EL Service and Cluster Recommendations 2015-2016

Grade	Student Group	Instructional Setting and Goals
1 (possible classroom cluster for collaborative support and coordinated service)		Beginning to Developing Oral Language and Literacy; Pull-out instructional setting; Explicit development of general vocabulary, phonics instruction with attention to language transfer of phonemes, word work and fluency instruction with Words Their Way for ELs. 30-45 minutes daily of targeted ELD instruction based on data, learning goals with progress monitoring to determine impact of instruction on student growth
1 (possible classroom cluster for collaborative support and coordinated service)		Developing to Expanding Oral Language and Literacy; Pull-out instructional setting; Explicit development of general vocabulary, phonics instruction with attention to language transfer of phonemes, word work and fluency instruction with Words Their Way for ELs. Also, development of academic language for metacognitive and comprehension strategies at the intermediate level. Coordination with the 1st grade ELA curriculum (language builder cards, retell cards, vocabulary cards, EL Readers.) 30-45 minutes daily of targeted ELD instruction based on data, learning goals with progress monitoring to determine impact of instruction on student growth (Coordinate with Title I regarding and specific reading or math interventions that can be provided in addition to ELD)
1 No classroom clusters needed to provide ELD service: Collaborative indirect service, consulting services, monitor, or Exit	**Student** (close to proficient EL, monitor, coordinate literacy services with Title I, collaborative and consulting support with classroom teacher and specialists; re-enter for direct service if collaborating teacher sees need for language support in content areas) **Student** (EXIT service, proficient) **Student** (Exit service, student is a proficient with oral language and does not use any L1 other than English. Student is struggling with meeting academic benchmarks but formative language assessments show evidence of skill gap NOT because of English language barriers.) **Student** (SPED, consulting indirect); will collaborate with **Student** **Student** (SPED, collaborative and consulting indirect) **Student** (SPED, collaborative and consulting indirect)	

Grade	Student Group	Instructional Setting and Goals
2 (possible classroom cluster for collaborative support and coordinated service)		Developing to Expanding Oral Language and Literacy; Pull-out instructional setting; Explicit development of general vocabulary, phonics instruction with attention to language transfer of phonemes, word work and fluency instruction with Words Their Way for ELs. Also, development of academic language for metacognitive and comprehension strategies at the intermediate level. Coordination with the 2nd grade ELA curriculum (language builder cards, retell cards, vocabulary cards, EL Readers.) 45 minutes daily of targeted ELD instruction based on data, learning goals with progress monitoring to determine impact of instruction on student growth
2 (possible classroom cluster for collaborative support and coordinated service)		Development of academic language for metacognitive and comprehension strategies at the advanced level. Collaboration with content teacher and coordination with the 2nd grade ELA curriculum (language builder cards, retell cards, vocabulary cards, EL Readers.) 30 minutes 2-3 times per week of targeted ELD instruction in a push-in setting or during ELA small group instruction. (Coordinate with Title I regarding and specific reading or math interventions that can be provided in addition to ELD)
2 No classroom clusters needed to provide ELD service: Collaborative indirect service, consulting services, monitor, or Exit 2	**Student** No direct ELD service but rather Coordination with Title I or ADSIS (Tier 3 or one-to-one support for reading, phonics, literacy); Formative language assessments show a literacy skill gap but not a language gap. Monitor the student, but not assume the student is an EL in need of language service but rather literacy interventions. This student is appearing at risk for academic benchmarks not related to language and intensive interventions may be necessary.	
	Student, Exit proficiency **Student**, Exit proficiency **Student**, Exit proficiency	
	Student, SPED; indirect service through consult with specialists and classroom teacher. Student was identified as having a disability related to language production which blurs the English language assessment data. On 2014 ACCESS data he was a proficient a English reader compared to other 1st grade EL peers, yet his speaking and writing was that of a beginning EL. Continue to monitor, offer indirect service and possibly add direct service if found as beneficial **Student**, SPED, indirect service through consult with specialists and classroom teacher. Student was identified as having a disability related to language production which blurs the English language assessment data. Student was able to articulate less language in Spanish when prompted. Student is producing general vocabulary similar to like-SPED peers and English language is not the evident barrier to success in an adaptive SPED classroom.	

Grade	Student Group	Instructional Setting and Goals
3 (possible classroom cluster for collaborative support and coordinated service)		Developing to Expanding Oral Language and Literacy; Pull-out instructional setting; Explicit development of general vocabulary, phonics instruction with attention to language transfer of phonemes, word work and fluency instruction with Words Their Way for ELs. Also, development of academic language for metacognitive and comprehension strategies at the intermediate level. Coordination with the 3rd grade ELA curriculum 45 minutes daily of targeted ELD instruction based on data, learning goals with progress monitoring to determine impact of instruction on student growth
3 (possible classroom cluster for collaborative support and coordinated service)		Development of academic language for metacognitive and comprehension strategies at the advanced level. Min 30 minutes 2-3 times per week of targeted ELD instruction related to content standards with writing and academic vocabulary. (Coordinate with Title I regarding and specific reading or math interventions that can be provided in addition to ELD)
3 No classroom clusters needed to provide ELD service: Collaborative indirect service, consulting services, monitor, or Exit		SPED; indirect service through consult with specialists and classroom teacher. On 2014-15 ACCESS data he was demonstrated proficient oral language compared to other 1st grade EL peers, yet his reading and writing proficiency was that of an early beginner EL. This discrepancy emphasizes disability criteria of discrepancy in a particular language domain. Continue to monitor, offer indirect service and possibly add direct service if found as beneficial
		Exit, proficient
	Student, Exit, Home Language Questionnaire all English (student's family is Liberian English speaking.) Communication home resulted in denied services from mother. Student is also SPED. **Student**, Exit, parent refusal, student is proficient in oral language. Services are coordinated with Title I for literacy interventions.	

Grade	Student Group	Instructional Setting and Goals
4 (possible homeroom classroom cluster for collaborative support and coordinated service)		Coordinate with Title I regarding reading interventions that are specific to linguistic needs. These students have developing to Expanding Oral Language and Literacy; Pull-out instructional setting; Explicit development of general vocabulary, phonics instruction with attention to language transfer of phonemes, word work and fluency instruction with Words Their Way for ELs. Also, development of academic language for metacognitive and comprehension strategies at the intermediate level. Coordination with the 4st grade ELA curriculum, specifically Academic Language, perhaps using Word Generation or coordinating with Writing block at grade level for collaborative instruction. Minimum of 45 minutes daily of targeted ELD instruction based on data, learning goals with progress monitoring to determine impact of instruction on student growth
4 No classroom clusters needed; Students are proficient and are Exited from ELD service		