
Springfield Public Schools

English Language Development Program Plan



2017-2019

Every Student a Graduate Prepared for a Bright and Successful Future

Table of Contents

Section 1: District Demographics	1
Section 2: School District Information on Program Goals	7
Section 3: Identification	12
Section 4: Program of Service for English Learners.....	21
Section 5: Staffing and Resources	31
Section 6: Transition from English Language Development Program	35
Section 7: Equal Access to Other School District Programs.....	41
Section 8: Parent and Community Involvement.....	45
Section 9: Program implementation Evaluation	47

Section 1: District Demographics

1. The size of the district, including number of schools.

Springfield Public Schools is comprised of:

- 12 Elementary Schools
- 4 Middle Schools
 - 1 Charter Middle School
- 3 High Schools
 - 2 Charter High School

2. The enrollment of the district, please include the data date (i.e., spring membership).

As of January 6, 2018, the total district enrollment is: 10,910

3. The district's ethnic diversity (could be percent or number).

Ethnicity/Race	Percentage
White	67.42%
Hispanic	21.71%
Multi-Racial	7.38%
American Indian /Alaska Native	1.26%

Ethnicity/Race	Percentage
Black	1.03%
Asian	0.74%
Pacific Islander	0.48%

4. The number of different languages represented in your EL population (a chart by language and number of speakers is recommended).

Language	# of Speakers in EL population
Spanish	535
English	34
Marshallse	8
Punjabi	4
Hindi	2
Vietnamese	2

Language	# of Speakers in EL population
Arabic	1
Tagalog	1
Samoan	1
Lao	1
Russian	1

5. The number and percentage of EL students enrolled in district (could include number per school).

School	# of ELs enrolled	% of students
Centennial Elementary	37	34%
Douglas Gardens Elementary	32	29%
Elizabeth Page Elementary	32	29%
Guy Lee Elementary	73	67%
Maple Elementary	31	28%
Mt. Vernon Elementary	60	55%
Ridgeview Elementary	6	5%
Riverbend Elementary	38	35%
Thurston Elementary	4	4%
Two Rivers-Dos Rios Elementary	58	53%
Walterville Elementary	1	1%
Yolanda Elementary	23	21%

School	# of ELs enrolled	% of students
Agnes Stewart Middle School	20	18%
Briggs Middle School	23	21%
Hamlin Middle School	58	53%
Thurston Middle School	3	3%
Springfield High School	67	61%
Thurston High School	16	15%
Gateways High School	1	1%
Willamette Leadership Academy	4	4%
Springfield SD 19	3	3%

6. The number of ELSWDs (have an IEP) – provide this information by primary disability. Include number of ELs with a 504 Plan.

Primary Disability	# of EL students
Autism Spectrum Disorder	16
Communication Disorder	40
Emotional Disturbance	2
Hearing Impairment	1
Intellectual Disability	7

Primary Disability	# of EL students
Orthopedic Impairment	3
Other Health Impairments	12
Specific Learning Disability	59
On a 504 Plan	4

7. The number of ELs enrolled in the Talented and Gifted program.

As of January 6, 2018, there are no ELs enrolled in the Talented and Gifted program.

8. A list of the schools, identified by Title I-A Targeted Assisted, Title I School-Wide, Alternative Programs, Charter schools, CTE, etc. (districts could choose buildings with specific programs for ELs (i.e., bilingual, two-way, etc.).

- **Title I-A School-Wide Schools:**
 - **Elementary:** Centennial, Douglas Gardens, Guy Lee, Maple, Mt. Vernon, Page, Riverbend, Two Rivers-Dos Rios
 - **Middle:** Hamlin
 - **High:** Gateways
- **Alternative Programs:** N/A

- **Charter Schools:**
 - The Academy of Arts and Academics
 - Willamette Leadership Academy
- **CTE (Career and Technical Ed) Schools:**
 - Springfield High, Thurston High
- **Dual Immersion School:**
 - Guy Lee Elementary
- **ELD Newcomer Program:**
 - Hamlin Middle School
 - Springfield High School

9. The number and percentage of ELs showing growth on ELPA21 from 2015-16 to 2016-17 (disaggregate by all ELs, ELSWD, and ELs identified for 5 or more years).

AMAO #1: Did students make adequate progress in language acquisition on the ELPA21?

Student Growth

Group	# of Students	% of Students Demonstrating Growth
All EL Students	543	74.18%
EL Students with Disabilities (ELSWD)	125	17.08%
ELs Identified 5 Years of More	64	8.74%

10. The number and percentage of ELs exiting as proficient in 2016-17 (disaggregate by all ELs, ELSWD).

AMAO #2a & #2b: Did students reach English language proficiency and exit the program?

Students Exiting as Proficient in 2016-17

Group	# of Students	% of Students
All EL Students	146	19.95%
EL Students with Disabilities (ELSWD)	10	1.37%

11. The number of students in monitoring year 1 status.
12. The number of students in monitoring year 2 status.
13. The number of students in monitoring year 3 status.
14. The number of students in monitoring year 4 status.
15. The number of former ELs (not in current EL or monitoring status).

Monitoring & Former ELs	Number of students
Monitor Year 1	46
Monitor Year 2	88
Monitor Year 3	62
Monitor Year 4	67
Former EL (not in current EL or monitoring status)	233

16. The number of students who have re-entered the ELD program after exiting for proficiency.

Number of students re-entered into ELD after exiting proficient: 1

17. The number and percentage of monitored students meeting/ exceeding state academic assessments for each of the four years of monitoring (disaggregated by each year of monitoring for all monitored students and for ELSWDs in monitor status).

