days _____

Context for Language Use:

Cognitive Function

Model Performance Indicators

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Exp

Topic Related Language

2. Examples of submitted plans addressing the ELD standards
3. Evidence on the lesson plan of the collaborating staff.
4. Spreadsheet of student placement.

ISBE’S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – April 4, 2016

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance or Non Acceptance:

Additional documentation is required as proof of implementation.

Required Elements of Corrective Action and Progress Reports:

Please submit a detailed description of when the instruction of the ELs’ native language and culture will occur in your plan.

DISTRICT’S THIRD RESPONSE – April 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

Based upon the level of need, students will be provided native language instruction for all core subjects for those students in our full-time/part-time programs. Students will receive native language instruction in LA as well as instruction in the history and culture of the native lands of the student or the family in addition of the United States through our push-in, pull-out or self-contained instructional blocks. Typically, instruction of this kind occurs during Language Arts and Social Studies. The EL program and its functions are being implemented with the fidelity and efficacy expected of best practices in language acquisition. The students who require instruction in native language as per the expectations of DELL receive said instruction. Native culture is infused in a seamless manner as evidence below through the Social Studies curriculum. The program director, in conjunction with the building principals, will be directly responsible for monitoring and adjusting implementation of instructional practices.

List and Attach Evidence of Implementation of the Corrective Action

The integrated Social Studies mapping is below.

**Franklin Park District 84
Cook County, Illinois
Franklin Park, Illinois 60131**

TBE/TPI Integration of Social Studies Instruction

Kindergarten

Unit 1 – Being a Good Citizen

1. Follow Rules in the U.S. and laws in native countries in vehicles, walking, cities/towns
2. Taking Responsibility – Discussion of family responsibilities in U.S. and native countries.
3. Groups Around the World – Discussion of family life in U.S. and native countries.

Unit 2 – Flags and Symbolism

1. Study into flags and national symbols of U.S. and students' native countries.
2. Heads of state in U.S. and countries of origin.
3. Living with freedom in U.S. and other parts of the world.

Unit 3 – Workers

1. Workers and economy of U.S. and native countries.
2. Working for money and discussions of currency of U.S. and native lands.
3. Using Resources of U.S. and native countries.
4. From Farm to Table and agriculture and agricultural practices of U.S. and native countries.
5. Goods from U.S. and native countries.

Unit 4 – Where We Live

1. Legends of U.S. and Mexico
2. Land and water formations in U.S. and native countries.
3. Models and maps of U.S. and native countries.
4. City and farm life in U.S. and native countries.

Unit 5 – Time Goes By

1. Yesterday, today, and tomorrow and reflections of life in U.S. and native countries.
2. Months of the Year and special occasions in U.S. and native countries.
3. Current president of U.S. and native countries.

Unit 6 – Stories of the Past

1. U.S. holidays and those in other countries.
2. Family history
3. Making history and contributions of U.S. and native country citizens.

Grade 1

Unit 1 – Rules and Laws

1. School rules and comparison of expectations between the U.S. and native countries.
2. Map and globe skills identifying countries on a map.
3. Citizenship skills and expectations in U.S. and native countries.
4. Government and role in daily life in U.S. and native countries.

Unit 2 – Where People Live

1. Finding where you are and identifying U.S. and native countries on maps and globe.
2. Identification of land and water features in U.S. and native countries.
3. Identifying major cities in U.S. and native lands.
4. Major resources of U.S. and native countries.
5. Weather and climate of U.S. and native countries.

Unit 3 – We Love Our Country

1. Songs of the U.S. and native countries.
2. Symbols of the U.S. and native countries'.
3. Holidays and heroes of U.S. and native countries.

Unit 4 – Our Changing World

1. People of long ago including pilgrims, native Americans, Aztecs, Incas.
2. Schools of long ago in U.S. and native countries.
3. Changes in transportation in U.S. and native countries.

Unit 5 – Meeting People

1. Folktales of U.S. and native countries.
2. Expressing culture within the family.
3. Families from around the world.

Unit 6 – The Marketplace

1. Goods and Services in U.S. and native countries.
2. Jobs people do including biographies of people from U.S. and native countries.
3. Buyers and sellers and the economies of native lands.
4. Working in a factory and operations within the facilities.

Grade 2

Unit 1 – Governing the People

1. Anthems of the world
2. Citizens within a community and expectations
3. Government of U.S. and native countries.
4. Leaders of the U.S. and native countries at the local, state, and national levels.

Unit 2 – World Around Us

1. Legends of the U.S. and Mexico
2. Maps and locations of U.S. and native lands
3. North America and its landforms
4. Seasons and climate of U.S. and native lands.
5. World regions.

Unit 3 – Using our Resources

1. Land and water resources of U.S. and native countries.
2. Why people settle where they do keeping in mind natural resources.
3. Causes and effects of changes in the environment in U.S. and native countries.
4. Interconnectedness of people in the world.

Unit 4 – People Long Ago

1. Discussion of people and places from the past.
2. Early North Americans.
3. American and native heritage.
4. Heroes and holidays of the U.S. and native countries.

Unit 5 – World of Many People

1. World cultures including food, dress, customs, and holidays.
2. Celebrating Culture from around the world.
3. Melting pot of U.S. and contributions by immigrants.

Unit 6 – People in the Marketplace

1. Producers and Consumers of U.S. and Mexico.
2. Work and income production in U.S. and Mexico.
3. From factory to consumers and contribution of manufacturing to global economy.

Grade 3

Unit 1 – Communities Around Us

1. Communities in U.S. and native lands.
2. Discovering one's community in U.S. and native country.
3. Identifying differences and similarities of ethnic communities within the U.S.
4. Urban, suburban, and rural life in U.S. and native countries.

Unit 2 – Communities and Geography

1. Geography and regions of U.S. and native lands.
2. Natural resources of regions in U.S. and native lands.

Unit 3 – Communities Over Time

1. Transition of communities in the U.S. and native countries over time.
2. Inventions within communities in U.S. and native countries.
3. Growth and change of ethnic communities in the U.S.

Unit 4 – Citizens and Government

1. Rights and duties of citizens in the U.S. and native countries.
2. Governments of the world.
3. Symbols of nations around the world.

Unit 5 – People in Communities

1. Moving to new places and the impact of immigration
2. Sharing cultures in the U.S.
3. Expressions of cultures in the U.S. and native countries.
4. Holidays and traditions in U.S. and native countries.
5. Cultures of the world.

