

South Sioux City Community Schools
2025-2026 Annual Multilingual Learner (ML) Program Review Written Report

Goals

The ML Program for the South Sioux City Schools:

- It is intended to enable each Multilingual Learner (ML) to become English-proficient in reading, writing, speaking, and listening.
- Focuses on inclusive practices and supports content-based approaches to language learning.
- Recognizes the cultural, linguistic, and educational background of ML students to determine the educational approaches necessary to meet their academic needs.
- Supports objectives aligned with the state EL guidelines and the ELP standards.

Review Team

ML Coordinator

ML Teachers

Summary of the Review Process

The South Sioux City Community School District's Multilingual Learner team met as a department once a month during district PLC time during the school year. In addition, PD was provided for ML teachers who do not currently hold an ESL certification.

This year, we gathered input from students, families, staff, and community members to guide improvements to our EL Program and the rebranding of the English Learner (EL) Program as the Multilingual Learner (ML) Program. As we transition to a new Multilingual Learner identity, we want our program to better reflect the strengths and diversity of our students and families.

The conclusions from the SWOT survey were as follows:

- The EL program is deeply valued and widely supported.
- Nearly all groups view it as essential to student success, belonging, and community identity.
- The district is ready for a shift to a "Multilingual Learner" identity.
- Respondents see it as more inclusive, more authentic, and aligned with SSC's values.
- Capacity challenges — not program quality — are the program's greatest vulnerabilities.
- Staffing, caseloads, and time constraints limit the program's ability to fully meet student needs.
- Communication is the most urgent and clear area for improvement.
- Families, teachers, and staff need more clarity, consistency, and multilingual access.

These findings provide a strong, unified foundation for strengthening communication, expanding program capacity, and elevating the Multilingual Learner identity districtwide. [EL Program Survey Findings 11.12.15](#)

Our annual program review is centered around [NDE Rule 15](#), Quality Indicator, SECTION 008: LANGUAGE INSTRUCTION PROGRAM REVIEW.

A summary of the program review follows:

Category	Summary	Summary and Recommendations
Section 003: Identification of English Learners	• All students entering SSC Community Schools are required to complete a Home Language Survey. Our ML	• Based on our analysis of the identification process, the team determined that

	Secretary assesses any student whose parent indicates that a language other than English is spoken. Elementary ML ELPA21 screeners are proctored at the school. Secondary ML students are screened at the District Office. If a student qualifies for ML services, the team follows the program's enrollment process. ○ In May, all current Preschool students whose HLS indicated a language other than English are given the Future Kindergarten ELPA21 screener. This allowed us to review the data and determine how many MLs will be entering Kindergarten in the Fall. ● Staff also review the procedures for notifying parents/guardians of students who qualify for ML services. Notices sent home are in the parent/guardian's native language within 30 days of the student qualifying, and are generally sent sooner. The team noted the use of Ellevation to print parent letters in various languages. This year, we added the Family Communication component, in which the notification letter is emailed directly to the family in their native language. ● A half-time ML Secretary was hired to proctor screeners, send communication letters, upload compliance documents to our SIS, and perform related tasks. Any HLS that indicates a language other than English is given to the ML Secretary to follow up on previous school records and potential screening.	the district's identification and notification processes are appropriate and should continue. Recommendations ● Consider more district information that can be shared with families at enrollment (i.e., flier with district information, assistance with completing forms) ● Add a QR code to fliers and forms that links to an oral recording of the information in the parents' native language. ● Create a video for families to watch during enrollment to learn more about our district, their home building, principal/s, and EL teachers. ● Create a video of elementary ML teachers welcoming families to be shown on TVs during conferences and on social media. ● Strengthen the high school registration process by mapping out the graduation course requirements to be understood by students/parents. (i.e., graduation plan)
SECTION 004: LANGUAGE INSTRUCTIONAL EDUCATIONAL PROGRAMS (LIEP)	● The district has implemented a Language Instructional Educational Program (LIEP) that uses research-based approaches recognized by experts in language acquisition. ● The district's LIEP includes the following components: ○ The Newcomer Program at every building level. ○ Limited EL Pullout Program with EL teacher, based on student needs as determined by	● The ML Department met to collaborate, review, and discuss the needs of ML students. ● The department attended PD from HMH, NDE, and ESU 1 to better understand ML strategies to support Multilingual Learners and to evaluate our current data. ● The majority of district ML

