



K-5 ELL Student Intervention Decision Tree 2021-2022

ESOL Students Levels 1- 2 *
Less Than Two Years
(see note below)

Students must receive World Language (Spanish or Haitian-Creole)
Note: If the school does not offer World Language for K/1st grade, students should receive additional Tier 1 targeted small-group instruction.
Suggested Resources: Wonders Newcomer Cards, McGraw-Hill's ELL Resources, Scaffolded ESOL PowerPoints aligned to Wonders by grade level, Imagine Learning Offline Resources, i-Ready Tools for Scaffolding Comprehension Grades 3-5.

ESOL Students Level 1- 2 *
of "Other Languages"
Less Than Two Years
(see note below)

Students in grades K-5 whose home language is other than Spanish or Haitian-Creole should be receiving additional targeted Tier 1 small-group instruction.
Suggested Resources: Wonders Newcomer Cards, McGraw-Hill's ELL Resources, Scaffolded ESOL PowerPoints aligned to Wonders by grade level, Imagine Learning Offline Resources, i-Ready Tools for Scaffolding Comprehension Grades 3-5.

ESOL Students Levels 1- 4
More than two years and
ESOL Levels 3-4
Less Than Two Years

Students should be placed in intervention based on the ELA Student Intervention Decision Trees

ESOL Students
in Grade 3
IA Class

3rd Grade Retainees, or 2021 SAT-10 at or below 29th percentile*, or i-Ready Scale Score at or below 473**
Note: ESOL students should not be placed in the IA class merely because they are ESOL. They must demonstrate that their deficiencies are not due to a lack of language.

ESOL Students
in Grade 4
IA Class

4th Grade Retainees or 2021 FSA Level 1 or i-Ready Scale Score at or below 495**
Note: ESOL students should not be placed in the IA class merely because they are ESOL. They must demonstrate that their deficiencies are not due to a lack of language.

NOTES:

- * ESOL levels 1 and 2 students may receive Tier 2 intervention after reviewing all relevant data points as decisions are made on a case- by-case basis. Knowledge of learners includes looking at the whole child: prior schooling, teacher observation, Home Language Arts teacher input, ACCESS for ELLs scores, Imagine Learning, i-Ready and classwork, for example. SAT-10 scores at or below 29th percentile for ESOL level 1 students less than 2 years **MUST** be reviewed on a case-by-case basis.
- ** ESOL students' levels 1-4 who meet Good Cause promotion #1 **MUST** be reviewed on a case-by-case basis for Grades 3 and 4 IA Classes.
- It is critical to look at multiple data points when making decisions about where to place struggling ELLs.
- If a student receiving appropriate intervention is not making progress, an ELL committee meeting must be convened to determine alternative strategies or referral to Response to Intervention (RtI) / Multi-Tiered System of Supports (MTSS).
- ELLs that receive Tier 2 and Tier 3 intervention should be receiving scaffolded instruction using the WIDA CAN-DO Descriptors.