Unit 6 – Working in Communities.

1. Workers and consumers in the U.S. and native countries.
2. Trading with the world
3. Forms of money in U.S and native countries.
4. Businesses in U.S. and native countries.

Grades 4 & 5

Unit 1 – The Land and Early People

1. States and regions of U.S. and native countries.
2. Land and water features of U.S. and native countries.
3. Climate and vegetation of U.S. and native countries.
4. Indigenous people of North America.

Unit 2 – Exploration and Settlement

1. Age of exploration in North America.

Unit 3 – Early Wars in Growth of Countries

1. The fight for independence in the U.S. and Mexico.
2. Winning independence and aftermath in U.S. and Mexico.
3. Effects of war on U.S. and Mexico.

Unit 4 – A Growing Nation

1. Branches of government in U.S. and native countries.
2. General terms of Constitutions in U.S. and Mexico.
3. Expanding borders and preserving native culture.
4. New ideas and inventions of immigrants.

Unit 5 – Civil War in U.S. and other countries

1. New industries in the aftermath of wars.
2. Cities, immigration, and impact.

Unit 6 – U.S. and the World

1. Role of countries in the world.
2. World War II and the effect of war in U.S. and native countries.
3. Equal rights in U.S. and native countries.
4. Economies of U.S. and native countries.
5. Effects of a global economy.

**Franklin Park District 84
Cook County, Illinois
Franklin Park, Illinois**

Integrated TBE Social Studies

Grade 6

Unit 1 – Early People

1. Studying of the distant past in North America.
2. Hunter-Gatherer societies in North America.
3. Cities and ancient civilizations in North America.

Unit 2 – Meso-American Civilizations

1. Story of Moctezuma Ilhuicamina
2. The Mayans
3. The Aztecs
4. The Incas.
5. North American culture

Unit 3 – The Age of Exploration

1. Spanish conquests in the Americas
2. The voyages of discovery in North America.
3. The conquest of North America.

4. The growth of trade in North America.

Grade 7

Unit 1 – Origins of early people in North America.

1. The early people in North America.
2. The beginning of civilization in North America.

Unit 2 – Civilization of the Americas

1. Mesoamerican civilizations.
2. Early North and South America.

Unit 3 – Rise of Europe

1. Explorers to North and South America.

Grade 8

Culture and history of native countries is addressed through trade books, biographies, primary sources, and literature.

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – June 17, 2016

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) 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 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.</p>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Finding: As evidenced by a review of student records, as well as interviews conducted with teachers and administrators, the District's part-time TBE program does not use the state-developed Part-Time eligibility determination criteria.</p>	
<p>DISTRICT'S FIRST RESPONSE – December 12, 2016</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</p>	
<p>List and Attach Evidence of Implementation of the Corrective Action The recommended form is now being used for any new students who would receive part-time placement,</p>	

and the TBE staff is presently updating all the part time students using the form and will be done with the update by January 31, 2016. All TBE staff has copies of the forms, and they will retain a copy of the form in their files, and the original will be placed in the student's cumulative folder.

Part-Time Transitional Bilingual Education (TBE) Placement Rationale

Student Name: Raul Castaneda Current Grade: 4th Grade Date: Nov.16, 2015

<u>Criteria</u>		<u>Check (✓) if used</u>	<u>Evidence</u>
Minimum English Language Proficiency Score	K – 1st semester	4.0 and above oral language composite proficiency level on the MODEL™, but not English proficient*	
	K – 2nd semester through First Grade – 1st semester	3.5 and above literacy composite proficiency level on the MODEL™ or the ACCESS for ELLs® but not English proficient**	
	First Grade – 2 nd semester through 12 th Grade	3.5 and above literacy composite proficiency level on the W-APT™ or the ACCESS for ELLs® but not English proficient**	
If the student's score either on the screener or on the ACCESS for ELLs® is below the minimum identified above, a part-time placement for the student is allowed only if at least one of the following conditions is met.			
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.		
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.	✓	Raul is receiving As and Bs in reading, math, and science, which are taught in English.
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.		
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.		
Limited Native Language Instruction	The limited 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.		
Parental Preference	The parents have clearly indicated in writing that they are refusing full-time TBE components for their child, and prefer that their child only receives part-time TBE services.		

ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – January 11, 2016			
Status of Corrective Action:			
<input checked="" type="checkbox"/> Accepted	<input type="checkbox"/> Partially Accepted	<input type="checkbox"/> Not Accepted	

Component Number	Legal Standard
3.5	<p>TPI Program Establishment (K-12) 23 Ill. Adm. Code 228.25 (a)(2) <i>When an attendance center has an enrollment of 19 or fewer English learners of any single language classification other than English, the school district shall conduct an individual student language assessment to determine each student's need for home language instruction and may provide a transitional bilingual program in the languages other than English common to these students. If the district elects not to provide a transitional bilingual program, the district shall provide a locally determined transitional program of instruction (TPI) for those students. (Section 14C-3 of the School Code; see Section 228.30(d) of this Part.) This subsection (a)(2) applies only to students enrolled in kindergarten or any of grades 1 through 12 in an attendance center.</i></p> <p>TPI Program Components 23 Ill. Adm. Code 228.30 (d)(2) <i>Program Components – A transitional program of instruction must include instruction or other assistance in the student's home language to the extent necessary, as determined by the district on the basis of the prescribed screening instrument or procedures, as applicable, required in Section 228.15(e) of this Part or the English language proficiency assessment required in Section 228.25(b) of this Part, to enable the student to keep pace with his/her age or grade peers in achievement in the core academic content areas. A transitional program of instruction may include, but is not limited to, the following components: (A) instruction in ESL, which must align to 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://www.wida.us/standards/eld.aspx. No later amendments to or editions of these standards are incorporated by this Section; (B) language arts in the students' home language; and (C) instruction in the history and culture of the country, territory, or geographic area that is the native land of the students or of their parents and in the history and culture of the United States.</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 TPI program does not incorporate instruction in English as a Second Language (ESL) that is aligned to the Illinois English Language Proficiency Standards;</p>	
<p style="text-align: center;">DISTRICT'S FIRST RESPONSE – December 12, 2016</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.</p>	
<p>List and Attach Evidence of Implementation of the Corrective Action. After review of the English Proficiency Standards, the TBE/TPI staff is incorporating the standards into their practice following the guidelines and curriculum that is used in the general education classrooms. They have added the ELP Standards to their lesson plans and use them as they initially plan lessons. The TBE teachers have received much training in team-teaching and address the ELP standards through the team-teaching models. Copies of lesson plans are included in this audit response.</p> <p>The principals receive copies of the lesson plans that incorporate the ELP standards and spend considerable time on a daily basis in the classrooms monitoring and supporting staff.</p>	

ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN – January 11, 2016

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance or Non Acceptance:

Additional documentation is required as proof of implementation.

