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An International Baccalaureate World School

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Anahuacalmecac International University Preparatory High School of North America Master Plan for English Learners 2015 - 2016

Community Involvement

Parents, staff, students and community members participate in developing, implementing, and evaluating core and categorical programs at Anahuacalmecac International University Preparatory High School of North America (AIUP) for English Learners (EL).

AIUP's policy requires that all notices to parents be provided in both English and Spanish as based on the school's student population.

Parents and students are informed in writing by AIUP in the event the school fails to make adequate progress on the annual measurable achievement objectives (AMAO) related to development of English language proficiency and performance on standardized tests.

As part of a larger effort to more systematically involve parents in their children's education, AIUP has established procedures consistent with legal requirements to maximize this involvement and have parents, if needed per the requirement, participate in the English Learner Advisory Committee (ELAC).

Guiding Principles For Educating English Learners

Principle 1

English learners are held to the same high expectations of learning established for all students. We hold the same standards for all students. Our work in meeting student needs can draw upon work in the fields of bilingual education and second language acquisition. Recognizing that the education of an EL student is multi-faceted, we are to work towards not just supporting second language acquisition but all educational subjects and needs.

Principle 2

English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. AIUP recognizes that while informal social language usually develops quickly, the academic use of language can take from 4-7 years, depending on the individual.

Principle 3

English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students. AIUP

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further recognizes that students who participate in an alternative program are provided the same challenging content in all academic areas. The dual language instructional programs have the added expectation that students will develop bilingualism and biliteracy in English and the target language.

Principle 4

English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels. AIUP recognizes that ongoing assessment using multiple measures is crucial to determine progress and to drive instruction that focuses on language acquisition and academic content. AIUP further recognizes the need to provide professional development for administrators, teachers, and all school staff to help support the learning of ELs in our schools.

Principle 5

English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.

Principle 6

The academic success of English learners is a responsibility shared by all educators, the family, and the community. AIUP, in partnership with the families and community, must take interest and responsibility for the education of EL students. The *English Learner Master Plan* strives to promote the family's role in the education of ELs and to promote open communication and avenues for involvement.

Identification of English Learners

AIUP properly identified, assessed and reported all students who have a primary language other than English.

A home language survey is used at the time of enrollment to determine the student's primary language.

Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the home language survey, has been assessed for English proficiency by the CELDT. The assessment has been conducted following all of the publisher's instructions. Within 90 calendar days of initial enrollment, each English learner is assessed in the primary language. Parents/guardians of ELs are notified of their child's initial English language and primary-language proficiency assessment results. Parents/guardians of initial fluent English-proficient students are notified of their child's English language proficiency assessment results.

Each EL is annually assessed for English Language Development and for academic progress.

All currently enrolled ELs are assessed for English language proficiency by administering the CELDT during the annual assessment window.

Each EL with disabilities is assessed for English language development using accommodations, modifications, or alternate assessments for the CELDT during the annual assessment window.

Parents/guardians of ELs are notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor.

AIUP reclassifies a pupil from EL to proficient in English by using a process and criteria that includes, but are not limited to:

(a) Assessment of English language proficiency (CELDT).

(b) Score of basic or higher on District-adopted standards-based ELA assessment or standards-based common final ELA exam (Grades 9-12)

Report card grades/progress report marks in equivalent ELA courses (secondary)

Prior CMA scores

Authentic student work samples, especially writing samples

California High School Exit Examination (CAHSEE) scores

(c) Teacher evaluation that includes, but is not limited to, the pupil's academic performance. "Teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil.

(d) Opportunities for parent opinion and consultation during the reclassification process.

AIUP maintains in the pupil's permanent record documentation of the following:

1. Language and academic performance assessments.
2. Reclassification letter/notice.

In accordance with state law, AIUP has established criteria by which a student can be changed from the "English learner (EL)" classification to the "reclassified as fluent English proficient (R-FEP)" classification. These criteria must include an assessment of the student's English language proficiency, an assessment of the student's performance in basic skills, an evaluation by the teacher and may include a signature indicating parent approval. Copies of all reclassification documentation must be filed in the student's cumulative/EL Folder.

