English Language Development Plan

2015-2017

Roseburg Public Schools

Douglas County District #4
(Roseburg School District)
English Language Development Plan
Revised Spring 2015

SECTION 1 – DISTRICT DEMOGRAPHICS

Roseburg Public Schools	

Number of Schools
    Number Elementary Schools – 8
    Number Middle Schools – 2
    Number High Schools – 1
    Number Charter Schools – 1
	12

K-12 Enrollment (3rd Quarter ADM – May 2015)	5912
Ethnic Diversity (%)	
Hispanic	9.9%
American Indian/Native Alaskan	1.8%
Asian	1.2%
Black	0.6%
White	77.4%
Pacific Islander	0.3%
2 or more	9.2%
Number of English Learners	56
Percentage of English Learners in district	0.9%
Number English Learners - IEP	1
Primary Disability – Speech/Language	1
Number English Learners with a 504 Plan	0
Number English Learners - TAG	0
Title IA School-wide Schools	6
Eastwood Elementary Fir Grove Elementary Fullerton IV Elementary Green Elementary Sunnyslope Elementary Winchester Elementary No schools in our district are identified as Focus, Priority or Model.	
Title IA Targeted Assistance Schools	2
John C. Fremont Middle School Joseph Lane Middle School No schools in our district are identified as Focus, Priority or Model	

Roseburg Public Schools AMAO Data – 2013-2014	
Number of students demonstrating progress towards proficiency - AMAO 1	26
Percentage of students demonstrating progress towards proficiency - AMAO 1	63.4%
Number of students exited from an ELD program - AMAO 2A	15
Percentage of students exited from an ELD program - AMAO 2A	24.2%
Number of students identified as EL for 5 or more years exited from ELD program - AMAO 2B	2
Percentage of students identified as EL for 5 or more years exited from ELD program - AMAO 2B	40%
Number of students in Monitoring status - Year 1 – 2014-15	14
Number of students in Monitoring status - Year 2 – 2014-15	19
Number of former EL students	53
Number of students re-entering ELD program after exiting as proficient – 2014-15	0
Number of students who have a waiver from ELD services – 2014-15	4
Percentage of students who have a waiver from ELD services – 2014-15	7%
Oregon state assessments results for LEP sub-group - AMAO 3	Not Met

Program Goals and Philosophy

Since the 2009-2010 school year we have implemented an English Language Development (ELD) instruction model.   All district ELD classes follow a direct and systematic instructional model for English Language Development incorporating daily reading, writing, and speaking instruction. The emphasis of instruction is on development of vocabulary knowledge, conventional grammar, and syntax usage skills in writing and speaking and practice of those skills through a variety of individual and group activities targeted at the proficiency level of the students.

School	EL Educational Approach
Eastwood Elementary	English Language Development
Fir Grove Elementary	English Language Development
Fullerton IV Elementary	English Language Development
Green Elementary	English Language Development
Hucrest Elementary	English Language Development
Melrose Elementary	English Language Development
Sunnyslope Elementary	English Language Development
Winchester Elementary	English Language Development
Fremont Middle School	English Language Development
JoLane Middle School	English Language Development
Roseburg High School	English Language Development
Phoenix Charter School	English Language Development

A review of the literature for supporting an ELD model revealed a resource that compiled literature, studies, syntheses and meta-analysis. This resource is titled, **"Improving Education for English Learners: Research-Based Approaches**", a book compiled by the California Department of Education in 2010. The approach taken was to identify guidelines for ELD instructional practices that have research bases which support them. The various chapters in the book were written by well recognized researchers and authors such as Veronica Aguila, William Saunders, Claude Goldenberg, Marguerite Ann Snow, Anne Katz, Susana Dutro, Kate Kinsella, Jana Echevarria and Deborah Short to name a few.

Pedagogical Foundation

The ELD Program bases its instructional services for all student-immigrants and native-born language minorities on the following principles:

- Students come to school with knowledge and expectations based on the linguistic and cultural foundations of their families and communities.

- Effective education requires a partnership between the family, school and community.

- Education must help dissimilar people learn from one another, understand themselves in relation to others, and enrich their own outlooks and daily experience through cultural understanding.

- Students learn language, concepts and skills most effectively when these are presented in relevant, interesting and interactive contexts that make sense to the learner.

- Students are entitled to a program of instruction that meets their individual language proficiency level.

Implications for Instruction

The greatest educational gains for EL students are achieved when instruction is consistent with research based ELD instruction. These include:

- Language acquisition is meaning driven.

- Integration of oral and written language, social and academic language through the teaching of forms and functions of the English language while implementing the district's adopted curricula.

- The opportunity for students to learn about themselves and about others.

- The presentation and daily use of oral and written language for authentic and meaningful communicative purposes.

- Challenging academic tasks that allow all students to aspire to high standards.