The number and percentage of all monitored students meeting/exceeding state assessments:

Monitor Year	Monitor Year 1				Monitor Year 2			
	ELA		Math		ELA		Math	
	Meet/Exceed		Meet/Exceed		Meet/Exceed		Meet/Exceed	
	# of All Students	% of All Students	# of All Students	% of All Students	# of All Students	% of All Students	# of All Students	% of All Students
2013-14	13	28.26%	9	19.57%				
2014-15	25	28.41%	6	6.82%	19	21.59%	12	13.64%
2015-16	22	35.48%	12	19.35%	20	32.26%	10	16.13%
2016-17	34	50.75%	25	37.31%	23	34.33%	14	20.90%

Monitor Year	Monitor Year 3				Monitor Year 4			
	ELA		Math		ELA		Math	
	Meet/Exceed		Meet/Exceed		Meet/Exceed		Meet/Exceed	
	# of All Students	% of All Students	# of All Students	% of All Students	# of All Students	% of All Students	# of All Students	% of All Students
2013-14								
2014-15								
2015-16	21	33.87%	14	22.58%				
2016-17	29	43.28%	14	20.90%	20	29.85%	11	16.42%

NOTE: Monitor Year 4 Students, Monitor Year 1 data is based on OAKS testing

The number and percentage of monitored ELSWD meeting/exceeding state assessments:

Monitor Year	Monitor Year 1				Monitor Year 2			
	ELA		Math		ELA		Math	
	Meet/Exceed		Meet/Exceed		Meet/Exceed		Meet/Exceed	
	# of ELSWD Students	% of ELSWD Students	# of ELSWD Students	% of ELSWD Students	# of ELSWD Students	% of ELSWD Students	# of ELSWD Students	% of ELSWD Students
2013-14	0	0.00%	0	0.00%				
2014-15	1	12.50%	0	0.00%	1	12.50%	1	12.50%
2015-16	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2016-17	2	33.33%	1	16.67%	1	16.67%	1	16.67%

Monitor Year	Monitor Year 3				Monitor Year 4			
	ELA		Math		ELA		Math	
	Meet/Exceed		Meet/Exceed		Meet/Exceed		Meet/Exceed	
	# of ELSWD Students	% of ELSWD Students	# of ELSWD Students	% of ELSWD Students	# of ELSWD Students	% of ELSWD Students	# of ELSWD Students	% of ELSWD Students
2013-14								
2014-15								
2015-16	0	0.00%	0	0.00%				
2016-17	0	0.00%	0	0.00%	0	0.00%	0	0.00%

NOTE: Monitor Year 4 Students, Monitor Year 1 data is based on OAKS testing

18. The number and percentage of ELs who have not reached English proficiency having been identified for 5 or more years (disaggregated by all ELs and ELSWD for each year 5, 6, 7, 8, 9, etc.).

ELs Not Proficient After 5 or More Years:

# of Years Identified	All ELs		ELSWD	
	Number of Students	Percentage of Students	Number of ELSWD	Percentage of ELSWD
5	73	9.97%	17	2.32%
6	37	5.05%	5	0.68%
7	21	2.87%	10	1.37%
8	16	2.19%	9	1.23%
9	15	2.05%	6	0.82%
10	16	2.19%	12	1.64%
11	8	1.09%	6	0.82%
12	5	0.68%	4	0.55%
13	4	0.55%	2	0.27%
14	1	0.14%	0	
15	0	0.00%	0	
15	1	0.14%	0	

19. The number and percentage of the district ELs who have a waiver for ELD services.

EL students with a waiver for ELD services:

- Number of students: 29
- Percentage of students: 3.96%

Section 2: School District Information on Program Goals

Office of Civil Rights – Step 1

Springfield Public School District is committed to providing an equal opportunity education for its students. In order to fulfill the district's mission statement*, we provide EL students appropriate programs leading to successful participation in regular classroom instruction and meaningful access to all other educational opportunities.

*Every student prepared for a bright and successful future.

20. Describe the district's educational approach(es) (ELD, Bilingual, etc.) for educating ELs. Include a description for each educational approach used within the district. This information could be placed in a chart listing each school and the educational approach(es) for English language acquisition and core content.

Due to the diverse languages in SPS, Sheltered English and English Language Development (ELD) have been adopted as the most appropriate educational approaches.

	School	Educational Approach for English Language Acquisition	Educational Approach for Core Content
Elementary	Centennial Douglas Gardens Maple Page Ridgeview Riverbend Thurston Walterville Yolanda	ELD Pull-Out	Content taught using GLAD strategies.
	Guy Lee Mt. Vernon Two Rivers-Dos Rios	ELD Pull-Out	Content taught using GLAD and Systematic ELD Constructing Meaning strategies in select classrooms.
	Guy Lee	Dual-Language	50-50 Model (K-3)
Middle	Agnes Stewart Briggs Hamlin Thurston	ELD Class Period	Content taught using sheltered instruction practices.
	Hamlin	Newcomer Program	Bilingual EA support in content classes.
High	Gateways Thurston Springfield	ELD Class Period	Content taught using sheltered instruction practices.
	Springfield	Newcomer Program	Bilingual EA support in content classes.

Description of ELD Programs:

- ELD Pull-Out
 - ELP standards taught through direct instruction. Students are grouped according to grade and/or language proficiency level.
- ELD Class Period
 - ELP standards taught through direct instruction. Students are grouped according to grade and/or language proficiency level.
- Newcomer Program
 - Interventions designed to meet the academic and transitional needs of newly arrived immigrants.

Description of Core Content Programs:

Sheltered Instruction is an approach to teaching English language learners which integrates language and content instruction. The dual goals of sheltered instruction are: to provide access to mainstream, grade-level content, and to promote the development of English language proficiency. Research by: Freeman, D., & Freeman, Y. (1988). *Sheltered English Instruction*

➤ Sheltered Instruction Models:

- General education teachers use sheltered instructional strategies to scaffold language demands in core academic areas, making content comprehensible to EL students.
- GLAD: Guided Language Acquisition Design methods are incorporated in the general education classroom as part of the sheltered instruction strategy.
- Native Language Support: Bilingual Educational Assistant(s) are provided to ELs in the Newcomer Program during core content classes to increase their access to academic content through oral and written translations.

➤ Dual-Language

- Student day is divided 50-50 with language and content instruction in Spanish and English.

