



## Guide to Implementing the ESOL Pyramid of Intervention

1. All eligible ESOL students (ELL) are taught in a state approved model of instruction using the CCGPS and WIDA standards in order to build language acquisition. **(Tier 4)**
  - a. ELL participate in Universal Screenings (with Standard testing accommodations) using the Scholastic Reading Inventory Lexile® assessment and STAR Enterprise Math . Use of DIBELS and Test of Early Numeracy (AIMSweb) for K-1.
  - b. The LAC Team (ESOL Teacher, Regular Education Teacher, Principal or Designee, ESOL Site Coordinator, System ESOL Coordinator) meets to review Universal Screening data and language acquisition progress in order to determine recommendations for differentiated instruction (3x per year). **Complete Language Assessment Conference Record each time. (ESOL Manual-Appendix F1).**
2. ELL are taught in the daily differentiated, standards-based classroom using Learning Focused strategies, flexible grouping and appropriate ESOL classroom accommodations throughout the regular school day. Programs to enhance language acquisition skills and to obtain academic content vocabulary may include Rosetta Stone, AutoSkills' Academy of Reading and Academy of Math programs, and English in a Flash.
  - a. Progress is monitored to determine growth and areas of need.
3. If the ELL continues to have difficulty after consistent language accommodations and instructional modifications, a Language Assessment (LAC) conference should be held. The LAC should decide if the student should be referred to the Student Support Team (SST)/Response to Intervention Team (RTI). **Complete Language Assessment Conference Record. (ESOL Manual-Appendix F1).**
  - a. The ESOL professional should be in attendance during SST meetings and should bring the green folder containing ESOL services documentation. **(Tier 3)**
  - b. Data that should drive placement in interventions and instructional recommendations for ESOL students should come from a wide range of performance-based assessments in the classroom: (performance should be compared to that of other ESOL students who have SIMILAR formal educational backgrounds and opportunities to hear and use English)
    - i. observations over a period of time, careful interpretation of test scores,
    - ii. collaborative expertise of all teachers and administrators,
    - iii. and screening procedures that look at the individual ESOL student's information. **(Tier 3)**
  - c. If the LAC recommends moving to Tier 3, SST/RTI Coordinator will send **Parent Invitation** (POI-17) and **Background Information** (POI-18) home for completion.
  - d. SST/RTI Coordinator will refer the ELL to the School Nurse for vision/hearing screening.
  - e. Continue current interventions until Tier 3 meeting is held.
4. At Tier 3, the SST/RTI Team (Principal or designee, ELL Site Coordinator, Interventionist, ESOL teacher, classroom teacher of record, parent, school psychologist, and others deemed appropriate) will meet to look at progress monitoring data, recommend further interventions.

- a. Complete **Tier 3 Universal Meeting Notes** (POI-5). The team may elect to continue AutoSkill (increase time/frequency), and/or try another skills-based intervention (i.e. Read Naturally, Road to the Code).
  - b. Fast ForWord Language/Literacy and/or English in a Flash should be used in conjunction with curriculum based interventions if deemed necessary.
  - c. In Tier 3, progress monitor according to Ware County School System RtI Guidelines. **ESOL services must continue throughout the SST/RTI process until required exit scores are received on the ACCESS test.**
5. In four weeks, the SST/RTI Team (Principal or designee, ELL Site Coordinator, Interventionist, ESOL teacher, classroom teacher of record, parent, school psychologist, and others deemed appropriate) will meet to:
    - a. review Tier 3 progress monitoring data,
    - b. recommend movement in the Tiers.
    - c. If the team determines that the ELL should remain in Tier 3, interventions will continue.
    - d. If the recommended average weekly improvement is not being made then the intervention is modified.
    - e. Steps 5a. to 5d. are repeated until the required number of data points are gathered that present a clearly documented need to proceed with further referral to the System RtI Review Team. (A minimum of 4 data points collected over 12 weeks of intervention is required.)
    - f. If the data points indicate that the ELL is not making progress then the SST/RTI team will recommend that the SST/RTI folder be sent to the System RtI Review Team.
  6. If the System RtI Review Team approves the referral to special education:
    - a. The folder will be sent back to the SST/RTI Coordinator at the site,
    - b. A copy of the approval for special education testing will be sent to the County ESOL Coordinator.
    - c. The SST/RTI Coordinator will then give all documentation, including progress monitoring data and graphs, to the Special Education Coordinator at the site.
    - d. Results of testing will be communicated by the Special Education Coordinator to the County ESOL Coordinator.
  7. If the ELL is eligible for special education services, Tier 4 on the regular Ware County RTI pyramid is implemented while continuing ESOL services and all associated accommodations and interventions.
  8. If the ELL is ineligible for special education services, the ELL remains in Tier 3 to continue progress monitoring and interventions while being served in ESOL Tier 4.
  9. The goal of the Ware County ESOL Pyramid of Interventions is to move the student in a regressive manner to Tier 1 where the ELL can be successful in the differentiated, standards-based classroom without accommodations or interventions.