Monitoring Progress of Reclassified Students

At least once yearly, staff meets to review the performance and progress of RFEP students, using the RFEP Monitoring Roster. The LAT includes the principal or designee, EL Coordinator, the student's classroom teacher(s), and other personnel as appropriate, such as counselors, specialist teachers, intervention teachers and/or parents of the student being reviewed. The review of students who have met reclassification criteria takes place in late summer/early fall after the release of CST/CMA scores and by teacher request for students not meeting proficiency benchmarks in Language Arts or Math. For secondary students not meeting proficiency benchmarks in core content areas, staff will meet to analyze student assessment data and decide on next steps.

The site administrator/designee coordinates the monitoring of reclassified students. All RFEP students are monitored at the end of each reporting period (elementary) or semester (secondary) for a minimum of two years following reclassification. Additionally, at the high school level, graduation criteria checks are monitored twice a year by the student's counselor.

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If a student is not making satisfactory progress after reclassification, the LAT must meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support.

Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- After school tutoring
- Specialized reading, writing, or math instruction
- Content-based language development support classes
- Primary language support
- Placement in reading, writing, or math support class
- After-school academic support
- Intervention/Intersession classes
- Extended day and year opportunities

Reclassifying English Learners with Disabilities

The reclassification criteria apply to EL Special Education students being considered for reclassification; however, a CMA-ELA score of Basic or higher may substitute for CST-ELA if the student takes that assessment. The IEP team should be consulted when reclassifying an EL with disabilities.

Program

Guiding Principles for Instructional Services for ELs

AIUP commits to implementing the following three guiding principles in all of its instructional services for ELs:

- ELs possess a variety of linguistic and cultural abilities that are viewed as assets.
- Focused instruction for these students builds on their cultural and linguistic strengths and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous, and coherent.
- All teachers are teachers of both language and content.

Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as rapidly and effectively as possible.

Participants receive core and EL program services that meet their linguistic and academic needs. Academic instruction for English learners is designed and implemented to ensure that they meet the state's content and performance standards for their respective grade levels in a reasonable amount of time.

English language development is specialized English language instruction in listening, speaking, reading and writing designed for students whose primary language is other than English. The instructional techniques, inquiry based instruction, assessments, materials, and approaches used are directed toward communicative competence and academic achievement. This is the basis for a comprehensive English language development program at AIUP which enables students to move from the acquisition of survival English to literacy. Since language is acquired through social and guided interaction, a classroom that

provides ample opportunity for face-to-face dialogue is most conducive for language development. English learners also benefit from a variety of engagement opportunities in both oral and written language.

AIUP's approach to educating English learners is guided by state and federal requirements, as well as by research based principles and beliefs about how these students can best be served. The expectation is that students will attain English language proficiency and achieve academically.

AIUP offers each student a program of English language development (ELD) that is designed to enhance both their global English proficiency, as well as to develop a range of English language skills. At all grade levels, students receive ELD instruction using core adopted and supplemental materials.

AIUP offers all students access to core classes and instruction. In order to provide access to and meet the rigor of grade level curriculum for English learners, teachers differentiate instruction and utilize a variety of research-based EL strategies. Through increased student engagement and focused instruction, students meet appropriate and pre-determined school benchmarks. Students needing additional support receive supplemental services targeted to meet the specific academic need/s of each individual student.

AIUP believes that parents are a child's first teacher and are essential partners in the overall educational achievement of their children. The active involvement of parents and community members in the work of the schools is a high priority for the School and is essential to high achievement for all students, especially ELs. This chapter describes the basic level of parent participation as outlined in the California Education Code. The value of family involvement in the work of AIUP schools goes far beyond these compliance requirements.

Parent Advisory Committees

AIUP recognizes that effective parent engagement and involvement is a critical component to the successful education of their children. As part of the School's effort to systematically involve parents of ELs in the education of their children, the School establishes policies and procedures for the ELACs at the school-site level. At each committee level, parents of ELs have opportunities to be involved in their child's education, collaborate with School's staff, evaluate instructional services and provide recommendations.