➤ Systematic ELD - Constructing Meaning:

- Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:
 - understand the role language plays in content learning
 - decide what language knowledge students need to access content and express understanding
 - provide appropriate, explicit oral and written language instruction and practice

- Constructing Meaning offers an accelerated approach to instruction that emphasis both academic English and critical literacy skills, thereby supporting English learners in acquiring the analytic language necessary to meet the demands of the Common Core.
 - -E.L. Achieve - www.elchieve.org

21. Include the relevant research that supports each of the district's educational approach(es) for educating ELs. (NOTE: only citation for research is needed)

ELD Pull-Out and Class Period:

- Saunders, W., Goldenberg, C., and Marcelletti, D. (2013). *American Educator*.
https://www.aft.org/sites/default/files/periodicals/Saunders_Goldenberg_Marcelletti.pdf

Guided Language Acquisition Design (GLAD):

- Deuseen, T., Roccograndi, A., Hanita, M., Autio, E., Rodriguez, C. (2014) *Presented at the Annual Meeting of the American Educational Research Association*
<https://www.sree.org/conferences/2014s/program/downloads/abstracts/1166.pdf>

Dual-Immersion Research:

- Collier, V. and Thomas, W. (August/September, 1999)
<http://www.thomasandcollier.com/assets/making-u.s.-schools-effective---.pdf>

Sheltered Instruction:

- Marcos, A. and Himmel, J. (2016) *Using Sheltered Instruction to Support English Learners*
<http://www.cal.org/siop/pdfs/briefs/using-sheltered-instruction-to-support-english-learners.pdf>
- Echevarría, J., Vogt, M., Powers, K. *The International Journal of Learning*, volume 12, Issue 11, pp. 41-50 <http://ijb.cgpublisher.com/product/pub.30/prod.1562/index.html>

Systematic ELD – Construction Meaning:

- E.L. Achieve - www.elchieve.org
- Constructing Meaning - <http://www.elachieve.org/what-we-do/about-constructing-meaning.html>

22. Describe the district's educational goal for English language proficiency. Please ensure this is a SMART goal that it includes annual language proficiency expectations for each specific EL group of students enrolled in the school (elementary, secondary, SIFE, ELSWD, Recent Arrivers – elementary, Recent Arrivers – secondary).

All ELs in Springfield Public Schools, including elementary, secondary, SIFE, ELSWD, and Recent Arrivers, are expected to make approximately one year's growth in English language proficiency measured annually on the ELPA21.

23. Describe the district's educational goal for core content knowledge. Please break this down into elementary and secondary SMART goals specific to ELs enrolled in the district.

Springfield Public Schools educational goal is to increase achievement for every student and close the achievement gap.

➤ **Elementary:**

- Our goal is for all elementary ELs to increase their core content knowledge by one grade level, each academic year, as measured by formative, district and state assessments.

➤ **Secondary:**

- Our goal is for all secondary ELs to increase their core content knowledge by one grade level, each academic year, to ensure they are on track for graduation and college/career paths, as measured by formative, district and state assessments.

24. Describe how the district will measure the effectiveness of the program based on the goals stated in 22. What specific measure(s) will be used to determine the effectiveness of English language proficiency? This could include district formative assessments.

All ELs in Springfield Public Schools are expected to make approximately one year's growth in English language proficiency.

- At the elementary level, ELD program effectiveness is measured through systematic progress monitoring of EL students' language acquisition, as demonstrated through various assessments which may include:
 - Formative assessments aligned to ELP standards
 - Curricular assessments
 - Online program assessments - Imagine Learning and Rosetta Stone
 - ADEPT – A Developmental English Proficiency Test
 - Express Placement Assessment by E.L. Achieve
 - Gap Finder Assessment for Long-term English Learners from E.L. Achieve
- At the secondary level, ELD program effectiveness is measured through systematic progress monitoring of EL students' language acquisition, as demonstrated through various assessments which may include:
 - Formative assessments aligned to ELP standards
 - Curricular assessments
 - Online program assessments - Rosetta Stone
 - ADEPT – A Developmental English Proficiency Test
 - Express Placement Assessment by E.L. Achieve
 - Gap Finder Assessment for Long-term English Learners from E.L. Achieve

25. Describe how the district will measure the effectiveness of the program based on the goals stated in 23. What measure(s) will be used to determine the effectiveness of the core content knowledge goal? This could include district progress monitoring assessments.

Springfield Public Schools educational goal is to increase achievement for every student and close the achievement gap.

- At the elementary level, core program effectiveness is measured through systematic progress monitoring of all students' academic achievement, as demonstrated through various assessments which may include:
 - Formative assessments aligned to Common Core standards.
 - District benchmark and/or progress monitoring assessments
 - Mandated State Assessments
- At the secondary level, core program effectiveness is measured through systematic progress monitoring of all students' academic achievement, as demonstrated through various assessments which may include:
 - Formative assessments aligned to Common Core standards.
 - District benchmark and/or progress monitoring assessments
 - Mandated State Assessments

26. Describe the frequency the district will progress monitor the established goals.

Student growth toward goals is monitored three times a year: fall, winter and spring.

27. Describe how these goals compare to the district's educational goals for non-EL students. Be specific to include all EL groups of students enrolled in the district.

The goals of Springfield Public Schools are to:

- Promote growth and success for every student
- Support families so all students are ready to learn
- Provide personalized learning opportunities for every student

SPS has the same goals and expectations for all students, including English learners.

28. Describe how these goals will prepare ELs to meet the district goals for its overall educational program, graduation, and the college/career ready standards.

SPS will prepare ELs to meet the district goals for timely graduation and college/career readiness by:

- Promoting growth and success for every student
- Supporting families so all students are ready to learn.
- Providing personalized learning opportunities for every student

Section 3: Identification

29. Describe the district's procedure which includes a step to administer the Language Use Survey to all students. Include the school year the district will begin using the state-approved Language Use Survey.

