



SCHOOL DISTRICT OF TURTLE LAKE

*"To foster a culture of excellence where every person
belongs, learns and succeeds."*

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Turtle Lake School District Title III Local Plan

A. Identification and Assessment Process

1. Screening (Home Language Survey)

- i. A Home Language Survey is part of our registration forms for all families enrolling in our school district. A copy for each child can be found in each child's Cumulative Folder. A copy of the Home Language Survey can be obtained from the LEA or the office.

2. Classification of English Proficiency into One of Five Levels

- i. On an annual basis, students are assessed with the ACCESS for EL within the timeframe set by the State of Wisconsin. Each child's ACCESS for EL Composite Score is recorded as their English proficiency level. Students who enter our district outside of the test window for ACCESS for EL are assessed with the WIDA Screener to determine the child's English proficiency level. This score is recorded for the child until the ACCESS for ELs can be administered.
- ii. The ACCESS for ELs teacher reports are shared with the appropriate personnel. The parent reports are sent home with the available translations for parental information. Parents are contacted to determine if there are any questions or concerns regarding these reports.

3. Placement Into the Appropriate Learning Experiences

- i. Student placement is determined by a team that reviews multiple sources of data to determine the appropriate learning experience. At the team meeting an Individual Student Plan (ISP) is developed. The team determines goals for the student, appropriate educational placement, supplemental services, possible educational accommodations and modifications that need to be made for assignments and assessments, and any behavioral/emotional needs that should be addressed. A copy of the ISP is shared with all educational staff who work with the child throughout the school day. A copy of the ISP for each child can be found in the child's Cumulative folder.

4. Monitoring Pupil Progress

- i. Multiple measures are used to monitor student progress. The measures this district utilizes for monitoring student progress are ACCESS for ELs, Forward results, Fastbridge/STAR assessments, teacher observations, report card grades, grade-level assessments, etc.
- ii. Monthly communication takes place between the EL Coordinator and the classroom teachers regarding the EL's progress. When necessary other staff are brought into the

conversation regarding the EL's progress. Regular student progress reports are provided for parents.

- iii. On an annual basis, student progress is analyzed and decisions are made about individual student needs. These needs are addressed through the ISP.
- iv. EL progress is also analyzed at district data analysis meetings and at the CESA 11 EL data workshops.

B. Implementation of Plans for Regular School Year

1. Goals

- i. Short-terms: ELs will be expected to increase their ELP by the target percentages determined by the State of Wisconsin Department of Public Instruction and the United States Department of Education.
ELs will increase their reading level by at least ½ year as measured by local assessments.
- ii. Long-term: See Annual Review

2. Instructional Approaches for LEP Students

- i. EL students are mainstream inclusion in every classroom. EL students are eligible for Title I services as needed. Individual student instruction is detailed on the Individual Student Plan (ISP). Classroom teachers design instruction with the WIDA ELD standards.

3. Program Activities

- i. Summer School Programs
- ii. After-school tutoring is available for MS/HS students 4 days a week.
- iii. Newcomer program is available as needed.
- iv. EL Summer School when available and in conjunction with CESA 10

4. Program Evaluation

- i. On an annual basis, the ESL program will conduct an annual program review that will include sharing the ACCESS for ELs results and the measurement of growth indicators as calculated by DPI. This annual review will take place each spring and will include ESL staff, building administration and staff, and parents of EL students. Program design and planning will be discussed for the following school year.

5. Other Program Components

- i. Students are identified for gifted and talented and special education same as all other students or in a comparable manner.
- ii. An effort is made to include EL students in extracurricular activities in order to promote social relationships.
- iii. The guidance counselor makes an effort to place ELs in rigorous academic coursework.

C. Families and Family Involvement

1. Family Notifications and Placement Approval

- i. Parent notification takes place on an annual basis, in the fall of each school year. The notice is sent home in the language of the family and is signed by the child's parents. A copy of the signed approval of placement is kept in the child's Cumulative folder.
- ii. Parents who refuse placement, the EL student is kept in the regular classroom with the teacher using ELD standards and ACCESS testing to help determine the needs of the

student. Additional support can be given to the classroom to support the student and teacher if needed.

2. Parent and Family Engagement Strategies

Parents and family engagement for EL families is aligned with the district's Title I Family Engagement policy and includes:

- i. Asking parents to volunteer for special events or as classroom volunteers
- ii. Involving parents in disciplinary procedures and educational opportunities as they arise
- iii. Asking bilingual parents to help with district translations
- iv. Including all children within the family at after-school events
- v. Scheduling meetings with all teachers involved with a family so they don't have to take off work more than once
- vi. Providing translations of all documents sent home in the family's preferred language
- vii. Making phone calls (with interpreter, as needed) to clarify any questions parents may have or encourage attendance at events
- viii. Soliciting feedback from families on areas where they need support
- ix. Providing online and in-person technology support for families

3. Family Notification of Academic Progress

- i. Regular progress reports are provided to parents in their preferred language, and phone calls are made to ensure parents have an understanding of the documents that were sent home and to answer any questions parents may have regarding student progress.
- ii. Parents receive report cards for their children on a quarterly basis, and they are encouraged to attend parent/teacher conferences which are held twice a school year for elementary and quarterly for MS/HS. On an annual basis, parents are invited and encouraged to attend the meeting for updating the ISP (Individual Student Plan).

4. Training Programs for Parents and Families

Training and continuing education opportunities for parents and families are provided by the district and by other community partners. These include:

- i. Resources that show how to support their children in school, such as ideas for reading at home, strategies for assisting children with their homework, checklists of what's in the backpack, etc.
- ii. On Open House days, there are teachers and information available for families on parent rights/responsibilities in the educational process (understand handbook, what is truancy, how many credits are needed to graduate, school policies, calling when your child is sick, etc.)
- iii. Annual discussions about the ACCESS for ELLs assessment, results, what the different English proficiency levels mean, and how students can exit from the program.
- iv. Virtual and in-person technology trainings that show parents how to use the parent portals for district platforms like Google Classroom, Class Dojo, and Skyward.
- v. Chromebook trainings for parents whose children receive devices for the first time

D. Staffing and Related Professional Development

1. Staff Qualifications

- i. Staffing includes teachers, Title I staff, paraprofessionals, tutors, translators, home-school liaisons and interpreters. All staff hold the appropriate license for their placement.

- ii. The Turtle Lake School District certifies that all teachers in any language instruction educational program for limited English proficient children are fluent in English and any other language used for instruction, including having written and oral communications skills. Our district does not meet the state trigger numbers for employment of bilingual staff.

2. Professional Development Plans for Instruction and Assessment of LEP Children

- i. EL coordinators and/or teachers meet with classroom teachers throughout the school year to assist with instructional methods for ELs. Staff development fully supports teacher training through workshops, sessions, or seminars to further their knowledge of ESL, or culturally related information to anyone interested. Ongoing and sustained training is mandatory for bilingual staff, and our staff regularly takes part in the professional development opportunities provided through the CESA #11 Title III Consortium, as well as local PD during in-service days.
- ii. Classroom teachers and ESL professionals are given time every week during PLC's and during in-service days to collaborate.

E. Supplemental Services

The district provides instruction in the core content of reading/language arts, math, science, and social studies for all students, including identified ELs. Our district has identified benchmarks for students to achieve at each grade level and all classroom teachers design instruction for students using the benchmarks. Title III efforts for English language instruction are supplemental when provided outside of the core content instruction.