Program Goals

- Students will achieve high levels of academic English proficiency and be able to apply their knowledge of the English language successfully in all subject areas and in ways that benefit them in their academic, working, and personal lives.

- Students will have the knowledge and skills necessary to meet all state standards for academic performance and career related learning.

  o Use of in-program lesson and unit assessments will be used to determine student progress in attainment of core content knowledge.

- LEP students will increase one English language proficiency level at the end of each school year, as measured by the ELPA, to meet or exceed the state target each year.

- LEP students will reach English language proficiency after five years of direct service, as measured by the ELPA, with an increase each year to meet the new state target.

- EL students' performance on the state content assessments will be at or above the district-wide percentage of students who meet/exceed grade level standards.

Yearly, at minimum, our ELD team reviews a wide variety of data for our English Learners. This data includes ADEPT, DIBELS, MAP (Measures of Academic Progress), OAKS/SBAC and intervention data that is entered into our district's Multi-Tiered Instruction (MTI) database. If students are not meeting language proficiency or core content targets, we pull individual student data from individual classrooms and look at the student work to identify possible areas where the student is struggling and build plans to support the student in moving forward academically.

The district goal is for all students to meet or exceed growth targets on state and district assessments. The EL goals align with this overarching goal because we are continually reviewing data and making instructional decisions to help EL students meet or exceed their individual growth goals.

Students are identified as Primary Home Language Other Than English within 30 days at the beginning of the school year or within two weeks of initial registration during the school year. All new students are given the district's Home Language Survey when they register for school.

Registration

When a family whose native language is other than English arrives at a school to register, the secretaries alert the ELD office so that an interpreter can be arranged to help facilitate the registration process. Some of the ELD department staff members are bilingual Spanish speakers that assist with the great majority of the families who need assistance with registration. In addition, other staff members within the district who possess Spanish skills are on call to assist the family until a bilingual staff member or contracted interpreter can be provided. For families whose native language is other than Spanish the school district may use Language Line Services so the family can be assisted with the registration process until an interpreter can be located. Key components of the registration packet may be available in other languages through a district contract with TRANSACT.

Home Language Survey (HLS)

All Home Language Surveys are collected by the school secretary, filed in the students' cumulative file, with a copy submitted to the ELD office for those that indicate a language other than English. The ELD teacher then reviews these documents and begins the process of collecting data to determine if the student potentially qualifies to receive ELD services.

Typically, at the point of registration, a student is triggered as a possible ELD student through the HLS. However if a student is not flagged through the HLS, the following process can also be initiated by parent or teacher referral.

Identification in Special Circumstances – Students on Individual Family Service Plans (IFSP)

We have a close working partnership with Douglas ESD which provides Early Intervention Special Education to students birth to 5. When a student is identified as possibly needing early intervention services for Communication Disorder, our team is contacted to be part of the IFSP process.

Identification in Special Circumstances – Native American Students

A process for identifying Native American students' eligibility for EL services is being refined. Staff in-service has been provided to both special education teachers and speech/language therapists regarding the possibility of Native American students qualifying for ELD services. Special educators are encouraged to invite both the ELD teacher and the Indian Education liaison to any meetings during which a Native American child having academic difficulties may be discussed. The ELD department is developing a more formal way to get information from the Indian Education liaison, to help identify Native American students who may need support from the EL department.

The current practice for identifying Native American students is as follows: A general education, special education teacher, or speech/language therapist will contact the ELD department regarding a Native American child who may be having academic/language difficulties. The ELD teacher will then make parent contact, assess the child, and a team meeting will be called to determine whether the child qualifies for ELD services. These steps should occur prior to the special education referral, and information from the language assessment should be presented to the team if a formal special education referral is made.

Assessment of EL Students

After receiving the HLS the ELD teacher may make contact with the student and/or the family to conduct an informal interview (using an interpreter paid for by the school district if needed) to gather information on the student, his/her past educational history, assist in completing any registration materials and assist the family in orienting to the new school. Contact may also be made with the content area/classroom teacher(s), an observation of the student may take place within the general education classroom, and a determination is made if language testing is to occur. The student will then be assessed using the Woodcock Muñoz to determine his/her language proficiency. Students who achieve a score of less than 4.0 CALP in any composite area of the Woodcock Muñoz or on the ELPA-total score are not considered proficient in English and would be eligible to receive ELD services. If a student receives a score between 4.0 and 5.0 CALP in any composite area of the Woodcock Munoz or on the ELPA-total score, additional data may be used to determine that student's eligibility for EL services.

All current ELD teachers have received training on administration and interpretation of the Woodcock Muñoz in the fall of 2009 by a school psychologist trained in the administration and interpretation of the Woodcock Muñoz. Training for the administration and interpretation of this assessment will be made available to all certified staff in the fall of their hire.