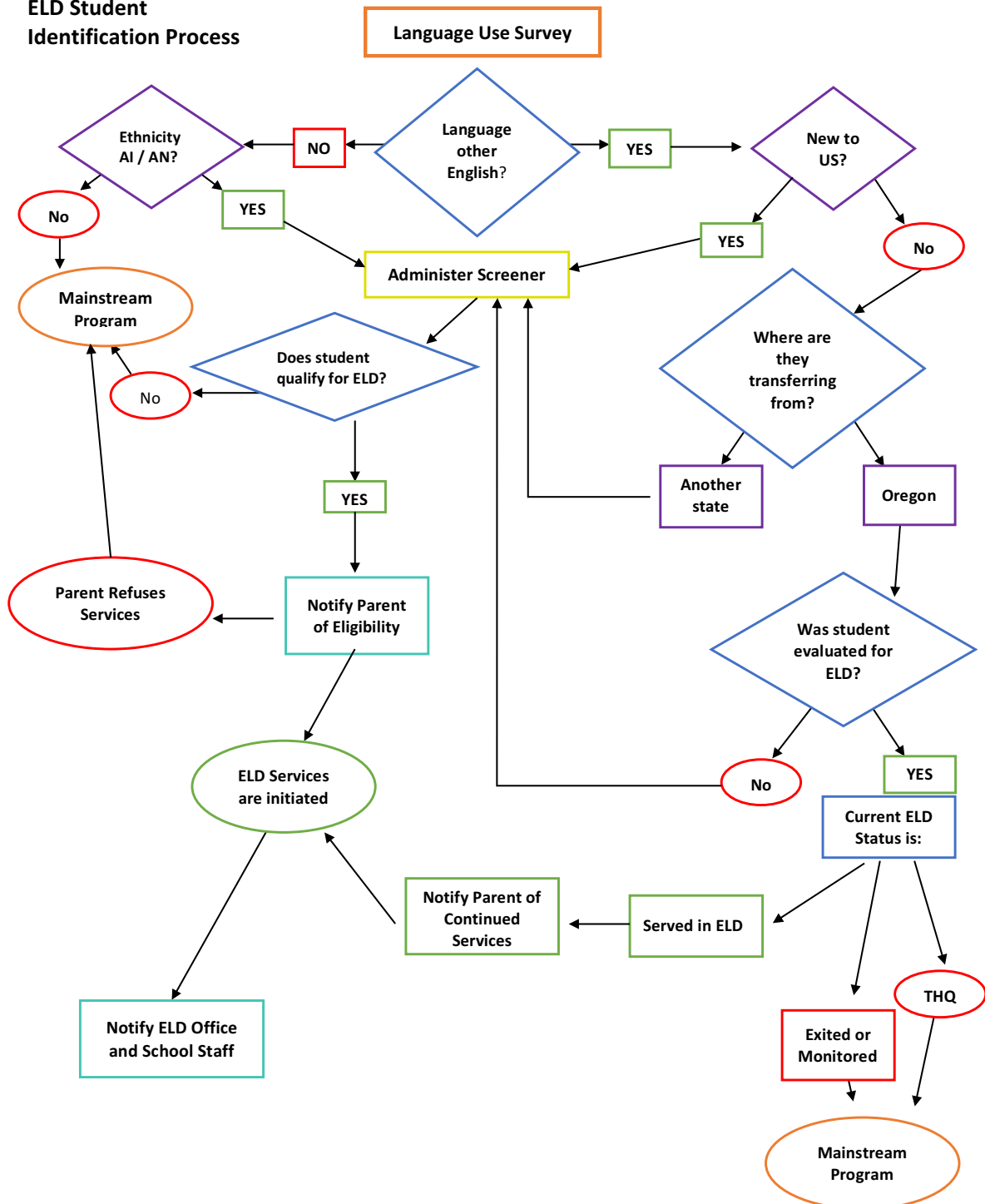
30. Describe the district's procedure to include a timeline for each step or the identification process and the name/title of the person responsible for each step.

As stated in ESSA, the U.S. Department of Education defines the term "English learner," as an individual who:

- Who is aged 3 through 21;
- Who is enrolled or preparing to enroll in an elementary or secondary school;
- Who was not born in the United States or whose native language is a language other than English;
 - who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- Whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual –
 - the ability to meet the challenging State academic standards
 - the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society

The Springfield School District uses this definition to identify EL students in the district. Students are identified for the program within 30 days at the beginning of the school year or within 10 days during the school year. The steps for identification are outlined in the flowchart and described below:

ELD Student Identification Process



Initial Placement Process - LUS

- Beginning in spring of 2018 Springfield Public Schools will use the new Language Use Survey (LUS), developed collaboratively with multiple districts, stakeholders, and ODE.
- The Language Use Survey, is included in enrollment materials provided by the school registrar as part of the district's enrollment process. The LUS, is available through TransACT, and will be provided in the family's native language whenever possible.
 - **Timeline:** Within 30 days at the beginning of the school year or within 10 days during the school year.
 - **Person Responsible:** School registrar.

LUS indicates Potential EL

- All Language Use Surveys with a language other than English, or indicate that the student is American Indian/Alaska Native, will be copied and given to the ELD teacher. The LUS is used to initiate the process for potential ELD eligibility.
 - **Timeline:** Within 30 days at the beginning of the school year or within 10 days during the school year.
 - **Person Responsible:** School registrar and ELD teacher.

Potential EL Cum File Review

- Upon receiving the LUS, indicating the student as a potential EL, the ELD teacher will review the cum file to check for previous ELD screening and/or identification from the student's former district(s). If former cum file is not available the ELD Specialist will contact the previous district and/or ODE to gather ELD history.
 - **Timeline:** Within 30 days at the beginning of the school year or within 10 days during the school year.
 - **Person Responsible:** ELD teacher and/or ELD Specialist

New to Oregon or US Schools

- Any students new to the US, new to Oregon, or whom have not previously been assessed for ELD, will be given the ELPA21 screener to determine program eligibility.
 - **Timeline:** Immediately following file review, within 30 days at the beginning of the school year or within 10 days during the school year.
 - **Person Responsible:** ELD teacher and ELD Specialist.

Newly Qualified Students

- Upon completion of the ELPA21 screener:
 - Students who qualify will begin ELD services. A parent notification letter, indicating initial placement of ELD services, will be sent home in the parent's home language, when available, and kept in the student's permanent cum file.
 - Notification of the student's EL status will be disseminated to district personnel including the: ELD office, building administrator, school staff, and classroom teacher(s). In addition, the ELL flag will be activated in Synergy, the district's Student Information System.

- **Timeline:** Immediately following receipt of the ELPA21 screener results.
- **Person Responsible:** ELD teacher

Initially Fluent Students

- Documentation of ELPA21 screener results for all students who are initially fluent, “Too High to Qualify,” for ELD services will be kept in the student’s permanent cum file. In addition, parent notification will be sent home in the parent’s home language, when available.
 - **Timeline:** Immediately following receipt of the ELPA21 screener results.
 - **Person Responsible:** ELD teacher and ELD Specialist.