	ELPA21 scores and MAP data. ○ Push-in support from elementary EL teachers into classrooms ○ Sheltered Content Area classes at the MS and HS ○ Middle School added an ML Exploratory class for each grade level. ○ Academic support ○ Summer School and Tutoring Services ○ Newcomer summer school will be offered at every building level. ● Instruction is aligned to the NE ELP standards as well as the Nebraska Academic standards. ● The district provides adequate resources to implement the LIEP effectively. ○ Newcomer curriculum materials have been purchased for every building. Along with training for the HQIM. ○ Ellevation Strategies component was purchased, and PD was delivered to EL teachers. ○ Ellevation Platform PD was delivered to all teachers. ● The Elementary Newcomer Program is available at every elementary location for Newcomers in grades 2-5, 2.5 hours daily. ● We purchased National Geographic, Reach, Welcome for the elementary NC program, and HMH Language Launch and E3D for the secondary NC and shelter program.	teachers hold an ESL endorsement and are using research-based strategies. Professional learning opportunities were offered several times throughout the year for those who do not hold an ESL endorsement. Recommendations ● Develop a scope and sequence and program guidelines for the elementary Newcomer Program. ● Schedule professional development that is focused on strategies to support Tier 1 instruction ○ Utilize ML staff to share this learning with content teachers during PLC/building meetings ● Provide ML strategies in the four domains for those not meeting Tier 1 expectations. ● District ML teachers would like to utilize the developed NDE scope and sequence for all language levels and grades. ● Dedicated time to dig through the HMH tabletop and other resources. (Being able to add pictures to slides would be helpful) ● Offer an ELPA21 prep course for students who have long-term enrollees. ● Provide building Admins and staff with the Ellevation strategies on PD days to tie into the Cardinal Compass. ● Next year, add PD on the Science of Reading, with ELD standards in mind, for
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		ML staff.
SECTION 005: STAFFING	• All teachers in the district hold a valid NE teaching certificate. All ML teachers either hold an ESL endorsement or participate in PD specific to the needs of ELs. • This is our second year of having an ML Coordinator for our district. • A half-time ML Secretary was hired this year. • A new FTE was added at the elementary level through a 2-year grant. • Filled 2 open FTE at the HS level. ○ 1 ML District Coordinator ○ 1 half-time ML District Secretary ○ 16 Elementary ML FTEs ○ 3 Middle School ML FTEs ○ 5 High School ML FTEs	• Hiring an ML Secretary has improved our registration process. Recommendations • Provide more PD on effective ways to support ELs to all district staff members, including paraprofessionals. • Gain more information about the various cultures we work with to better understand our families. ○ We would like to involve our new bilingual liaisons in this. • Continue to review staffing and the district's ML needs.
SECTION 006: STANDARDS, ASSESSMENTS AND ACCOMMODATIONS FOR ENGLISH LEARNERS	• The district ensures that all ML students participate in state content assessments and the annual state English-language proficiency assessment. • The district ensures ML students are provided with approved accommodations on state content assessments. ○ The ML Department met with their building staff prior to state testing and learned about the various accommodations and which ones to assign to specific students. • The MTSS process at the elementary and middle school levels includes examining data for all students, including MLs, and providing support in areas of academic need. • The high school data process team meets twice a year to review MAP data and determine student placement in classes. • The Elementary schools process data	• During the review, the assessment of all students and the assignment of appropriate accommodations were identified as strengths. • Goal setting was done with all ML students prior to ELPA21 testing. • Elementary schools used the "All Hands on Deck" approach to proctor the ELPA21 for MLs. This process kept students within a shorter testing window, providing a less interrupted schedule for continued teaching and learning. • Certificates, yard signs, and a tote bag were given to all students who demonstrated proficiency in ELPA21.

	gained from AIMSWEB progress monitoring tool.	○ New this year, graduating Seniors received a blue and green cord for reaching proficiency. ● At the end of this year, ELPA21 Summative data was added to the Student Test page in Synergy. Recommendations ● District-wide celebration at the building level for the proficient ELPA21 students. ● Building celebrations for ELPA growth within their building ● The district-wide celebration is scheduled for May 12, 2027 from 6-7:30. ● At the start of the school year, building principals and all ML staff will review the AQuESTT On-Track report to determine service type and time, aligning them with the data. ● Time Allotment guidance will be rolled out next school year to ensure equal service time across the district. ● Next year, roll out the SSC MTSS Process for MLs.
SECTION 007: EXIT REQUIREMENTS	● District exit criteria have been established in accordance with Rule 15. ● When a student reaches a Proficient level of English-language proficiency, the school exits the student from ML services. This determination is made by using the results of the annual state English-language proficiency assessment. ● For a student (K-12) to exit the language instruction educational program: • The student must have a composite	● ELPA21 results are reviewed, and all Proficient students are exited from the LIEP Program. Recommendations ● The ML Secretary will continue updating Synergy SIS for all students who will exit the LIEP Program. They will also send exit and continuation notification letters to

	score of Proficient on the annual English-language proficiency assessment. (ELPA21 and/or Alt ELPA)	parents. Monitoring of ML students is done for 4 years. This year (25-26), we used Ellevation to communicate with classroom teachers about student progress. ML staff then consulted with classroom/content teachers to see if they had questions or provided ML strategies.
Data Analysis	- The district ensures that students are correctly identified as ML-eligible and that former ML students (students meeting the state's exit criteria) are correctly identified as Redesignated English Fluent in the state student record system. - The district analyzes ML data, including performance on annual accountability assessments. - The district monitors the academic progress of former EL students for 4 years.	- During the review, it was noted that students are correctly identified in our SIS, and having only one person updating the records has continued to be helpful. - During the review, the analysis of ML data on annual assessments was identified as a strength. - Last summer, all principals had a half-day PD session to analyze ELPA21 data and the "On-Track" report. Recommendations - Although a district-wide process for monitoring former ML students' achievement is in place, comparisons of data (e.g., graduation rates, attendance, program participation) with those of non-MLs could be strengthened. - When analyzing performance on the annual ELPA21 assessment, evaluate student results in each domain to determine whether there is growth over time, including for our Long-Term ML students. More collaboration between schools as students transition from

		elementary to middle and middle to high school. • Gain a stronger understanding of the ELPA21 On-Track report and how to utilize it with planning and support for students.
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