Required Elements of Corrective Action and Progress Reports:

In order to fully address this finding, please submit lesson plans for upper grades scope and sequence and curriculum map, as evidence of implementation.

DISTRICT’S SECOND RESPONSE – INSERT DATE February 9, 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

Attached are lesson plans from the junior high TBE teacher. She has modified the WIDA lesson plan template to fit her needs at the junior high level. As explained in 3.3, she meets weekly with the content area specialists and co-teaches as appropriate in those classes. ELA is the major focus area for her instruction, and she uses Language! Attached is the WIDA Prime Correlation of the Language! Program and cites how the ELD standards are aligned within the program. As for a scope and sequence, she uses the outline provided by the Language! Program. As to the scope and sequence of the content areas, her students follow the scope and sequence embedded in the materials that are used. As a district, we have done no curriculum mapping for any content area. At the elementary level, a new program was adopted for the 2015-2016. As we review the scope and sequence of the program, we will also develop a curriculum map for math. We are in the process of choosing a new ELA program for all students, and curriculum mapping for that program, including ELLs, will commence during the summer of 2016. The ELL program director happens to be the chairperson of the two committees.

List and Attach Evidence of Implementation of the Corrective Action

1. Lesson plans from junior high
2. WIDA Prime Correlation for Language! (This attachment will be separate)

TPI/TBE

CCSS Standards and EDL Standards

DE

Mon 1/11/16

27.4

CCSS Grade 8 Writing Standards 2

COGNITIVE FUNCTION: Students at all levels of English language proficiency will ANALYZE plot.

	1 Entering	2 Emerging	3 Developing	4 Exp
Writing	List ingredients of plot using word and graphic organizer	State important parts of plot using word bank	Analyze plot using sentence starters	Fill in plot and graphic organ

No meetings today.

Tue 1/12/16
 27.5
 CCSS Grade 8 Speaking and Listening Standards 6
 CCSS Grade 8 Language Standards 1

COGNITIVE FUNCTION: Students at all levels of English language proficiency will ANALYZE a piece

	1 Entering	2 Emerging	3 Developing	4 Exp
Speaking	Repeat set phrases and use non-verbal communication to propel discussions using sentence frames, word banks, and visuals.	Make statements to propel discussions using sentence frames, word banks, and visuals.	Paraphrase statements to propel discussions using sentence frames and word banks.	Pose and resp questions to p discussions u frames.

Common plan time team meeting today.

Wed 1/13/16
 27 Challenge R
 CCSS Grade 8 Reading Standards for Informational Text 1
 CCSS Grade 8 Reading Standards for Informational Text 2
 CCSS Grade 8 Reading Standards for Informational Text 4

COGNITIVE FUNCTION: Students at all levels of English language proficiency will ANALYZE vocabu

	1 Entering	2 Emerging	3 Developing	4 Exp
Reading	Locate language associated with Unit 27 using visually supported text with a partner using L1 and L2 word banks.	Locate language associated with Unit 27 using visually supported text with a partner using word banks.	Locate language of U27 from excerpts of text following a model in small groups.	Sort languag from text fo model in sm

SPED team meeting today.

Thu 1/14/16
 27 Challenge W
 CCSS Grade 8 Writing Standards 2
 CCSS Grade 8 Writing Standards 3

COGNITIVE FUNCTION: Students at all levels of English language proficiency will ANALYZE the per literature.

	1 Entering	2 Emerging	3 Developing	4 Exp
Writing	List the main character's personality traits using word banks and graphic organizers in L1 and L2.	State the main character's personality traits using word banks in groups.	Explain the main character's personality traits using sentence starters.	Detail the ma personality tr model.

No meetings today.

Fri 1/15/16
 27.6
 CCSS Grade 8 Reading Standards for Literature 4

COGNITIVE FUNCTION: Students at all levels of English language proficiency will EVALUATE the la

	1 Entering	2 Emerging	3 Developing	4 Exp
Reading	Classify visually-supported words or phrases related to "David Copperfield."	Categorize language related to "David Copperfield" using graphic organizers with a partner.	Organize language related to "David Copperfield" based on visually-supported text using graphic organizers with a partner.	Compare David Copperfield based on text using graphic small groups.

No meetings today.

Tues 1/19/16

27.7

CCSS Grade 8 Reading Standards for Literature 4

COGNITIVE FUNCTION: Students at all levels of English language proficiency will ANALYZE vocabulary of a piece of literature.

	1 Entering	2 Emerging	3 Developing	4 Expanding	5 Bridging
Listening	Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print.	Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print.	Classify examples of literary characters, themes, and plots based on oral descriptions with a partner.	Find patterns related to literary characters, themes, and plots using graphic organizers with a partner.	Predict the evolution of literary characters, themes, and plots.

No meetings today.

Wed. 1/20/16

27.8

CCSS Grade 8 Writing Standards 2

CCSS Grade 8 Writing Standards 4

CCSS Grade 8 Writing Standards 5

COGNITIVE FUNCTION: Students at all levels of English language proficiency will ORGANIZE problem-solution compositions.

Re adi	1 Entering	2 Emerging	3 Developing	4 Expanding	5 Bridging

	Classify visually supported words or phrases related to bullying problems and solutions with a partner in L1 or L2.	Categorize language related to bullying problems and solutions using graphic organizers with a partner.	Organize language related to bullying problem and solutions with graphic organizers with a partner.	Compare bullying problems and solutions based on text using graphic organizers in small groups.	Draw conclusions about bullying problems and solutions based on text in small groups.
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Common plan time team meeting today.