Returning EL Students

- Any student served by the district's ELD Program during the previous school year, or enrolled with an active LEP flag from another Oregon district, will begin ELD services. A parent letter, indicating continuation of ELD services, will be sent home in the parent’s home language, when available, and kept in the student’s permanent cum file.
- Notification of the student’s EL status will be disseminated to district personnel including the: ELD office, building administrator, school staff, and classroom teacher(s). In addition, the ELL flag will be activated in Synergy, the SIS system.
- Students served, continue to be served until they meet exit requirements.
 - **Timeline:** Immediately following file review, within 30 days at the beginning of the school year or within 10 days during the school year.
 - **Person Responsible:** ELD teacher and ELD Specialist.

Misidentified Students

- Schools, parents and students (age 18+) who believe a student may have been misidentified as an EL or non-EL may request that the EL identification process be reviewed.
- **This process may be utilized for students who:**
 - Have a language use survey with a language other than English or
 - Have a language use survey with English and are Native American/Alaska Native and
 - Are ELs or Non-ELs
 - **Timeline:** Parents, schools and adult students have 45 calendar days to submit a written request to review the results of the EL identification determination.
 - **Person Responsible:** A student’s parent/guardian, teacher (if the teacher’s request includes written consent from the parent or guardian), or a student of 18 years of age.
- **Review of written request**
 - **Timeline:** Within 10 school days, unless the student has an IEP/504 in which case the special education team must be consulted and review completed within 20 school days.

- **Person Responsible:** ELD specialist, ELD teacher and special education team, if applicable.
 - **Documents:** will be kept in the student's permanent cum folder.
- **Process for reviewing initial identification:**
 - School receives letter requesting review
 - School contacts ELD teacher, who notifies the district ELD specialist
 - ELD specialist reviews all documents:
 - Language Use Survey
 - Cum folder
 - Initial identification assessment – if given
 - Student work-samples in English
 - Student work-samples in home language, if appropriate
- **Students not on IEP/504 the ELD Specialist will decide:**
 - Was the student a potential EL and given the screener appropriately?
 - Yes, but the student was initially fluent.
 - If student work-samples and cum folder provide additional information that the student needs support in learning English then the student status is changed in Synergy and parents are notified.
 - Yes, student is initially an EL.
 - If student work-samples and cum folder provide additional information that the student demonstrates English proficiency the student status is changed in Synergy to 3-H initially fluent.
 - If the student is a potential EL that was not given the EL screener, then the ELPA21 screener is administered and EL status follows screener results.
 - **Timeline:** Within 10 school days from receipt of written request.
 - **Person Responsible:** ELD specialist, ELD teacher and ELD office assistant
 - **Documents:** will be kept in the student's permanent cum folder.
- **Students with an IEP/504:**
 - ELD specialist consults with special education team regarding whether the student has a disability or is suspected of having a disability that may impact his/her ability to read, write, speak or listen to English.
 - A records review of the same documents is conducted.
 - **Timeline:** Within 20 school days from receipt of written request.
 - **Person Responsible:** The team of special education and EL staff decides how to proceed forward with the student.
 - **Documents:** will be kept in the student's permanent cum folder.

- **Monitoring**
 - Any student initially identified as an EL, but then determined to be fluent through final identification will be included in the district monitoring process.
- **Follow-Up – Check In**
 - Within 3-6 months following each initial-final identification process, a review of the steps taken, and the student’s current academic/linguistic progress will be conducted.

Waived/Declined Services

- **Every effort is made to ensure that parents have the information they need to make a well-informed educational decision about the participation of their children in the district's ELD Program and other service options which may be available.**
- **Information is available for parents through:**
 - A phone call or in-person meeting with the school’s ELD teacher or ELD specialist.
 - Meeting with district’s bilingual Welcome Center Liaison.
 - Interpreter in parent’s home language will be provided, whenever available.
- **Should parents decline ELD services for their child:**
 - The ELD teacher notifies the ELD Specialist of the parents' wishes.
 - The ELD Specialist asks the parents to fill out a “Request to Waive English Language Development Program Services” form.
 - Parents are informed that:
 - Their student will be given the ELPA21 each year, with scores sent home, until English proficiency is reached.
 - ELD services may be resumed at any time, per parent request.
- **Process**
 - **Timeline:** Immediately following receipt of the signed "Request to Waive English Language Development Program Services" form.
 - **Person Responsible:** Parent, ELD teacher and ELD specialist.
 - **Documents:** will be kept in the student’s permanent cum folder.

31. Describe the district’s procedure to include a process to identify Native American students who may be ELs.

Procedure for Identifying Native Students as Potential EL

- All Language Use Surveys indicating the student identifies with Tribal/Heritage/Native Language (i.e. languages spoken by AI/AN tribal citizens, Native Hawaiians, and citizens of U.S. Territories) are collected by the school registrar.
- **A copy of the LUS is given to the ELD teacher who initiates the process for potential ELD eligibility.**

- **Timeline:** Within 30 days at the beginning of the school year or within 10 days during the school year.
- **Person Responsible:** School registrar and ELD teacher.
- **Documents:** The LUS is stored in the student's permanent file.

Note: As recommendations regarding this process are provided by ODE these procedures will be modified to reflect the most current guidance.

32. Describe the district's procedure for identifying potential ELs with a disability (i.e., interpreter, special education, refugee, etc.).

When screening a student with a disability for potential EL qualification, SPS uses the following procedure:

- **Special Education and/or Family Service Plan**
 - Team convenes to determine potential supports the student may need to be able successfully access the language screener. Team may include:
 - ELD teacher and/or specialist
 - SPED teacher and/or administrator
 - Behavior specialist
 - Counselor
 - Occupational, Speech, and/or Physical Therapist(s)
 - Interventionist
 - Principal
 - Parent
 - Screener will be administered, within the required window, aligned with student's support needs.
 - ELD teacher will follow protocol for student's placement in the ELD program, taking into account service delivery recommendations from the team.
 - Notes regarding ELD program placement and ELPA21 assessment recommendations will be documented on the student's IEP.
- **Interpreters**
 - District staff use interpreters throughout the identification and eligibility process, as needed.
- **Special Considerations**
 - Students and families with special circumstances, such as: refugee, SIFE, Migrant or Recent Arriver status, will be supported throughout the identification process.

33. Describe the district's plan using one of the State's approved assessments for identifying ELs; include what sections are used to ensure all domains of the English language are assessed. Include the agreement to use the state approved fluency scores at each grade level.