English Learner Advisory Committee (ELAC)

According to the California *Education Code*, each school with twenty-one (21) or more ELs must establish a functioning ELAC. The ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELACs are not decision making councils nor do they approve expenditures from any funding source. However, they do provide input and advice on school decisions and the use of funding sources dedicated to ELs.

Parents who serve on the ELAC are elected by parents/guardians of EL and must make up at least the same percentage of the committee membership as their children represent of the student body. The minimum percentage of EL parents on the ELAC is fifty-one (51) percent. However, if the percentage of EL students at a school is greater than 51 percent, the percentage of EL parents on the ELAC must match or exceed the percentage of the school's total EL population. The table below provides simple illustrations of how to calculate the proportion of EL parents that must be on the ELAC.

Figure 28. Sample Calculation of EL Parents for Membership on ELAC

School	Total EL School Population	Total Number of ELAC Members	Required Parent Composition
School A	25%	10	6 (minimum of 51% parents are required)
School B	79%	10	8
School C	52%	10	6

The School and school sites are permitted to allocate appropriate financial resources for reasonable expenses that participating ELAC and DELAC parents incur while carrying out their duties (e.g., transportation, child care, translation services, meals, and training). (EC § 52168 (b) (4).)

The ELAC is to meet regularly with the principal or designee to identify training topics needed to assist committee members in carrying out their legal responsibilities. The ELAC must make written recommendations to the School Site Council and/or Principal for each of the following legally required training topics:

1. Comprehensive information about the development and implementation of the Single Plan for Student Achievement (SPSA), including analyzing student data and making recommendations regarding the allocation of fiscal resources based on the identified needs
2. The design and development, content, purpose and results of a school-wide, comprehensive needs assessment
3. Data reported in the annual R-30 Language Census – EL, IFEP and RFEP populations, reclassification, instructional program participation, staffing – and the implications for student achievement
4. Information regarding the attendance patterns and trends at the school; in addition to school and School attendance policies in order to understand the importance of regular school attendance

NOTE: Orientation and election meetings must be held in addition to regularly scheduled meetings. In the absence of a quorum, meetings are informational only and do not count toward the required number of meetings. No official actions may take place at such meetings.

In addition to the above topics, the ELAC must also receive training and/or opportunities that will adequately prepare the committee members to understand how to make informed recommendations, including:

- Initial identification and placement of ELs
- Parental notifications, including Initial Enrollment, Notification of Initial Assessment Results, Annual Notifications, and Title III Annual Measurable Achievement Objectives (AMAOs)

- Assessments for ELs, including the CELDT, pre-LAS 2000 Español/LAS Español, Basic Inventory of Natural Language (BINL), Standards Test in Spanish (STS), and CST/CMA
- Goals, rationale, structure and outcomes of the instructional programs for ELs in the School
- Monitoring the academic and linguistic progress of ELs, including intervention services for students not making adequate progress

- Criteria and procedures for reclassification of ELs
- Monitoring the academic progress of RFEP students
- Categorical budgets, including appropriate use of funds and supplemental services to address the identified needs of EL and RFEP students
- Participation in guided classroom observation demonstrating effective methodology that fosters language acquisition and academic content knowledge for ELs
- Any area of need identified in the annual Needs Assessment conducted as part of the mandated ELAC requirements.

Delegation of Authority

Pursuant to School policy, the school's ELAC may delegate its authority to an established School Site Council (SSC), provided that the ELAC has first been duly constituted, trained on the mandated requirements, duly informed of the right to delegate these requirements, and have voted to delegate its authority to the SSC. Delegation of authority may not exceed two years.

In order for ELAC to delegate its authority to SSC, the following questions must all be answered in the affirmative:

- 1) Is the school's EL population less than 50% (elementary) or 25% (secondary)?
- 2) Has ELAC been duly constituted?
- 3) Has ELAC been fully informed of the option to delegate its authority at a regularly scheduled meeting?
- 4) Is ELAC informed of and trained on their legal responsibilities before a vote to delegate takes place?
- 5) Has ELAC unanimously voted to delegate its authority to SSC at a regularly scheduled meeting and recorded this decision in the ELAC meeting minutes?
- 6) Has SSC been informed of all ELAC legal responsibilities at a regularly scheduled SSC meetings?
- 7) Did the SSC vote to accept all ELAC responsibilities at a regularly scheduled SSC meeting and recorded this decision in the SSC meeting minutes?
- 8) Did the school obtain written approval from the Local Educational Service Center ELD Coordinator, Compliance?