Th 1/21/16

27.9

CCSS Grade 8 Speaking and Listening Standards 1

CCSS Grade 8 Speaking and Listening Standards 4

CCSS Grade 8 Speaking and Listening Standards 5

CCSS Grade 8 Speaking and Listening Standards 6

CCSS Grade 8 Speaking and Speaking Standards 1

CCSS Grade 8 Speaking and Speaking Standards 2

CCSS Grade 8 Speaking and Speaking Standards 3

CCSS Grade 8 Speaking and Speaking Standards 4

CCSS Grade 8 Speaking and Speaking Standards 5

COGNITIVE FUNCTION: Students at all levels of English language proficiency will ANALYZE the plot of a piece of literature.

	1 Entering	2 Emerging	3 Developing	4 Expanding	5 Bridging
Speaking	State two components of the plot of "David Copperfield" using visual supports.	Give examples of the plot "David Copperfield" using sentence frames and graphic organizers.	Describe the components of the plot of "David Copperfield" using sentence frames and graphic supports.	Compare and contrast the components of "David Copperfield" using graphic organizers.	Discuss the plot components of "David Copperfield" using graphic supports.

Common plan time team meeting today.

Fr 1/22/16

27.10

CCSS Grade 8 Writing Standards 2

CCSS Grade 8 Writing Standards 4

CCSS Grade 8 Writing Standards 5

COGNITIVE FUNCTION: Students at all levels of English language proficiency will **ANALYZE** the relationship between problems and solutions.

	1 Entering	2 Emerging	3 Developing	4 Expanding	5 Bridging
Writing	Draw and label storyboards about bullying problems and solutions using illustrated word banks.	Compare dialogues for bullying problems and solutions using sentence frames.	Compare dialogues for bullying problems and solutions using illustrations and following models.	Compose an essay about bullying problems and solutions using illustrations following models.	Compose detailed essay about bullying problems and solutions.

SPED team meeting today.

Mon 1/25/16

27 Challenge R

CCSS Grade 8 Speaking and Listening Standards 1

CCSS Grade 8 Speaking and Listening Standards 4

CCSS Grade 8 Speaking and Listening Standards 5

CCSS Grade 8 Speaking and Listening Standards 6

COGNITIVE FUNCTION: Students at all levels of English language proficiency will **ANALYZE** universal themes of a piece of literature.

	1 Entering	2 Emerging	3 Developing	4 Expanding	5 Bridging
Listening	Select illustrations depicting youth activists based on oral statements using environmental print.	Select illustrations depicting youth activists based on oral descriptions using environmental print.	Classify examples of youth activists in oral descriptions with a partner.	Find patterns related to youth activists using graphic organizers with a partner.	Predict the evolution of youth activists and social change.

No meetings today.

T 1/26/16

27 Challenge R

CCSS Grade 8 Reading Standards for Informational Text 1

CCSS Grade 8 Reading Standards for Informational Text 2

CCSS Grade 8 Reading Standards for Informational Text 4

COGNITIVE FUNCTION: Students at all levels of English language proficiency will EVALUATE youth activists and social changes.

	1 Entering	2 Emerging	3 Developing	4 Expanding	5 Bridging
Reading	Classify visually-supported words or phrases related to youth activists using graphic organizers with a partner in L1 or L2.	Categorize language related to the effects of youth activists using graphic organizers with a partner.	Organize language relate to social activists based on visually-supported text using graphic organizers with a partner.	Compare the effects of youth activists using graphic organizers in small groups.	Draw conclusions about the effects of youth activists based on text in small groups.

No meetings today.

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – April 4, 2016

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>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Findings: As Evidenced by staff interviews and documentation submitted by the district, the following has been found:</p> <ul style="list-style-type: none"> • English as a Second Language (ESL) curriculum is not aligned to the English Language Development Standards (ELDS); not all five language domain are consistently taught. • The district's Spanish Language Arts curriculum is inconsistently implemented and is not clearly aligned to the WIDA Spanish Language Arts Standards (2005). 	
<p>DISTRICT'S FIRST RESPONSE – December 12, 2016</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</p>	
<p>List and Attach Evidence of Implementation of the Corrective Action As indicated in a previous component, TBE staff looks at various sources to determine the level of support that is needed in the content areas, as indicated by the ELDS. Much of the Language of Social Studies occurs during the ELA block where much of the focus occurs. Team-teaching typically occurs during math and science. Our science texts are not aligned to the Next Generation Science Standards, so teachers rely upon the new standards to create science lessons that are primarily exploratory. The TBE teachers are present for lessons in which the vocabulary may be challenging. Math relies heavily upon</p>	

reading skills, so TBE/TPI staff is greatly involved in assisting ELs with the vocabulary and comprehension of the problems.

For the overwhelming majority of students in District 84, they are stronger in English and their MAP scores support the statement. For the majority of grades, the ELs outperform the non-ELs in reading.

There is only one student in the District for whom English is not the stronger language. Materials are available in the native language for the student to access the curriculum.

Grade Level / Subject	Number of Students	Average Score	Status Benchmark	Growth Score
1 st Grade Reading	132	181	175	0.02
LEP 1 st Grade Reading	59	177	175	-0.16
1 st Grade Math	131	181	177	0.00
LEP 1 st Grade Math	58	178	177	-0.04
2 nd Grade Reading	120	189	186	0.00
LEP 2 nd Grade Reading	59	185	186	0.00
2 nd Grade Math	120	190	188	0.00
LEP 2 nd Grade Math	59	188	189	0.10
3 rd Grade Reading	130	200	198	-0.01
LEP 3 rd Grade Reading	45	194	198	0.12
3 rd Grade Math	130	203	203	-0.04
LEP 3 rd Grade Math		197	203	-0.02
4 th Grade Reading	117	207	205	0.00
LEP 4 th Grade Reading	28	197	205	0.04
4 th Grade Math	117	210	209	0.00
LEP 4 th Grade Math	28	199	209	-0.35
5 th Grade Reading	101	213	211	0.03
LEP 5 th Grade Reading	11	212	211	0.16
5 th Grade Math	101	222	217	0.00
LEP 5 th Grade Math	11	202	217	-0.46
6 th Grade Reading	129	216	215	-0.02
LEP 6 th Grade Reading	6	78	215	-1.12
6 th Grade Math	129	220	222	-0.01
LEP 6 th Grade Math	6	210	222	0.07
7 th Grade Reading	126	216	217	0.05

LEP 7 th Grade Reading	9	196	217	-0.86
7 th Grade Math	126	226	228	0.04
LEP 7 th Grade Math	9	201	228	-1.14
8 th Grade Reading	130	225	222	0.04
LEP 8 th Grade Reading	10	211	222	0.04
8 th Grade Math	130	234	232	-0.08
LEP 8 th Grade Math	10	218	232	-1.06

- LEP students in Grades 2-5 demonstrate a rate of growth in Reading that equals or surpasses their non-LEP classmates, demonstrating that the additional supports that we have in place are proving to be effective in closing the achievement gap. This trend does not hold up in grades 6 and 7.
- The numbers of LEP students naturally decrease from grade level to grade level as students meet the required levels of proficiency on the ACCESS test and exit the program. Those students who remain continue to struggle with their English language proficiency.

ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN – January 11, 2016

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance or Non Acceptance:

Documentation is required as evidence of implementation.

Required Elements of Corrective Action and Progress Reports:

Please submit sample/draft lesson plans/curriculum map/scope and sequence with clear indication of instruction in all 5 ELDs.

DISTRICT’S SECOND RESPONSE – INSERT DATE February 9, 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

There will be a separate attachment for samples of the lesson plans that were recently submitted. As a district, we have not created any curriculum maps for any content area. Therefore, the TBE staff has not been able to guide their instruction based upon a curriculum map. Having small schools in a small district, the TBE staff has an opportunity to plan together with their regular education peers on a daily basis to formulate lessons that address the five ELD standards.

List and Attach Evidence of Implementation of the Corrective Action

1. Sampling of recently submitted lesson plans submitted as an attachment to document.

ISBE’S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – April 4, 2016

Status of Corrective Action:
 Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance or Non Acceptance:
 District did not fully respond to this finding.

Required Elements of Corrective Action and Progress Reports:
 Please submit the documents requested in previous response.

DISTRICT’S THIRD RESPONSE – April 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

Lesson plans are prepared using the 5 ELD standards and are monitored by the program director and building principals. Below are some examples of such plans that represent the language of the content areas. These were previously submitted for review.

List and Attach Evidence of Implementation of the Corrective Action
 Please see examples of lesson plans below.

**Franklin Park District 84
 TBE/TPI Lesson Plan**

Grade: 4th **Teachers in Collaboration:** Jarosz and Byrne
Date: Feb. 1-Feb.5

Common Core State Standard: 4RI.2 Determine the main idea of a text and explain how it is supported by key details.

ELD Standard: #2 Language Arts **Domain:** Reading and Writing
of Lesson Days: 5

Context for Language Use: Students will read and discuss main ideas of narrative text to clarify the main ideas from the details.

Cognitive Function: All students will be able to formulate the main idea of grade level text.

Model Performance Indicators

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
		Students will explain the main idea using a graphic organizer to the small group in which	Students will discuss the main ideas and details within their group still using a graphic	Students will write a paragraph describing the main idea and details after reading their text

		they are working.	organizer designed for greater detail.	independently.
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Topic Related Language: main idea, detail, theme, fiction, narrative text

**Franklin Park District 84
TBE/TPI Lesson Plan**

Grade: 3rd

Teachers in Collaboration:

Eli Garay and D. Galuszka

Date: 1/11/-1/15

Common Core State Standard: 3OA.5 Understand properties of multiplication and the relationship between multiplication and division.

ELD Standard: #3 Mathematics

Domain: Speaking

of Lesson Days: 5

Context for Language Use: Students practice referring to the commutative, associative, and distributive properties in situations with a partner.

Cognitive Function: Students will understand the differences among the three different properties in multiplication.

Model Performance Indicators

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Students will ask and answer simple questions using what, when, and why to identify one property.	Students will describe two properties using a word bank and examples to view.	Students will describe how and when a person would use the three properties in solving problems.	Students will describe their strategies for choosing a property to use within a story problem and explain it using the property names and function.

Topic Related Language: associative, commutative, distributive properties, factors, product

**Franklin Park District 84
TBE/TPI Lesson Plan**

Grade: 2 **Teachers in Collaboration:** Rahlfs and Garcia
Date: 1/5 – 1/8

Common Core State Standard: Big Idea: All living things have life cycles.

ELD Standard: #4 Language of Science **Domain:** Writing
and Speaking **# of Lesson Days:** 4

Context for Language Use: Students will identify the various stages of living things (water, seeds frog, butterfly, person) and share with the class.

Cognitive Function: All students will construct the life cycles of various living things.

Model Performance Indicators

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Label drawings of their living thing using a word bank and a graphic organizer.	Produce simple sentences about the life cycle of the group's assignment. They may use a word bank and an organizer given by teacher.	Students will describe the life cycles to their peers using a script or a pictorial representation.	Students will provide greater detail as they explain the stages of their item. They may produce a poster with appropriate text.	Students will provide greater detail as they present to the class using the academic language of instruction.

Topic Related Language: life cycle, stage of life, evaporation, condensation, tadpole, pupa, cocoon

**Franklin Park District 84
TBE/TPI Lesson Plan**

Grade: 1st

Teachers in Collaboration:

Ross/Castro/Poppe

Date: 2/1-2/5

Common Core State Standard: 12.C.1b Compare large scale physical properties of matter (size, shape, color, texture, odor)

ELD Standard: #4 Science

Domain: Reading

of Lesson Days: 5

Context for Language Use: Students will participate in shared reading on early principles of matter. They will also read their own copy of the material differentiated for reading levels.

Cognitive Function: Students will understand and identify the properties of matter.

Model Performance Indicators

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Match pictures of different types of matter with liquid, solid, gas	Match pictures of types of matter with words. They will work with a partner.	Sort illustrated text about matter into the three categories of liquid, gas, and solid.	Locate language in text that identifies the different types of matter and complete a differentiated graphic organizer.	Locate language in a text with no pictures that identifies the three types of matter and complete a matrix with identifying features.

Topic Related Language: matter, properties, solid, liquid, gas

**Franklin Park District 84
TBE/TPI Lesson Plan**

Grade: K

Teachers in Collaboration:

Feltes, Poppe, and Ryan

Date: 1/19-1/22

Common Core State Standard: Students are grounded in their heritage and family history.

ELD Standard: #5 Social Studies

Domain: Listening and Writing

of

Lesson Days: 10

Context for Language Use: Students will listen to their parents' oral history and write (create) a family tree using technology or handwritten text.

Cognitive Function: Students will understand the geneology of their family and identify lineage (child, parents, grandparents, ...)