Beginning Fall 2018, the district will use the ELPA21 screener and will follow the identification process outlined in the Executive Numbered Memo 005-2017-18 Identification of ELs under ESSA. We agree to use the state approved fluency scores at each grade level once established.

34. Describe the district's plan for having students assessed by a trained assessor.

All staff administering the ELPA21 screener will participate in ODE approved training and will have documentation on file. The training will be provided annually each fall or as needed.

35. Describe the district's plan to include the procedures for collecting the assessment data, and sharing the results with teachers.

Intake Assessment:

- **Once ELPA21 Screener scores are received the results are:**
 - Reviewed by the ELD specialist and ELD teacher.
 - The ELD teacher will notify the school registrar and classroom teacher(s) of the results.
 - The ELD specialist and/or assistant will enter the screener results in Synergy.
 - LEP Start Date and program code(s) for eligible students will be entered in Synergy.
 - Scores and codes for initially fluent students will be entered in Synergy.
 - A copy of ELPA21 screener results will be placed in the student's permanent cum file

ELPA21 Assessment:

- **Once ELPA21 assessment scores are received the results are:**
 - Reviewed by the ELD specialist and ELD teacher.
 - In the spring, the ELD teacher will share the results with the student's current teacher(s).
 - In the fall, ELPA21 results and descriptors will be shared with student's new teacher(s).
 - School registrars will be notified by the ELD office, and through Synergy, of all students needing to be enrolled in an ELD program.
 - The ELD specialist and/or assistant will update ELD Program codes in Synergy.
 - A copy of ELPA21 results will be placed in the student's permanent cum file.

36. Describe the district's plan to include a description of where and how the assessment data will be stored.

Copies of all ELPA21 screener and ELPA21 assessment scores are placed in the student's permanent cum file by the ELD teacher.

37. Describe the district's plan to include a timeline, person responsible, and template for the required parent notification letters for eligibility as an EL or initially fluent students.

Initial Placement Letter:

- **Timeline:** Within the established window of 30 or 14 calendar days, respectively, based on the date of enrollment.
- **Person Responsible:** ELD teacher

Continuing Placement Letter:

- **Timeline:** Within 14 calendar days of documented ELD program eligibility (ELPA21 scores, or information from previous district).
- **Person Responsible:** ELD teacher

Initially Fluent Letter:

- **Timeline:** Within the established window of 30 or 14 calendar days, respectively, based on the date of enrollment.
- **Person Responsible:** ELD teacher

38. Include the process for ensuring parent notification letters are provided in a language parents can understand.

Springfield Public Schools use independent translators or TransACT to ensure parent notification letters are provided in a language parents can understand.

39. Describe where the original language use survey, identification screener results, and original parent identification communication will be stored.

The following list of items will be maintained in the cum folder as outlined in OAR 116-400-0060-(10), (12), (26):

- Language Use Survey
- ELPA21 Screener results
- Initial EL Program Placement Letter, if applicable
- Initially fluent letter, if applicable
- Waived Services letter signed by parent or guardian, if applicable
- ELPA/ELPA21 annual assessment results
- Exit as proficient letter, when student has reached English proficiency
- Annual Monitoring documents, collected during the four years of monitoring status
- Re-entry into EL program during monitoring letter, if applicable

Section 4: Program of Service for English Learners

Office of Civil Rights – Step 4

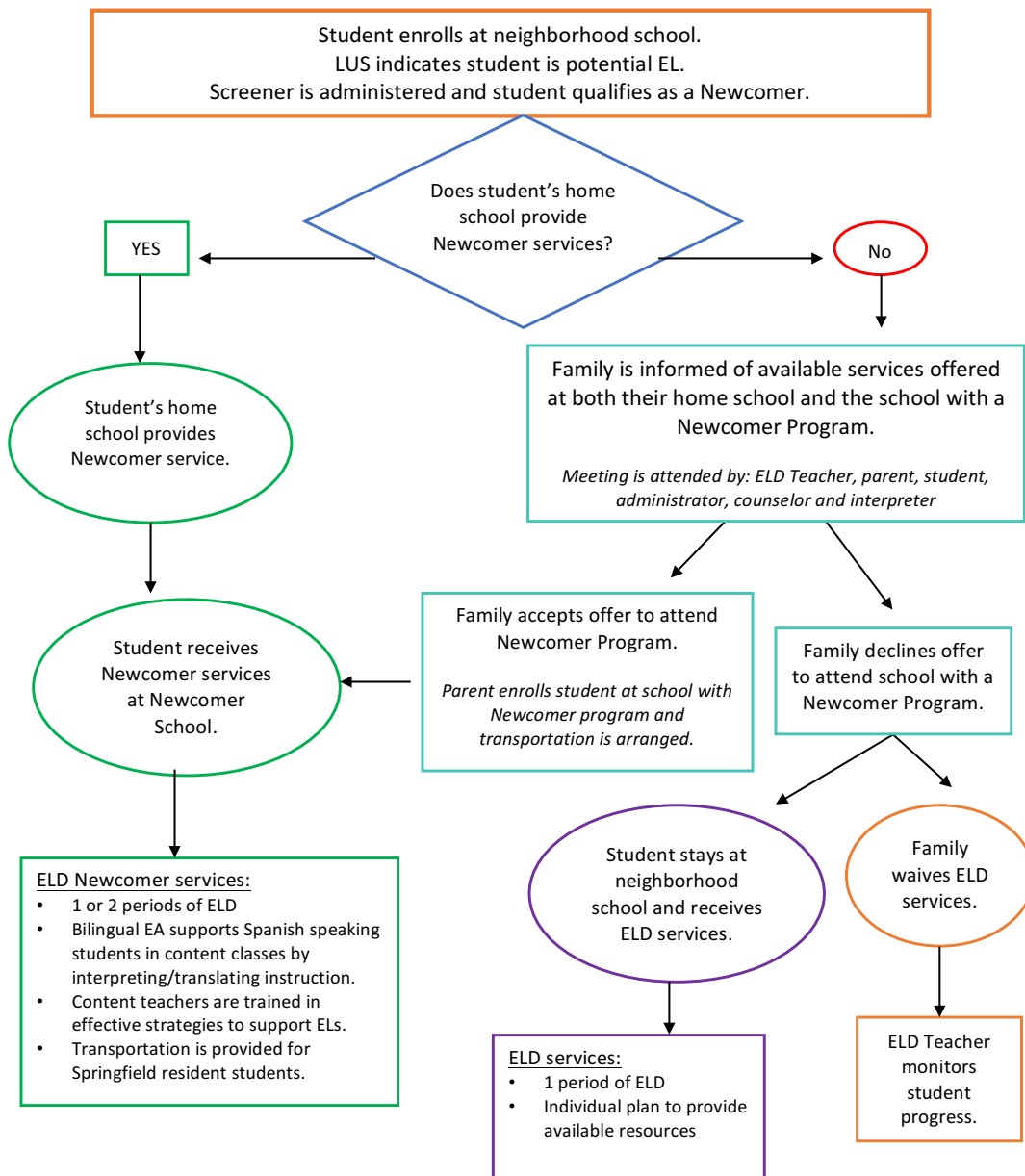
40. Describe the district program of services for ELs. Include how and where the services will be provided and by whom for each program of language instruction available to ELs in the district. Consider putting this information in a chart – by school, grade, grade level; include all EL programs for all groups of ELs (SIFE, Recent Arriver, ELSWD, etc.).