The above listed steps take place within the first 30 days of school for those at the beginning of the year or 10 school days after a HLS is received if the student enrolls after the start of the school year.

At this time we are planning to utilize the ELPA 21 Screener in the 2016-17 school year when it becomes available.

Document Maintenance

The ELD teacher is responsible for documenting the contacts with parents, teachers, or the student that may have occurred, the steps taken including the any observations, file reviews, or assessment information, and decision that has been made regarding the eligibility of the student. All information is reviewed collectively with the ELD staff to provide a comprehensive picture of the student's language abilities and needs.

Once it is determined that a student qualifies for ELD services, the student will be officially identified in the ELD office database and school database as an EL student. Each student assessed has a file at the district office and a copy of the assessment and protocol is located in this file. The ELD staff is currently working on creating an ELD file to be placed in the student's cumulative file at each building. A copy of the students' assessment scores will also be located within this file.

We use TRANSACT to provide parent notification letters in a variety of languages to meet the needs of our families.

Communication of Eligibility

A letter is sent home to parents in their native language explaining the assessment scores, and whether the child qualifies for the ELD program. A copy is kept in the student's file at the district office.

The student's principal and teacher(s) are also contacted regarding the child's' eligibility for the program, services to be provided, and instructional strategies that may be used to increase the academic success of EL students.

Once a child is determined to be eligible for ELD services, the child receives support through a continuum of available supports. This support may be in a variety of forms including, but not limited to: ELD pull-out at the elementary level; ELD Class at the secondary level; native language (Spanish) facilitation in core curriculum classes at the secondary level; curriculum available in a student's first language; suggested accommodations and modifications, teaching strategies, research material, web sites, and interpretive services. ELD teachers are also required to keep in regular contact with EL students' teachers regarding the academic progress of EL students and any additional supports the general education teacher may need in meeting the needs of EL students.

ELD teachers meet as a staff monthly. Three times a year direct service, monitored and withdrawn student data is reviewed to determine whether EL students are making appropriate growth in their English Language Proficiency and academic status. Data

reviewed includes Measures of Academic Progress (MAP), Dynamic Indicator of Basic Early Literacy Skills (DIBELS), OAKS, and ELPA.

If direct service or monitored students do not make appropriate progress, program changes are considered. With additional progress monitoring data available, timelier curriculum or teaching strategy modifications can be made to better support students' areas of need. After ELPA results are provided to the district, a letter with the ELPA results and an explanation of the results are sent to parents who have withdrawn their child from EL services, with a recommendation of possible continuation of services.

Elementary ELD Services – General Description

All students in grades Kindergarten through Fifth Grade receive 30 minutes ELD instruction daily through a pullout model. These sessions are taught by an ELD teacher. Using data collected through the ADEPT assessment, ELD teachers create a plan for the school year that will determine the areas of language development to focus on when working with a student. They also design and implement lessons and activities appropriate to the student's targeted language needs.

Progress monitoring data are collected and reviewed at ELD meetings three times per year. It is expected that instructional strategies will be modified based upon data and team discussion around the data and student progress.

Secondary ELD Services – General Description

EL students are enrolled in an ELD class, which meets daily at the high school and middle schools. This course taught by an ELD teacher and is designed to provide direct instruction in English Language Development.

High School Course Goals:

1. Demonstrate significant progress along a defined continuum in learning English in listening, speaking, reading and writing as measured against oneself.

2. Identify and use standard written and spoken English forms and conventions in grammar and syntax.

3. Learn and practice age appropriate vocabulary including that found in core content classes at the individual students' proficiency level.

4. Demonstrate competency with basic academic skills necessary for success in required coursework.

Career Awareness Goals:

Career awareness goals along with the state's Career Related Learning Standards are primarily addressed through the High School's Advisory program. The high school ELD teacher addresses career awareness goals making sure the EL students know about and understand the opportunities available to them.   The ELD teacher discusses with students future goals and how they can work to obtain them, including possible scholarships and college options. As a part of ELD instruction at the high school level students will be empowered to see that there are many career choices open to them,

and that being bilingual and multicultural can be extremely beneficial. Students will be made aware of the need for a high level of English proficiency in order to function in the workforce.

<u>Statewide Content Goal</u>:

Communicate:

- <u>Listening</u>:   Listen/receive messages for a variety of purposes. Demonstrate comprehension of messages and authentic sources to gain information.

- <u>Speaking</u>:   Speak/sign for a variety of audiences and purposes. Communicate information and express ideas using vocabulary and language structure appropriate to audience and purpose.

- <u>Reading</u>:   Read/videotext to comprehend a variety of printed materials. Comprehend and gain information from a variety of written/video materials.

- <u>Writing</u>:   Write/compose effectively for a variety of audiences and purposes. Communicate information and express ideas in written/videotext form for a variety of audiences and purposes.