Model Performance Indicators

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Draw and label family members or bring photos of family members from home. Ask parents about grandparents and be able to identify them.	Draw (using technology) family members and identify who they are. They will be able to identify them using a sentence starter.	Draw and describe family members using sentence frames. Use two sentences with a sentence frame.	Produce more complex stories about family members using more than two sentences. A word bank and sentence frames will be available	Produce illustrated histories of families using technology or written.

Topic Related Language: family tree, family, grandparents, aunt, uncle,
Franklin Park District 84
TBE/TPI Lesson Plan

Grade: Third **Teachers in Collaboration:** Tucker & Bohnen
Date: Jan 31, 2016

Common Core State Standard: SL 6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ELD Standard: #1 Social and Instructional Language **Domain:** Speaking **# of Lesson Days:** 3

Context for Language Use: Students provide feedback to peers after sharing their animal reports.

Cognitive Function: Students will evaluate other students' oral reports using a rubric that was created by the class.

Model Performance Indicators

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Describe the ratings that were given to the speaker using a choice of two sentence frames.	Discuss the ratings that were given to the speaker and offer at least one area for improvement using the rubric.	Explain the ratings given to their peers with evidence from the presentation and providing suggestions for improvement.	Justify the rating given to their friends with evidence from the presentation and also providing suggestions for improvement. Greater discourse is expected for these students.

Topic Related Language: rubric, voice, rate of speed, eye contact, visual aids

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – June 16, 2016

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Component Number	Legal Standard
4.2	Instructional Materials (Title III recipients) 20 USC 6912 (a)(2)(B) <i>Grants awarded under this section may be used for... (iv) improving the instruction programs for limited English proficient children by identifying, acquiring, and applying effective curricula, instructional materials (including materials provided through technology), and assessments that are all aligned with State and local standards.</i>
Rating: Partially Implemented District Response Required: Yes	
Finding: As evidence by classroom observation and interviews with staff, it was found that the District does not provide sufficient native language and ESL instructional materials to meet the needs of English learners.	
DISTRICT’S FIRST RESPONSE – DECEMBER 12, 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	
List and Attach Evidence of Implementation of the Corrective Action There are materials present in all TBE classrooms that are in the major non-English languages, namely Spanish and Polish. The Junior High has the core curriculum text books in Spanish, and at the elementary buildings, we have Math Expressions in Spanish at all grade levels and Pasaporte, the reading series, in Spanish at all grade levels. In addition to the text books, all teachers have increased the number of native language books in their classrooms, and the media techs in the buildings will also add more Spanish and Polish books to the circulation as orders are placed by the end of January.	
ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN – January 11, 2016	
Status of Corrective Action: <input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted	
Basis for Partial Acceptance or Non Acceptance: Evidence of implementation is required.	
Required Elements of Corrective Action and Progress Reports: In order to fully address this finding, please submit a complete list of native language and ESL instructional materials that are currently being used and submit the proposed list of materials being ordered in January as stated in the District’s CAP.	
DISTRICT’S SECOND RESPONSE – February 10, 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 A number of texts, both narrative and informative, have been purchased for the school libraries. The	

TBE staff utilizes these as part of their instruction in ELA, Science, and Social Studies. We do not have a recent Science or Social Studies curriculum for TBE or regular education. Science lessons are exploratory in nature and background materials come from the libraries or the internet, aligned to Next Generation Science Standards. In addition to the materials purchased for our libraries, all of the TBE teachers have an extensive library of materials in their classrooms that are also used for instructional purposes. A list with the materials will be attached. In addition, the following materials are utilized as part of the TBE instructional resources: Pasapote for ELA, Exprecciones Matimaticas for Math. Our new math program, enVision 2.0 will be available in Spanish in the fall. We are adopting a new ELA program for the 2016-2017 school year that will also include our TBE needs. Language! is utilized at the elementary and junior high levels.

List and Attach Evidence of Implementation of the Corrective Action

- 1. Explanation of curriculum materials found above.**
- 2. List of native language books ordered for District libraries.**

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – April 4, 2016

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

COMPONENT 5. ACCESS TO SERVICES

This component examines whether the District implements policies that guarantee equal access for English learners.

5.9	<p>Summer School 23 Ill. Adm. Code 228.30 (a)(6) Preschool and Summer School - A school district may establish preschool and summer school programs for English learners, or join with other school districts in establishing such programs. Summer school programs shall not replace programs required during the regular school year. (Section 14C-11 of the School Code [105 ILCS 5/14C-11]) A school district that offers a summer school program or preschool program shall provide transitional bilingual education programs or transitional programs of instruction for English learners in accordance with Article 14C and this Part.</p>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Finding: As evidence by interviews with staff, it was found that the District’s summer school program does not provide TBE programs for ELs at all grade levels.</p>	
<p>DISTRICT’S FIRST RESPONSE – December 12, 2016</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</p>	
<p>List and Attach Evidence of Implementation of the Corrective Action A summer school program has been in place for EL PreK-8th grade for at least twelve years. We did not have a summer school program for TBE students at the junior high level in 2015 because of a lack of certified staff. This was the first time such summer support was not available. Summer school planning takes place in the spring of 2016. Understanding the need for summer school for our TBE/TPI students, securing certified staff at the junior high level will be a top priority.</p>	
<p>ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN – January 11, 2016</p>	
<p>Status of Corrective Action: <input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>	

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
<p align="center">6.7</p>	<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 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 unremedied language disability</p>

Rating: Partially Implemented

District Response Required: Yes

Finding:

As evidenced by 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 sufficiently provided to classroom teachers, principals, and administrators.

DISTRICT’S FIRST RESPONSE – December 12, 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

List and Attach Evidence of Implementation of the Corrective Action

Professional development needs to occur at the individual schools during faculty meetings because of the curriculum based Institute Days that have already been determined. We do not have early release days in this district. Principals and superintendent will attend the Bilingual Conference in December and will also attend other workshops offered through the IRC or other bodies that offer professional development for ELs. The TBE staff attends numerous workshops throughout the year and is expected to support the classroom teachers with strategies that improve the instruction and assessment of English learners. This will occur at faculty meetings, team/grade level meetings, through sharing of articles and book studies during the 2015-2016 school year on a monthly basis. The TBE teachers will work closely with the building principal to make sure time is allotted for professional development at the aforementioned opportunities.

As we begin to plan for the major 2016 Institute Days, we plan to address the needs of ELs on a more global level district-wide. The EL program director is part of the Institute Day planning committee, so the EL needs of the district will occur.