School	Grade Level	Person Responsible	Program Type	Frequency
Centennial Douglas Gardens Guy Lee Maple Mt. Vernon Page Ridgeview Riverbend Thurston Two Rivers-Dos Rios Walterville Yolanda	K-5	ESOL Endorsed Teacher	Pull-Out	30-45 minutes 3-5 times a week* <i>*Based on Language Proficiency Level</i>
Ridgeview Two Rivers-Dos Rios Centennial	K-5	ESOL Endorsed Teacher	Push-In	30-45 minutes 3-5 times a week* <i>*Based on Language Proficiency Level</i>
Guy Lee	K-5	ESOL Endorsed Teacher	Dual-Immersion	30 minutes daily
Hamlin MS	6-8	ESOL Endorsed Teacher	Newcomer	45-50 minutes, 2x day
Hamlin MS Briggs MS Agnes Stewart MS Thurston MS	6-8	ESOL Endorsed Teacher	ELD Class Period	45-50 minutes daily
Springfield HS	9-12	ESOL Endorsed Teacher	Newcomer	90 minutes, every other day
Springfield HS Thurston HS	9-12	ESOL Endorsed Teacher	ELD Class Period	90 minutes, every other day
Gateways HS	9-12	ESOL Endorsed Teacher	ELD Class Period	50 minutes daily

ELD Service Delivery

- **All ELD classes are taught by an ESOL Endorsed Teacher.**
- **All identified ELs participate in one of the following programs, including:**
 - Traditional ELs
 - Students with Interrupted Formal Education (SIFE)
 - Recent Arrivers
 - English Learners with Disabilities (ELSWD)
- **Program Delivery Models:**
 - **K-5 Pull-Out:** Small group instruction is provided by grade and proficiency level, schedule permitting, in the ELD classroom.
 - **K-5 Push-In:** Small group or individual instruction is provided through co-teaching with general education teacher in the general education classroom.
 - **K-5 Dual-Immersion:** Instruction in the general education classroom is delivered 50/50 Spanish and English. In addition, ELD students in this program also receive targeted ELD instruction through either a Pull-Out or Push-In delivery model.
 - **6-8 Middle School:** Students are grouped by grade and proficiency level during a regular class period. ELD course is a credit earning elective.
 - **6-8 Newcomer Program:** Students are grouped by grade and proficiency level for two regular class periods a day. ELD course is a credit earning elective.
 - **9-12 High School:** Students are grouped by grade and proficiency level during a regular class period, 90 minutes, every other day. ELD course is a credit earning elective.
 - **9-12 Newcomer Program:** Students are grouped by grade and proficiency level during a regular class period, 90 minutes, daily. ELD course is a credit earning elective.
 - **9-12 Gateways Alternative School:** Students are grouped by grade and proficiency level during a regular class period. ELD course is a credit earning elective.

ELD Newcomer Program Process



41. Describe the methods and services the district will use to teach English language. Break this out by each different English language program.

Springfield Public Schools offer English Language Development through the following programs:

- Pull-Out
- Push-In
- Dual-Immersion
- Newcomer

Each of these programs incorporates methods which explicitly address the English Language Proficiency Standards by providing direct instruction in the areas of: reading, writing, listening and speaking. Content Area CCSS are integrated throughout instruction.

Elementary Level ELD

- **Classes are taught by certified, endorsed ESOL teachers, trained in standards-based ELD instruction.**
- **ELD Classes:**
 - Are designed for targeted, differentiated, small-group instruction.
 - Incorporate researched-based strategies for effective English language acquisition.
 - Students are grouped by grade and proficiency levels to best meet the diverse needs of all learners.

Secondary Level ELD Classes

- **Classes are taught by certified, endorsed ESOL teachers, trained in standards-based ELD instruction.**
- **ELD Classes:**
 - Are designed for targeted and differentiated instruction.
 - Incorporate researched-based strategies for effective English language acquisition, with a focus on academic and content vocabulary.
 - Students are grouped by grade and proficiency levels to best meet the diverse needs of all learners.

42. Describe the methods and services the district will use to ensure that ELs can meaningfully participate in core instruction and special programs (music, career, technical, etc.). Include all groups of ELs (SIFE, Recent Arrivers, ELSWD, etc.).

English learners are not pulled from core content or special programs in order to receive ELD services. To ensure meaningful access to core instruction and special programs, the following measures are in place for every student qualifying for ELD (including: SIFE, Recent Arrivers and ELSWD):

➤ **At the elementary level:**

- A schoolwide master schedule is created which includes an intervention band, where no new instruction occurs in the general education classroom.
- ELD instruction takes place during the designated intervention times.
- All elementary EL students participate in schoolwide music, PE, library and computer classes.
- Several after school academic and enrichment programs, which target ELs are also offered on a voluntary basis.
- The ELD Specialist works with the ELD teachers at each building to ensure ELs are not missing core and can participate in special programs.
- Building master schedules and ELD class schedules are shared with the ELD Specialist.