If the decision has been approved to delegate authority, the ELAC subcommittee must provide written advice to SSC on Master Plan programs and services, reclassification, SPSA, language census, school Working Draft

needs assessment, importance of school attendance and categorical budgets, including Title III and Economic Impact Aid – Limited English Proficient (EIA-LEP) budgets. SSC members must receive training on and address all the ELAC legal responsibilities. The school must ensure that the ELAC representative (and alternate), chairperson (and vice chairperson) remain and carry out their ELAC responsibilities.

School English Learner Advisory Committee (DELAC)

Each School with fifty-one (51) or more ELs must establish a functioning DELAC. After the Local School ELAC membership has been established, the committee must elect a Representative and Alternate to participate in the DELAC. Parent participation in DELAC is proportionately determined by the total number of ELs enrolled within a Local Educational Service Center.

The DELAC is to meet regularly with the Parent Community Liaison PC and the Multilingual and Multicultural Department to identify training topics needed to assist committee members in carrying out their legal responsibilities. Training topics provided to the DELAC must include the following topics:

- Comprehensive information about the development and implementation of the Local Educational Agency (LEA) plan and its relation to the Master Plan for ELs
- The design and development, content, purpose and results of a school-by-school, school-wide needs assessment
- Goals, rationale, structure and outcomes of the instructional programs for ELs in the School
- Requirements (credentials, certification) for teachers and paraprofessionals working with ELs
- Data included in the annual R-30 Language Census – EL, IFEP, and RFEP populations, reclassification, instructional program participation, staffing – and the implications for student achievement
- Criteria and procedures for reclassification of ELs and monitoring of RFEP students
- Notifications for parents of ELs (Enrollment, Notification of Test Results, Annual Notifications, AMAOs).

NOTE: DELAC must make written recommendations to the Board of Education for each of these required topics.

In addition to the above topics, the DELAC may also receive training that will adequately prepare the committee members to understand how to make informed recommendations, including:

- Initial identification and placement of ELs
- Assessments for ELs: CELDT, LAS Español, BINL, STS, CST/CMA

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- Monitoring of EL progress, including intervention for students not making adequate progress
- Budgets – appropriate expenditures and services addressing identified need

Translators and Interpreters

Communication with all parents of ELs in their primary language is essential to foster parent support, involvement and engagement. Translation and interpretation services are provided by staff.

Under state law, schools must provide written communication in the primary language of the parent when fifteen percent (15%) or more of the students speak a language other than English as indicated on the Language Census Report (R-30). AIUP goes beyond this minimum requirement of the law and requires that schools provide translated communication when 10% or more of the student population speaks a language other than English. This includes all written communications sent to a parent or guardian, including, but not limited to IEPs, progress reports, discipline notices, other parent notifications, meeting/conference materials, and ELAC/DELAC agendas/minutes. In addition, the School recognizes that under federal law, a school must ensure that all parents, including those who speak low incidence languages, receive meaningful access to important information. Important written information such as IEPs must be translated even when less than 10% of the student population speaks the language of a parent. In cases where families are not literate in their native language, oral communication will be provided.

Required Parent Notifications

The School provides written notification to parents of all EL students concerning the following:

- Initial identification
- Program options
- Program placement
- Progress expectations for each grade level
- Annual CELDT level and CST scores
- Reclassification criteria
- Graduation requirements

In addition, the School or the school site provides, as appropriate to the individual student, written notification of the following:

- Progress expectations in any area that are not met
- Criteria for reclassification that have not been met
- Interventions available at the school and their purpose
- Interventions provided
- Individual Graduation and Culmination Plan

Staffing and Credentialing

All teachers at AIUP hold a California state issued and approved credentials, certificates, permits, and supplementary EL authorizations, or a BCLAD and are No Child Left Behind (NCLB) compliant.