- <u>Culture</u>:   Develop cultural understanding and demonstrate practices appropriate to the culture in which the language is used. Identify and apply cultural information and practices gained from a variety of sources. Demonstrate understanding of cultural practices by comparing and contrasting with one's own culture.

All ELD Students

Students with high language needs may be provided with additional direct instruction time, computerized applications to support language acquisition or ELD teacher support within their general education classroom

<u>Learning Activities in ELD </u>Learning activities include direct, systematic instruction, whole group discussions, cooperative learning in small groups and pairs, and directed work on computers and in the library, individual and group writing, oral presentations, use of audio-visual material, projects, and individual tutoring.

<u>Learning Activities in Core and Elective Classrooms </u>In the core and elective classrooms, teachers use Sheltered Instructional strategies that emphasize clear and direct English instruction with a wide range of scaffolding strategies, learning activities that connect prior knowledge with new learning and collaboration among students to help EL as well

as all students in the classroom access the academic rigor of the content being presented.

Core content and elective teachers receive regular, on-going training through our early release professional development model. We are incorporating Sheltered Observation strategies into how we deliver instruction in general because they have been shown to be effective for all students and thus, include these strategies in our weekly professional learning.

In addition, the district has identified differentiated instruction as a strategy to be supported and trained upon as part of the district improvement plan. The focused all-staff training on differentiation will help all teachers support EL students within the general education classroom. In addition, ELD teachers have attended the district-wide differentiated instruction trainings. In this way ELD teachers can create a link between training provided to all staff and specific methods to support EL students.

Assessment Procedures Assessment procedures specific to the adopted curriculum include pre- and post-unit chapter tests, in both written and oral format.

Process to determine if an EL student needs an educational program that is different from the district plan.

Through the previously described MTI review and EL team review processes, we determine the best course of action of individual students on a case by case basis. Using data and effective practices, the team ensures that the student's educational needs will be met.

SECTION 5 - STAFFING AND RESOURCES

<u>Staffing</u> Current staff in the ELD program at Roseburg include 4.0 FTE TSPC licensed teachers each with ESOL endorsements and appropriate age level certification for the students to whom they are assigned. One teacher serves the three secondary schools and our charter school. Each secondary school has one period of ELD in their master schedule and a content support class as necessary based on student need. The remaining three teachers serve the elementary schools. At the elementary level, teacher strengths and interests, along with scheduling are considered when creating teacher assignments for the school year.

<u>Hiring Process</u> When a vacancy is created for a teacher in our ELD program, we will advertise the position as needing full Oregon licensure as a teacher (elementary and/or secondary level) with an ESOL endorsement. Applicant transcripts and resume' will be reviewed for breadth of courses in ESOL and if applicable, experiences teaching EL students. Interview questions will be developed to ascertain the applicants' proficiency in delivery of language development instruction to students. Reference checks will be conducted to further determine the selected applicants skills in delivery of instruction.

<u>Temporary Staff</u>   In the event a long-term substitute is needed or we aren't able to hire an ESOL endorsed teacher, a plan to become qualified will be developed within 60 days of hire. This plan will be created by the ELD supervisor in conjunction with the Human Resources department and the employee. It will be similar to those that are created for staff who are not Highly Qualified and will outline the requirements for the employee to become qualified including timelines, courses/experiences needed, resources available through the district, etc. The expectation would be that the staff member become qualified prior to the start of the following school year.

<u>Curriculum</u>   Our district is adopting *Cornerstone*, c. 2013 and *Imagine Learning,* c. 2014 in grades K-5 and *Champion of Ideas*, c. 2009 curriculum in grades 6-12. We use *DynEd* for individualized learning experiences for students and *Keys to Learning* to support newcomers at the secondary level.

EL students are entitled to remain in an ELD program until they meet re-designation criteria. The English Language Proficiency Assessment (ELPA) will be the primary measure for determining whether EL students have reached a level of linguistic proficiency comparable to that of their English-speaking peers and have developed the ability to participate meaningfully in the standard academic program.

Decisions made as to the exit, promotion or retention of an EL student within the Roseburg School District will be made with the full participation, knowledge and clear understanding of the parents of the student involved.

A school level instructional team that includes the ELD teacher, general education teacher, administrator, and parents will meet to review data for re-designation. Team meeting agenda, notes and documentation will be retained in the student's EL file at the district office for all meetings identified below where a student's placement in program is discussed.