Utilizing webinars will also be used from this point on as they become available through the various agencies such as BER, IRC, IPA, ASCD, and others that offer quality instruction. The principals will work closely with the TBE staff as the webinars become available.

The TBE staff will meet every two months to report on the professional development conducted in the schools. This will be monitored by the EL Director.

ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN – January 11, 2016

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance or Non Acceptance:

Evidence of implementation is required.

Required Elements of Corrective Action and Progress Reports:

In order to fully address this finding, please submit a list of proposed professional development workshops with dates available to staff regarding ELs, in addition submit sign in sheets if staff has already attended, as evidence of implementation.

DISTRICT'S SECOND RESPONSE – February 12, 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

With a new math adoption for the 2015-2016 school year, most of our professional development at the district level was devoted to full implementation of enVision 2.0. Addressing ELL needs was part of the professional development provided by math specialists provided by Pearson. Beginning on August 10, 2015, the junior high staff addressed differentiation and teaching strategies of which ELs were discussed. The elementary staff had the enVision program overview. The presenter at this workshop and subsequent workshops had a broad knowledge of EL strategies. October 9, 2015 focused on student engagement for all students including the importance of maintaining high expectations for all regardless of language status. This occurred with the elementary specialists and junior high staff. The elementary staff continued to receive math support from Pearson with the digital components, including the Spanish components that parents could access at home. November 30, 2015 centered upon Problem Based Interactive Learning with enVision which included suggestions and support for ELs. Another part of the day was devoted to more student engagement with Dr. Bobb Darnell at the junior high. January 1, 2016 addressed co-teaching and collaboration among SPED and TBE staff with regular education teachers with Susan Fitzell. The next Institute Day, scheduled for April 4, 2016 will be the introduction of the new ELA program. Evaluations for the various workshops are on file, but there are no sign in sheets. The majority of PD specifically designed for ELs took place at the school level during faculty meetings. All TBE teachers reported back to their schools of important instructional practices they learned from the Bilingual Conference in December. The PD occurred at either the January 11, 2016 or February 1, 2016 faculty meetings. The upcoming PD for ELs will occur with the April faculty meetings with the sharing of the WIDA presentation/webinar on academic language. We do not have any early release days within the district, and as mentioned previously, the Institute Days were focused on the new math curriculum and Co-Teaching strategies. An attempt was made to bring a speaker from the IRC to speak to general education teachers after school, but the cost was prohibitive. (Over \$1000 for time less than four hours.)

List and Attach Evidence of Implementation of the Corrective Action

- 1. Listing of relevant PD at Institute Days.**
- 2. TBE teacher-led PD at faculty meetings.**
- 3. WIDA produced PD at April faculty meeting**

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – April 4, 2016

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</p> <p>District Response Required: Yes</p>	
<p>Finding: As evidenced by a review of student files and documents obtained from the District, it has been found that: the District does send the written notice of enrollment to parents in English and Spanish, but not in all the English learners' home languages.</p>	
<p align="center">DISTRICT'S FIRST RESPONSE – DECEMBER 12, 2016</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</p>	
<p>List and Attach Evidence of Implementation of the Corrective Action A review of all home languages in the schools has been conducted, and the necessary forms were located on the ISBE website have been downloaded and distributed by the program director to the TBE staff in the District 84 schools. They will be printed and distributed to those parents who require or request the forms in their native languages. Principals will monitor the completion of necessary forms as they are completed.</p>	
<p align="center">ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN – January 11, 2016</p>	
<p>Status of Corrective Action: <input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Partially Accepted <input type="checkbox"/> Not Accepted</p>	

Basis for Partial Acceptance or Non Acceptance:

Evidence of implementation is required.

Required Elements of Corrective Action and Progress Reports:

In order to fully address this finding, please submit formalized procedures and training of relevant personnel.

DISTRICT'S SECOND RESPONSE – January 22, 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

The program director will make quarterly file checks to determine if parents are receiving the notification forms in their native language and English. The next review is scheduled for February, and the final for this school year, in May. During the 2016-2017 school year, file reviews will be conducted quarterly. The program director has downloaded all parental forms in all the languages for which we have students. A memo was sent to all TBE staff in January 2016 reminding staff of the thirty day statutory time frame for all screening and parental notifications. The director has scheduled a TBE staff meeting for April 4, 2016 to review the parental materials, the DELL site on ISBE, and all other mandated forms that must be kept in student EL files. Attached to this document is a zip file containing the parent notification letters in all District 84 languages, the memo sent to TBE staff regarding the parent letters is below, and the agenda for the upcoming meeting is also included.

Date: January 22, 2016
To: TBE staff
From: Lois Fronczke
Re: Parent Notification Letters

As students are assessed of their language proficiency skills and decisions have been made regarding student placement, it is mandatory that the entire process occur within thirty school days.

Parents must receive notification letters of initial placement, continuing placement, and program selection within this statutory time frame.

I have prepared additional letters for your files in languages that are new to our district. They have come directly from the isbe.net site of which you are familiar. We cannot predict which languages will be represented in our schools, so please refer to the isbe site if a child enters for which we don't currently have parent notifications. Please contact me, as well, should this occur so I can send you paper forms for your files.

We will review all parent notification forms, time frames, and protocols, in addition to navigating the isbe site at our next TBE staff meeting.

Agenda of upcoming meeting:

Agenda for Principals, TBE Staff, and Secretaries
April 4, 2016
12:30 PM

Welcoming Remarks

Preview of Forms and Procedures

- Home Language Survey
- All parental notification forms
- File Checklist
- Procedure for Refusals

- DELL site at isbe.net

Screening and Timeline – (no Secretaries)

ACCESS review – (No secretaries)

PD plans for general education staff – (No secretaries)

List and Attach Evidence of Implementation of the Corrective Action

1. The zip file is sent separately as an e-mail attachment.

2. Agenda of upcoming meeting addressing forms and procedures.

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – April 4, 2016

Status of Corrective Action:

