



Marysville Joint Unified School District Intervention Catch-Up Plan for EL and Reclassified Students Individual Learning Plan (ILP)

English learners and reclassified students who are identified as making inadequate progress will be provided with appropriate intervention (Catch-up) programs using the following procedures:

1. Notification

By October, the teacher or principal appointed designee will identify EL and R-FEP students not meeting the English Language performance Standard. For newcomers to the district, the deadline will be January. A letter will be mailed home notifying parents. At the end of each grading term, EL and R-FEP students who are not making satisfactory progress will be identified. A letter will be mailed home to the parents.

*Once parents have been notified, the teacher will make use of Pre-Referral Checklist in order to utilize intervention strategies prior to holding a parent teacher meeting.

2. Parent-Teacher Meeting

A Parent-Teacher meeting will be held to discuss the educational needs of the identified EL or R-FEP student.

3. Catch-Up Plan

The student's English and/or academic needs will be discussed with the parent/s. An Intervention Catch-Up Plan (Parts 1 and 2) will be developed specifying the intervention programs/services to assist the student in meeting the goals. All records will be held in the green folder.

4. Intervention Program and Progress Monitoring

The identified student will be provided with the intervention programs/services as specified in the Intervention Catch-Up Plan (Part 2). His/her progress is to be carefully monitored throughout the school year. Adjustments and modifications are made when necessary. All records of the student's progress are kept in the student's green folder.

5. First Year Progress Monitoring and Program Evaluation

At the end of the first year's intervention program, the student's classroom teacher, ELD coordinator, or counselor will assess the student's growth and the effectiveness of the *Intervention Catch-Up Plan*.

- a) If the student continues to make inadequate progress, a Parent-Teacher Meeting will be conducted with the participation of the Principal or designee. A new Intervention Catch-Up Plan will be developed based on the analysis of the student's needs and the results of the evaluation from the previous intervention program(s).
- b) Group data will be further disaggregated and examined to measure the effectiveness of the various intervention programs for different groups of English Learners.

6. Second Year Progress Monitoring and Program Evaluation

At the end of the second year's intervention program, the student's most recent data is reviewed by the classroom teacher, ELD coordinator, or counselor to assess the student's growth and the program's effectiveness. If the student continues to make inadequate progress in the second year, he/she will be referred to the Student Study Team (SST) for a more comprehensive examination of his/her needs and program planning. The student's progress and the program effectiveness will then be monitored through the SST process.