Students Exiting Program as Proficient

When a student has scored at Level 5–Advanced on the ELPA and has demonstrated proficient English skills, the ELD staff will call a school level team meeting to discuss the appropriateness of exiting the student from the ELD program. The team will base their evaluation on a variety of assessment forms including DIBELS, OAKS, in class assessments and teacher observations. The team will also develop a statement that provides:

- student progress on the ELPA (when available) or other proficiency measures
- length of time in the ELD program
- rationale for exiting student from the ELD program
- descriptive list of strategies that assisted the student in reaching exit-level proficiency

Students exiting the ELD program under this category will be reported on the Spring LEP collection as **category 1C – Exited**. If students are exited at the end of the school year, the exit date will be the last day of school. If students are exited before the end of the year, the exit date will be the last day of the semester. If students are exited prior to the end of the school year they may remain in their current schedule until the end of the trimester (for elementary students) or semester (for secondary students). Students must take the ELPA during the school year that they are exited from the program.

Promoting Students

When a student has scored at Level 4–Early Advanced on the ELPA and has demonstrated proficient English skills that indicate s/he may benefit from the regular

education program without ELD support, the ELD staff will call a school level team meeting to discuss the appropriateness of promoting the student from the ELD program. The team will base their evaluation on a variety of assessment forms including DIBELS, OAKS, in class assessments and teacher observations.

The team will also develop a statement that provides:

- student progress on the ELPA (when available) or other proficiency measures
- length of time in the ELD program
- rationale for promoting student from the ELD program
- descriptive list of strategies that assisted the student in reaching exit-level proficiency

Students may be promoted at any time during the school year. Students promoted from the ELD program under this category will be reported on the Spring LEP collection as **category 1C – Exited**. If students are promoted prior to the end of the school year they may remain in their current schedule until the end of the trimester (for elementary students) or semester (for secondary students). These students are required to take ELPA during the district's testing window. However, they would not be required to re-enter the program if ELPA score is below a 5 due to other documentation of language proficiency.

Special Considerations

Students who are dual identified in special education and EL who have a documented learning disability or communication disorder may never be able to score a composite score of 4 or 5 on ELPA due to their disability. In such circumstances a large gap between the oral and written domains typically exists, and will do so for a number of years. In these circumstances, a student could be considered for promotion out of EL services when they have consistently demonstrated proficiency in the domains that are not affected by their disability and it is deemed by the IEP or GrIP team (which includes the ELD teacher and parent) that continuing in ELD will no longer benefit the student.

If an ELD teacher realizes a new student has been placed in his or her class seems inappropriate due to the fact that a student's language in class language production is different than what the student was able to produce on the initial placement exam (Woodcock-Muñoz or PreLAS), the ELD team reviews the student's cumulative file (home language survey, test scores and the accuracy of the student information system) to ensure that the student has not been misidentified due to a clerical error.

If the student placement has been made with no clerical errors, then the ELD teacher collects a body of evidence and takes the student through the promotion process as he or she would with any other student's change of placement.

Students Who are Retained in Program

If the student has scored at Level 5–Advanced on the ELPA but has not demonstrated proficient English skills, the ELD staff will call a school level team meeting to discuss the appropriateness of retaining the student in the ELD program. The team will base their evaluation on a variety of assessment forms including DIBELS, OAKS, in class assessments and teacher observations. The team will also develop a statement that provides:

- student progress on the ELPA (when available) or other proficiency measures
- length of time in the ELD program
- rationale for retaining student in the ELD program
- student ELD placement level for the following school year
- descriptive list of strategies for assisting the student in reaching exit-level proficiency in the following school year
- descriptive list of educational factors that may contribute to the student's need for retention in the ELD program
    - Lack of credible documentation
    - Mis-assigned teacher or long-term substitute with minimum knowledge of the content to be taught
    - Absence of articulated curriculum or adequate instructional materials
    - Absence of intervention strategies or expanded learning options that target specific needs

Students on Monitor Status

Students are monitored for two years after being exited from the program. The ELD teacher assigned to the students' school is responsible for collecting OAKS, MAP, DIBELS data and report cards and bringing this data to ELD department meetings three times a year during which the data for all direct service, monitored, and withdrawn students is reviewed.

If a student who is being monitored is not succeeding in the core content, a team meeting with the student's classroom teacher, ELD teacher assigned to the building (or if possible, the ELD teacher who instructed him/her most recently) and building principal will be convened to determine supports that can be put into place to help the student. These may be classroom specific such as where the student sits in the classroom, more explicit, simple directions and language by teacher or could be organizational where the student gets additional time in the content area through interventions.

Teachers and building administrators are aware of the exiting of students, due to participation in the exit team meeting. However, teachers and administrators are notified in writing when a student is exited and notified in the fall of all students on monitor status.

Monitoring EL students with a waiver for service

Annually we provide the ELPA report to parents of EL students with a waiver of service. In this mailing, we provide information about our program and encourage them to consider enrolling the student in our program. Additionally, we include these students in our data review during the year to check how they are performing on academic measures using the same data as students in the program (see section 3).