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English Learner Program Evaluation and Mechanisms to Improve Program Implementation as Rapidly as Possible

Goals of the AIUP Program Evaluation Protocols

- Build internal capacity to evaluate English learner (EL, RFEP, IFEP) performance and progress in English language development (ELD) and academic achievement.
- Provide a process and tools for improving curricular, instructional, and assessment practices to effectively assist English learner students.
- Integrate the Elementary and Secondary Education Act (ESEA) English learner accountability requirements into AIUP learner accountability systems.
- Approach serving English learners (EL, RFEP, IFEP) in a systemic nature with attention to individual accomplishment.

Standard 1: How do we evaluate and modify the English Learner program based upon results for accountability and instructional improvement?:

- Evaluate English learner (EL, RFEP, IFEP) performance data from multiple sources according to :
 - English language proficiency comparable to that of average native speakers of English in the school/district.
 - Academic results indicating that English learners are achieving and sustaining parity of academic achievement
 - Review essential questions to guide accountability for English learner and former-English learner (EL, RFEP, IFEP) success.
 - Present and discuss strategies for setting performance expectations and monitoring progress in English language development (ELD) and academic core subjects, emphasizing implications of ESEA accountability requirements regularly through all oversight entities including the Council of Trustees and the Community Council.
- Implement ongoing mechanisms for using the procedures described above to improve school-wide and school site EL program implementation and to modify the program, as needed, to ensure that each English learner achieves full proficiency in English and academic achievement at grade level as rapidly as possible.

Standard 2: Using and Improving English Learner Data for Instructional Decision-Making

- Use AIUP protocols to examine collection and use of student level and program level data (demographics, instructional and other services provided, and performance outcomes) to further explore service strengths and needs.
- Use formative and summative assessments for English learners.
- Provide planning time and guidance for teachers on key issues.

Standard 3: Addressing Instructional Implications of English Learner Assessment and Accountability Findings

- Use current research to explore the relationship between language and literacy.
- Provide examples of instructional approaches to maximize effective language and literacy learning for English learners (EL, RFEP, IFEP) .
- Facilitate reporting out from instructional teams on identifying priorities from data, implementing programmatic/instructional changes, and/or planning next steps.
- Offer instructional teams work-time and individualized consultation on key challenges and next steps.

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Evaluation Questions

EL Program Goal	Evaluation Questions	Measures/Sources
<p>1. Implement <i>English Learner Master Plan</i> fully and consistently across the school.</p>	<p>1. Are Master Plan instructional programs fully and consistently implemented in ways that meet the needs of ELs?</p> <p>a. To what extent do teachers of ELs have the qualifications and capacities to address their ELs' linguistic and academic needs?</p> <p>b. Are all EL students provided instruction in ELD?</p> <p>c. Is ELD instruction that is provided to ELs of high-quality?</p> <p>d. Are all EL students provided appropriately differentiated instruction (SDAIE) in all academic content areas?</p> <p>e. Are differentiated instructional practices that are provided to ELs of high-quality?</p>	<p>ELD Observation Tool SDAIE/Observation CLAD/BCLAD credential roster & Teacher Assignment data base Other as identified</p>
<p>2. Ensure steady progress toward & attainment of academic ELD</p>	<p>1. Are increasing percentages of ELs progressing in ELD a minimum of one level per year per state and federal expectations? (AMAO 1)</p> <p>2. Are increasing percentages of ELs attaining English language proficiency per state and federal expectations? (AMAO 2)</p> <p>3. Are ELs progressing on school.</p>	<p>CELDT AMAO 1 school, LD, School results School's ELD periodic and progress assesments, 9-12</p>

