

Intervention Placement Chart for English Learners (ELs) in Grades K-5

Note: ELs who are not making adequate progress in **Tier 1** must participate in Interventions using the ELA Enrichment/Intervention Placement Chart.

ESOL Levels 1 and 2 LESS THAN TWO YEARS IN THE ESOL PROGRAM		
Required (Intervention)	Time	Notes
Home Language Arts (HLA) * Spanish or Haitian-Creole	150 minutes weekly	If the student's Home Language is not Spanish or Haitian-Creole, the student must participate in McGraw-Hill Wonderworks Intervention as a Tier 2 student.

*** Review all possible data as decisions are made on a case-by-case basis for ELs:**

Looking at the whole child (for example: prior schooling, teacher observation, collaborative conversations with the Home Language teacher, ACCESS scores, grades, Imagine Learning, and any other pertinent data.)

ESOL Levels 1-4 MORE THAN TWO YEARS IN THE ESOL PROGRAM		
Required (Intervention)	Time	Notes
McGraw-Hill Wonderworks Intervention	150 minutes weekly	Please refer to the ELA Enrichment/Intervention Placement Chart to determine intervention placement in Tier 2 or Tier 3 .

Notes:

- Home Language Arts (HLA) is the World Language Class (Spanish or Haitian-Creole).
- If a student receiving **appropriate intervention** is not making progress, an EL committee meeting must be convened to determine alternative strategies or referral to Response to Intervention (RTI)/ Multi-Tiered System of Supports (MTSS).
- ELs that receive **Tier 2** and **Tier 3** intervention should be receiving scaffolded instruction according to the WIDA CAN-DO Descriptors.