SECTION 7 - EQUAL ACCESS TO OTHER SCHOOL DISTRICT PROGRAMS

In accordance with state and federal regulations the Roseburg School District has identified the following practices and guidelines to ensure equal access to an education. These standards are taken from of our ELD Program Policy Handbook.

All students will have:

- Safe and positive learning environments which are free of prejudice.

- High expectations set by all staff.

- Linguistically, developmentally and culturally appropriate learning experiences.

- Instruction and support services tailored to the students' particular needs

Parents are:

- Welcomed

- Notified of the services being offered to their children

- Provided with information and an interpreter (if needed)

- Encouraged as partners in the education of their children, and included in decision-making

Ensuring Equal Access to Appropriate Curriculum

- Core curriculum for *all* students promotes and values the languages and cultures of *all* students. In addition, the elementary reading has an ELD component to support teachers in scaffolding content for EL students. Secondary science, math, and social studies texts are available in multiple languages.

- Core curriculum for *all* students promotes higher order thinking skills

- Use of the native language is promoted as a *foundation* for academic achievement, social development and high levels of English proficiency

- The instructional program supports the development of cognitive academic language proficiency needed to participate in a full range of instructional services

- Language minority students have culturally and linguistically relevant access to supplemental and support programs and services in the district

- ELD instruction occurs during intervention or other non-core content course time to ensure students have access to rigorous content knowledge. Principals at the elementary schools are responsible for building ELD time into their master schedules that adhere to the above requirement. Because there are multiple periods for students to take core content options at the secondary level, each school provides one class period for ELD (based on our current numbers of student at these schools this is an adequate amount of time to serve student needs).

Ensuring Equal Access to a Full Delivery of Services

- Curriculum materials are available to teachers to address students' language proficiencies and cognitive levels.

- Culturally supportive and relevant teaching strategies and trainings are made available to all staff.

- Meaningful and relevant access to non-classroom services (such as counseling, career guidance, Title 1, etc.) are available to students.

- Students have equal access to technology and technologically advanced instruction.

- Non stereotypical opportunities for all students to share and value one another's languages and cultures are available.

Ensuring Equal Access to Equitable Assessment

Assessment is:
- Broadly based, relevant, contextually comprehensible

- Fair, non-biased, equivalent

- Appropriate to students' developmental level, age, and levels of language proficiency

Expectations, outcomes, and assessment standards are communicated in such a way that the student has equal opportunities for success. Results are explained to the community from which the student comes in the community's primary language.

All assessments are administered by an individual with the appropriate training. Assessments are interpreted by someone with the appropriate understanding of the assessment and what it measures. Someone with experience and knowledge regarding language development, second language acquisition, and cultural sensitivity will be involved when assessments are used to make high stake decisions regarding students.

Special Education Identification

Our district uses a Multi-Tiered Instructional (MTI) model with Response to Intervention (RTI) as the means for identifying students with learning disabilities in reading. The meeting structures we have in place for MTI have three purposes.

1. To review school-wide academic and behavior data in order to evaluate the effectiveness of core programs.
2. To screen and identify students needing additional academic and/or behavior support.
3. To plan, implement and modify interventions for these students. Depending on each student's "response to intervention" (RTI), a formal referral for special education evaluation may result.

In our Multi-Tiered Instructional model, students who are receiving interventions in reading, writing, math or behavior are reviewed by a building level team once every 6 weeks. This team includes the principal, a school psychologist, special education teacher, Title I learning specialist, child development specialist, classroom teacher and ELD teachers. Through these meetings, decision rules are followed and if an EL student is not responding to an intervention, the team follows the protocol before referring for special education.

When a student has been in 2 or more interventions that have been progressively more intensive, an Individualizing/Intensifying Intervention meeting will be called by the school team. The box below is from our MTI protocol manual and outlines the process and possible outcomes of this meeting. One outcome is a referral for special education.

Individualizing / Intensifying Interventions Meeting

Purpose: Two (2) interventions have been unsuccessful. At this meeting a plan for individualizing and/or increasing the intensity of the intervention needs to be developed.

Membership: Parents, principal, classroom teachers, special education teacher, literacy specialist, and school psychologist, CDS, and other specialists (ELD, Alt. Ed, instructional coach) if appropriate.

Estimated time: 45 minutes

Planning for the individual student:

After 2 interventions have been unsuccessful or the team has additional concerns that would warrant further study of a student's needs, parents are invited to attend a meeting where their child's needs will be discussed and an action plan will be formulated. This level of intervention is typically necessary for only a small percentage of students. The team assigns members responsible for completing the Individual Student File Review.

Prior to this meeting, all team members review the student's cumulative record using the Individual Student File Review, the MTI Student Intervention Profile, and the Achievement Review forms for the applicable content area(s) of concern. (See "Checklist of Documentation for Individualizing/Intensifying Interventions Meeting." This analysis provides detail on the student's history and needs and is important to designing an effective, individualized intervention. Prior t the meeting, the team will make arrangements with the parents to complete a *Developmental History*. Be sure to follow district protocol for reading and behavior interventions.