3. Ensure steady progress toward & attainment of grade level academic proficiency	<ol style="list-style-type: none"> 1. Are EL students progressing academically per expectations? 2. Are EL students attaining academic proficiency per expectations? 	
		Evidence of consistent support for home/school partnership efforts, advanced academic opportunities
8. Reduce disproportional referral to and identification of ELs for special education services.	<ol style="list-style-type: none"> 1. What is the percent of students, disaggregated by language status (EO, IFEP, EL, RFEP), and how is it relative to their proportion of total population by: <ol style="list-style-type: none"> a. special education status? b. specific special education program service? c. qualifying condition? 2. In what grades are ELs being identified and placed into special education services? 3. Are ELs being referred to and placed in special education services appropriately? 4. What CELDT levels are ELs in at the time of their identification for special education services? 5. How long have students been at that ELD proficiency level during the time of referral? 	<p>School special education statistics, by characteristics (special education status, service, qualifying condition, EL status, grade)</p> <p>CELDT scores</p> <p>Special Ed services and participation rates</p> <p>Random audit of IEPs of ELs to ensure access to all appropriate linguistic and academic services</p>

Using Program Monitoring and Effectiveness Information to Improve Implementation and Strengthen Programs

To ensure that program implementation, monitoring and evaluation of program effectiveness leads to continuous improvement, administrators and staff at all levels will examine data.

School Level Use

School personnel will review outcomes of student performance relative to expected linguistic and academic progress. In grade level or subject matter teams, they will discuss student work, and identify areas of instructional practice that need strengthening based on student performance evidence. Key points of discussion will include effective feedback to students, and the effective use of observational

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protocols (Rubrics, ELD observation tools, SDAIE/access to core instructional observation tools) as a way to continually strengthen instructional practice. Priorities for professional development will be identified, with support requested of Local Educational Service Center as needed.

School Board Level Use

The AIUP Board of Education will review findings of annual *English Learner Master Plan* monitoring/evaluation reports, and address issues of policy related to key issues and areas of improvement identified by the master plan monitoring/evaluation.

The following three figures depict the minimum expected ELD and academic progress for ELs by general instructional program model, and will form the basis for data analysis and program evaluation efforts. Benchmarks of minimum expected ELD and academic progress and achievement in further detail in chapter 2 following each instructional program description.

AIUP Minimum Progress Expectations for English Learners in English Language Programs				
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient
ELD Standards-based measures	ELD 1	ELD 2	ELD 3	ELD 4/5

(e.g., ELD progress profile)				
Reclassification	Annually 10%	Annually 10%	Annually 10%	Annually 10%
Other Measures				

What the Research Says:

AIUP grounds its institutes and systemic support services on several strong research bases. The evaluation process is grounded in formative self-evaluation principles and practices that are highly useful for improving systemic practices and outcomes (Patton, 1997).

AIUP advocates and demonstrates how to conduct data inquiries strategically for defining high-yield goals and pursuing continuous improvement in our schools (Schmoker, 1996; Petrides et al., 2005).

AIUP's systemic internal support services advocate and aim to cultivate a strong sense of accountability from within or learning communities (Newmann et al., 1997). This involves careful implementation and systemic approaches to improving English learner instructional services (August & Hakuta, 1997; Brisk, 1998; GWU, 2005).

AIUP's efforts build educators' capacities to promote high-quality academic language and literacy development and to accelerate English learners' access to and engagement with culturally relevant transformative learning, grade-level academic subject matter including multiple additional languages and college preparatory curriculum (Carlo et al., 2004; Wong-Fillmore & Snow, 2000; Gibbons, 2002; Harvey et al., 2000; Walqui, 2000; Valdés, 2001).

AIUP Program Mechanisms

The English Learner program is evaluated by various oversight entities within our school at a variety of frequency levels from the weekly review of data and goals at instructional team levels by teachers and administrators to the systemic programmatic reviews conducted as a part of yearly school-wide self-study processes. Parents, teachers, administrators and even students are included in the programmatic evaluation of the English Learner (EL, RFEP, IFEP inclusive) educational systems within AIUP. This program evaluation system is designed to ensure that each English learner achieves full proficiency in English and academic achievement at grade level as rapidly as possible. Program modification occurs through teacher-led student intervention

strategies, re-teach content adjusting instructional strategies, design new courses as needed biannually as well as through other measures of curriculum redesign. Program modification is done every six weeks, every semester or annually as needed.