Accepted

Partially Accepted

Not Accepted

Component Number	Legal Standard
7.3	<p>Withdrawal by Parents (Opt-out or Refusals) 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).</p>
<p>Rating: Partially Implemented</p> <p>District Response Required: Yes</p>	
<p>Finding: As evidenced by a review of student records, the District does not consistently obtain hand-written notices with reasons stated from parents who request to withdraw their children from the TBE/TPI program</p>	
<p>DISTRICT’S FIRST RESPONSE – December 12, 2016</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</p> <p>A checklist that outlines the procedure for refusal of services has been created by the program director. All principals and TBE staff were informed of the need for a handwritten letter from parents in December 2015. The checklist standardizes and explicitly states the steps that must be taken so that parents understand the benefits of inclusion in the TBE/TPI programs. The program director will call for a TBE staff meeting during Institute Day, April 4, to review all new procedures listed here and in 8.4.</p> <p>The form is included below:</p> <p style="text-align: center;">Franklin Park Public Schools District 84 Cook County, Illinois</p> <p style="text-align: center;"><u>Procedures of Refusal of Services</u></p> <p>If a parent expresses a desire to refuse or discontinue services, the following steps will be taken:</p> <p>Please check steps as completed:</p> <p>_____ 1. Principal and TBE/TPI teacher will both meet with the parent to explain the purpose and benefits of a TBE/TPI program.</p> <p>_____ 2. Parents will be informed of the TBE services available to students.</p>	

____3. Parents will be asked to submit a handwritten letter that is dated and signed describing and explaining the reasons for refusal of services.

____4. Original copy will be placed in the TBE/TPI file and checked on the front page of file checklist.

____5. Parents will be informed of supports that will be available to student if child presents with challenges and struggles in any of the content areas.

List and Attach Evidence of Implementation of the Corrective Action

All TBE teachers have been notified by the program director that parents must provide a hand-written letter that include the reasons for withdrawal from the TBE/TPI programs. Including the reasons has been a change in our procedures and since notification of the necessity, the changes have been put in place. At the junior high level, they are now asking parents to write a new letter each year that the student remains eligible based upon the ACCESS scores.

ISBE'S RESPONSE TO CORRECTIVE ACTION PLAN January 11, 2016

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance or Non Acceptance:

Evidence of implementation is required.

Required Elements of Corrective Action and Progress Reports:

In order to fully address this finding, please submit formalized procedures and training of relevant personnel.

DISTRICT'S SECOND RESPONSE – January 11, 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

See form and description above for a review of the new procedures and protocol. The procedure will also be addressed at the April 4, 2016 Secretary and TBE staff meeting. The agenda has been submitted previously.

List and Attach Evidence of Implementation of the Corrective Action

In order to fully address this finding, please submit formalized procedures shared and evidence of training of relevant personnel.

1. See form above that was developed to address specific procedures.
2. Training will occur at the April 4, 2016 meeting. Agenda is provided.

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – April 4, 2016

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) <i>Records - 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>Finding: As evidenced by a review of student files it has been found that, the District does not 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 are inconsistently 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; • Initial English language proficiency screener, scores, and dates; • Copies of the Teacher Report of the annual English language proficiency assessments; • Documentation of conferences and written communication with parents of ELs; • The rationale and documentation for a student's placement in a part-time TBE program (where applicable); and, • Parents' report card waiver. 	
<p>DISTRICT'S FIRST RESPONSE – December 12, 2016</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</p>	

List and Attach Evidence of Implementation of the Corrective Action

The findings in this component have been shared with all TBE staff. They have been instructed to keep all the records in one location. In the past, some teachers kept some of the forms in folders in their rooms, while others held them between the cumulative folder in the main office and their own files. They have been given the checklist and are expected to include all those items in the folders. Given their instructional duties, more time has been allotted to complete the review of all files. They have until the end of February to complete this task (After ACCESS testing). After such time, the program director will visit each school and review the files for compliance.

ISBE’S RESPONSE TO CORRECTIVE ACTION PLAN – January 11, 2016

Status of Corrective Action:
 Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance or Non Acceptance:
Evidence of implementation is required.

Required Elements of Corrective Action and Progress Reports:
In order to fully address this finding, please submit formalized procedures shared and evidence of training of relevant personnel.

DISTRICT’S SECOND RESPONSE – INSERT DATE February 10, 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
The program director has established guidelines for EL records with a checklist that will be found at the front of the EL record folder. The program director will conduct a training for all EL staff, building principals and secretaries to ensure each person knows his/her role in maintaining proper documentation.

List and Attach Evidence of Implementation of the Corrective Action
Pursuant to the corrective action cited above, communication will take place with the secretaries and TBE staff on April 4, 2016, and Institute Day, which is the next day that District 84 personnel have an opportunity to gather as a group. The checklist will be shared by the program director at this time, and examples of the forms will be shared. A review of the files will take place the week of April 18th by the program director and principals. the week of April 18th. The program director will meet afterwards with relevant staff (principals, secretaries, and TBE teachers) to review the findings. Going forward, the program director will review the files quarterly. During the 2016-2017 school year, EL file monitoring will take place during September, December, February, and May. A copy of the checklist is included below:

Franklin Park Public Schools
District 84
Cook County, Illinois

EL Materials and Forms Checklist

Student Name: _____

Please check that all required and pertinent forms are included in student’s file.

_____ 1. Home Language Survey

- ____ 2. Program Entry Information Letter
- ____ 3. Program Continuation Letter
- ____ 4. Program Exit Letter
- ____ 5. Parent Consent for Exit before 3 years
- ____ 6. Parent Consent for Continuation beyond 3 years
- ____ 7. Written Notification of Parents' Desire to Withdraw Student from Program
- ____ 8. Form with Date and Scores of Initial TBE/TPI screening
- ____ 9. Form with Scores of Annual ACCESS for ELLs
- ____ 10. Documentation of Conferences of Parents (Including Dates)
- ____ 11. Copies of Written Communication to Parents.
- ____ 12. Rationale for Student Placement in Part-Time Program
- ____ 13. Parent Report Card Waiver

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – April 4, 2016

Status of Corrective Action:

Accepted Partially Accepted Not Accepted

Basis for Partial Acceptance or Non Acceptance:

Evidence of implementation is required.

Required Elements of Corrective Action and Progress Reports:

Please submit the sign in sheets of the communication that took place with the secretaries and TBE staff on April 4, 2016 as proof of implementation.

DISTRICT'S THIRD RESPONSE – April 6, 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

List and Attach Evidence of Implementation of the Corrective Action

The PDF copy will be sent as a separate attachment with the return of this document.

ISBE'S RESPONSE TO UPDATED CORRECTIVE ACTION PLAN – June 17, 2016

Status of Corrective Action:

Accepted Partially Accepted Not Accepted