At the individualized planning level, it is also necessary to assign a case manager for each student. The case manager's responsibility is to ensure that monitoring is conducted according to the schedule agreed upon by the team. In addition, the case manager continues tracking intervention details using the MTI Student Intervention Profile. Case managers report back to the GrIP team.

Follow up II Meeting outcome(s): There are four possible outcomes of individualized planning:

- Progress is adequate and the student is reintegrated into the general education curriculum and/or Tier II supports are sufficient to maintain progress.
- The student continues to struggle, but his or her difficulties appear to be due to other factors such as behavior, attendance, or Limited English Proficiency. Interventions targeted toward these issues will be initiated.
- The student has made some progress as a result of a heavy dose of interventions that cannot be maintained long-term with the current general education resources - a referral to Special Education is considered.
- The student's progress is not adequate and it is determined that an effective intervention has not been found for the student - a referral to Special Education is considered.

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An ELD teacher is part of the pre-referral, evaluation, and IEP team if a student is referred for special education. The ELD teacher will review and may conduct additional language assessments prior to the evaluation planning meeting.

The ELD teacher also conducts an interview with parents, which gives additional insight to the students cultural, linguistic, and educational background which will be shared with the IEP team prior to determining special education eligibility.

Our district only has one ELD educational program. Section 4 references our process should a student need to be considered for an alternate educational program for ELD.

Talented and Gifted Identification

The process of identifying EL students as TAG is the same as identification of non-EL students. Student referral for TAG is made by teacher referral, parent referral or during the regular reviewing of MAP and OAKS scores. To qualify for TAG students must be performing at the 97th percentile or have the ability to perform at the 97th percentile. For TAG eligibility in the areas of reading and math, MAP, OAKS, and possibly another standardized assessment is administered. For TAG eligibility in the category of intellectually gifted, a standardized cognitive test is administered. ELD teachers are involved in the referral process for TAG. Currently we do not have a school psychologist in our district who speaks multiple languages so we would need to contract with someone who could assess students in their native language if appropriate. Once a student is determined eligible for TAG services the general education teacher creates a compact to outline how general education curriculum will be extended for the TAG student.

Title IA – Targeted Assistance

Our middle schools are currently Title IA – Targeted Assistance schools. Through the previously described MTI process, we ensure that ALL students receive the extra support they need, including our English Learners.

The ELD office has taken a number of steps to foster parental involvement in the educational process of EL students. In the registration process the ELD department facilitates communication with incoming families by arranging for an interpreter to assist the family. With our new student information system, we are able to provide parents with the forms in 7 languages other than English.

Program Placement Letters   When a student is assessed and determined that he/she is eligible for ELD services a letter of notification is sent home to the family in their native language. Additionally a letter is sent each fall to families of students who are continuing in the program in the new school year. This correspondence specifically addresses the language assessment results and what services the student may receive. If the parent objects to these services, they may decline to have their child participate in the program and the ramifications of this decision are clearly outlined.

Available Programs and Services   The ELD teacher arranges for any interpretation/translation required by the family or school/teacher to ensure effective communication. This may be accomplished by the ELD teacher or a contracted interpreter/translator. The ELD office also coordinates with all classroom teachers to assist with parent teacher conferences. The ELD staff facilitates contact with the family if the parents do not speak English and arranges for interpretation at the conference.

Parents and students are made aware of district programs in multiple ways. School buildings are encouraged to use TRANSACT to notify parents of various school programs including sports programs, special education, TAG, and free and reduced lunch programs to name a few.

ELD teachers frequently remind students of various activities and opportunities made available to students and sometimes facilitate student and/or parent access to appropriate resources and activities. Interpreters are provided for parent-teacher conferences, and report cards are available in Spanish.

The ELD office sponsors family activities such as Family Night where school information and requirements are shared with new families. They have the opportunity to ask questions and share their concerns with the ELD staff and school administrators. Translators are available for this meeting.

We provide our school forms in Spanish as that is the prevalent language of our English Learners. Other languages are translated as needed using a translation service or we use translators identified through Altrusa as being able to speak, read and write other languages.

AMAO Letters - NCLB and AMAO information is sent to parents in their home language by the deadline established each year by the Oregon Department of Education. Each summer a letter is also sent in the parent's home language describing the ELPA, the

ELPA scoring system, and each child's progress on the ELPA. A cover letter is sent home with the ELPA to the parents of withdrawn students, stating that based upon those scores the ELD teacher would like to encourage consideration of re-entry into the program or official exit from the program. Each year staff sends another notice to the parents of withdrawn students requesting the parents sign paperwork to have their students remain withdrawn from the program.