<b>Quick Guide &amp; Checklist for ESOL &amp; RTI Process</b>	
<b>Activity</b>	<b>Outcome</b>
The <b>ESOL LAC Team</b> <u>meets</u> to review Universal Screening data and language acquisition progress in order to determine recommendations for differentiated instruction. <b>Complete the Language Assessment Conference Record (ESOL Manual-Appendix F1) and ESOL Teacher provides ESOL/ELL Student Adaptations Checklist (ESOL Manual-Appendix G) to regular education classroom teachers of the ELL.</b>	Date of LAC meeting: ___/___/___ LAC Record Form attached: _____ Student Adaptations Checklist attached _____
<b>Schedule</b> Language Assessment Conference (LAC) if the student continues to have difficulty to discuss next steps.  The LAC team <b>meets and decides</b> if the student should be referred to the Student Support Team (SST).	Date of LAC meeting: ___/___/___ Referred to RTI/SST for review? Yes ___ No ___  Date of Referral to SST: ___/___/___
<b>Continue with the following steps if the student is referred to SST.</b>	
<b>Upon referral from the LAC team, the SST/RTI Coordinator does the following:</b> 1- <b>refers</b> the ELL to the nurse for vision & hearing screening 2- <b>sends</b> home <b>Parent Invitation</b> (POI-17) inviting the parent to the SST meeting and the <b>Background Information</b> (POI-18) form in appropriate native language 3- <b>invites</b> the ESOL Teacher and/or Site ESOL Coordinator to the SST meeting.	Parent Invitation and Background Information forms sent home: _____ Date SST Meeting Scheduled: ___/___/___
At Tier 3, the SST Team members <b>meet</b> to review progress monitoring and recommend further interventions.	Date of SST Team: ___/___/___ Tier 3 Meeting Notes (POI-5) attached: _____
After <b>four weeks</b> , the SST Team <b>meet</b> to review Tier 3 progress monitoring data and make changes in the intervention or tier level, if indicated by the data. <b>Repeat this process every 4 weeks until a clear pattern of progress or lack thereof is established.</b>	Date(s) of SST meeting: ___/___/___ Tier 3 Meeting Notes (POI-5), Intervention Plan (POI-5A/5B/5C), and Data (POI-5Data) attached: _____
<b>If the team determines that the ELL is not making sufficient progress, continue with the following steps:</b>	
<b>Send</b> the SST folder to System RTI Coordinator.	Attach this form to the RTI/SST Tracking Form.
Folder <b>is reviewed and returned</b> to the SST Coordinator.	(RTI/SST Tracking form has dates.)
The RTI System Coordinator <b>sends</b> copy of the System RtI Review Team recommendations to the County ELL coordinator.	Date sent: ___/___/___
<b>If the Central Office Review Team approves the file for referral to the Special Education Department, continue with the following steps:</b>	
<b>Follow</b> established procedures for sending the file to special education. Special Education will follow established procedures as indicated in the Gold Book. The final Eligibility Team decision <b>is sent</b> to the County ESOL Coordinator.	Date of Eligibility Meeting:: ___/___/___ Date sent to County ESOL Coordinator: ___/___/___
<b>Eligibility Decision for Special Education Services (Option 1 or 2)</b>	

1. Eligibility Team <b>determines</b> student <u>is eligible</u> services. Follow regular special education guidelines for development of IEP, <u>OR</u>	Date for IEP Implementation: ___/___/___
2. Eligibility Team <b>determines</b> student <u>is ineligible</u> . Special Education Coordinator completes Referral Back to SST form and returns all original paperwork to the RTI/SST Coordinator.	Date Referral Back to SST form completed: ___/___/___