<u>Title III Notification for Private Schools</u>

At this time our district does not receive/accept Title III funds. If over the course of this plan we do receive/accept Title III funds, we would include Title III in our consultation meeting with private schools that is held each spring. In that meeting we would describe the program and available services to the private schools in our area should they want to participate. Following the meeting they would determine if they want to participate and a second meeting would be held to define the services and allowable uses of their equitable share of the resource.

Program Implementation Evaluation

Process. At the beginning of each school year, our ELD team (teachers and supervisor) meet during the teacher in-service week to review the established plan. At this meeting the team identifies due dates for completion of initial paperwork for students who are new to our district who may be eligible for services in our program.

Each month the team meets to discuss timelines of upcoming events, specific needs identified as a result of instruction and implementation of the plan and at most meetings, review student data. Twice a year the team does an in-depth analysis of student achievement in both acquisition of English language skills as well as academic achievement.   At this meeting we review records as to the timeliness of completion of initial student assessment, parent notification and placement in programs. The documents we use for our analysis and review are hard copy files for each student which are housed in the ELD office, our district's MTI (Multi-tiered Instruction) database which holds student ELPA and academic data and other in-program assessment data available to us. We do not have enough staff to warrant separate staff interviews and survey nor focus groups. To date we have not had any grievances or complaints. If we did, we would follow district policy for handling them and review them during one of our regular monthly meetings.

Evaluation of Process for 2014-15– Identification process. In 2012-13 our ELD team identified a problem that they weren't been notified in a timely manner when students enrolled in schools throughout the school year. As a result of this, we produced the Home Language Surveys on NCR paper for better communication between the school that enrolls students and our ELD team. Since then, all students new to our district were given the HLS upon enrollment and ELD teachers received the HLS copy within 2 days (at most).

Evaluation of Process for 2014-15 – Initial Identification Assessment Process and Placement.
All students whose HLS indicated a language other than English were either assessed with the Woodcock Munoz assessment to determine eligibility for ELD services. In some cases, additional information was needed to make a determination. ELD teachers contacted families to get more information about the student(s) and contacted teachers from their previous school for assessment data. Once a student was determined to be eligible for ELD services, the student was immediately placed into the program and services started.

With one exception, we met the required timelines of 30 days at the beginning of the year and 10 days during the school year.

Evaluation of Process for 2014-15 – Staffing and Materials. At the end of the 2012-13 school year, we reviewed our student numbers and determined it was likely we would need to reduce our staffing. One teacher made the decision to teach a regular elementary classroom so we did not replace her in ELD to start the school year. As a few additional students moved into our program during the year, we decided we had cut back too extensively and hired another teacher at 0.5 FTE for the remainder of the year. In 2014-15 we started the year with 3.5 FTE teachers and additional students arriving mid-year caused us to increase the half time position to full time.

During our early release collaboration time, our ELD team meets to review lessons and materials and strategize how best to meet the needs of the students each serves. They have adapted our core curriculum at each level to tailor it to each group they teach.

Evaluation of Process for 2014-15 – Student Promotion, Reclassification and Monitoring Practices Each spring our team reviews student data from the ELPA and other sources to determine whether students will be exited, promoted or reclassified. At this meeting data from our MTI database is analyzed if a student did not obtain a 5 on ELPA. During our monthly ELD team meetings we review students who are on monitor status by checking grades, core curriculum assessments as well as other assessments all students in our district take. This year we had a couple of students in the middle school who had exited as proficient in elementary school who were struggling at the next level. We made plans for how to better support them for the remainder of the year.

Student Performance Evaluation – English Language and Academic Performance

Based on 2013-14 data, we met AMAO 1 and AMAO 2A with AMAO 2B being unrated due to our low numbers. Over the past five years, we have either met all three of these indicators or at worst, not met in one of the three. Due to our small numbers of students, our AMAO data is highly volatile which has caused us to not meet AMAOs overall. This progress is consistent with our goals which are to meet or exceed the state target each year.

At this time we are not able to provide an evaluation of our students' performance in academic content areas on state assessments due to the slow release of Smarter Balanced data by the state. Our data from other sources (DIBELS, district math assessments, MAP) indicates that these students are growing in their skills as they acquire English skills.

As mentioned above in evaluation of the process, our students on monitor status ore regularly reviewed in terms of their grades and assessment data so we can provide support when it appears they may be struggling with the core academic work in their classes.

Program Improvement/Modifications

We are concerned about our EL students meeting the rigorous performance targets in the assessable grades and content areas. All classroom staff are receiving professional learning in instructional practices that will help all students demonstrate proficiency on the new standards. This has included a number of approaches that come directly from SIOP training. We are building a district-wide plan to better monitor implementation of these strategies so we can analyze the impact on student performance.