➤ **At the secondary level:**

- The ELD class period occurs in place of study hall/FLEX class or one of two electives (based on academic need).
- The ELD Specialist works with the ELD teachers at each building to ensure ELs are not missing core and can participate in special programs.
- Building master schedules are shared with the ELD Specialist and schedules are reviewed each new quarter at the secondary level by the ELD teacher and ELD Specialist.

43. Describe the professional development support for core content teachers that ensure ELs' ability to participate meaningfully in core instruction. Include how the district will measure the effectiveness of this professional development.

The following professional development opportunities are available to core content teachers:

➤ **Regional Trainings**

- **Effective Strategies for ELs and Struggling Readers**
 - Open to all SPS staff through Lane ESD November 2017
- **Lane Education Service District:**
 - Core content teachers are encouraged to attend the ongoing professional development opportunities through Lane ESD.

➤ **District Trainings**

- **Skillful Teacher from Research for Better Teaching**
 - Studying Skillful Teaching – Module 1: The Knowledge Base of Teaching
 - Required each August for all new SPS staff
 - Additional trainings on Modules 2-5, available to all SPS staff at Lane ESD.
- **Systematic ELD - Constructing Meaning Training**
 - Fall 2017, SPS launched its first cohort of the Constructing Meaning (CM) Institute focusing on three elementary schools with the largest population of ELs.
 - Participants:
 - Teams from three elementary schools comprised of:
 - Select general education teachers, K-5
 - Specialist teams
 - Building administrators
 - Teachers involved in a collaborative co-teaching model taking place at two elementary schools.
 - Two teachers participating in the CM Trainers Institute
 - District Literacy TOSAs
- **Early Release Collaboration Days**
 - District professional development sessions are offered throughout the year covering a variety of topics designed to meet the needs of diverse learners at each building.

➤ **Building Support**

- **Collaboration**
 - Content teachers collaborate with trained staff and ELD specialists to design lessons that effectively support EL students.
 - District staff are supported by colleagues who have received training in:
 - Guided Language Acquisition Design
 - SIOP
 - Systematic ELD
 - Skillful Teacher
- **Instructional Coaches**
 - Assigned to individual buildings, district instructional coaches are trained in mentoring and coaching strategies.
 - The SPS coaching model facilitates meaningful access and participation for ELs in academic and special programs offered by the district.
 - Using research-based instructional approaches, coaches guide general education and content area teachers on strategies that make academic instruction in English more comprehensible for ELs.
 - **Elementary:** Coaches participating in the Constructing Meaning cohort have received intensive training in strategies for supporting ELs with acquiring content knowledge.

- **Secondary:** Professional development for coaches has focused on: graphic organizers, visual aids, sentence frames, text supports, building background and vocabulary, as well as methods for facilitating collaborative learning opportunities for students.

The district will measure the effectiveness of the professional development programs by:

➤ **Regional, district and building trainings:**

- Following each training participants are asked to complete a workshop evaluation which includes an assessment of the usefulness of the training and elicits staff needs for future sessions.
- Depending on the nature of the training participants may:
 - Work in collaborative teams to apply new knowledge to future lessons.
 - Demonstrate use of new skills through lesson planning, self-reflection, or observation by instructional coaches or administrators.
 - Share techniques learned during the training with colleagues.

➤ **Transformation District – Constructing Meaning Training**

SPS has been designated as a transformation district, which includes the SMART goal:

*By June 2017-18 school year, all middle school Ever English Learner students will be expected to achieve **by an increase of at least 2%** on SBAC Math in the Growth indicator measure for the 2017-18 school year using the following differentiated tiers outlined in the table below.*

SBAC Middle School Math (ELs)				
Year 1- Percentile		Year 2 - Percentile		Combined Median Growth Percentile
2015-16	48%	2016-17	40%	44%
2016-17	40%	2017-18	42%	41%

- **Evaluation of Constructing Meaning Program**
 - Use and implementation of CM Observation and Reflection Tool
 - Creation of additional cohort groups who will design CM units that align with SPS language arts and math curriculum. Units will be shared across the district. PD opportunities will be provided for all staff regarding access and use of units.

44. Describe the standards and/or criteria the district uses to determine the amount and type of language development services provided. Include the process to determine the appropriate amount and type of services. Include how the district will measure the effectiveness of these services.

SPS uses the following standards and/or criteria to determine the amount and type of language development services that will be provided:

Elementary:

- **Criteria:** Program placement is based upon student's language proficiency level, as determined by the intake assessment and/or ELPA21 scores.
- **Type of service:** ELD Pull-Out and/or ELD Push-In
- **Amount of service:** 30-45 minutes, 3-5 times a week
 - Refer to table in question 40
- **Measure of effectiveness:** Program effectiveness is measured by growth data collected from a variety of assessments, which may include: curriculum assessments, district benchmark and/or progress monitoring assessments, and state assessments (OAKS, SBAC, ELPA21).

Secondary:

- **Criteria:** Program placement is based upon student's language proficiency level, as determined by the intake assessment and/or ELPA21 scores.
- **Type of service:** ELD Class Period and/or Newcomer Program
- **Amount of service:** 1-2 class periods, depending on program of service
 - Refer to table in question 40
- **Measure of effectiveness:**
 - Program effectiveness is measured by growth data collected from a variety of assessments, which may include: curriculum assessments, district benchmark and/or progress monitoring assessments, and state assessments (OAKS, SBAC, ELPA21).
 - Graduation rates of subgroups as compared to non-ELs

45. Describe the district's plan to address the language and content needs for each of the following groups of students: ELSWD – with significant cognitive disabilities, ELSWD – emotional disability, ELSWD – behavioral disability, ELSWD – deaf/hard of hearing, ELSWD – blind/vision impaired, Recent Arriver/SIFE. Include the program options, how the district will determine the program for both elementary and secondary students. Consider making a chart. Ensure the program of service both EL and access to content includes a plan for timely graduation.

Language and Content Needs by Subgroups					
		Language Needs	Content Needs	Teachers Responsible	Graduation Path
ELSWD Significant Cognitive, Emotional and/or Behavioral Disability	Elementary	General Ed Class ELD Class Reading Intervention Special Ed Class Speech Class	General Ed Class Special Ed Class <i>Content supported in ELD Class</i>	Gen Ed ELD Title I SPED SLP	Targeted interventions to build pre-graduation skills. On track to graduate progress check at grade 3.
	Secondary	Content Area Class ELD Class ELD Newcomer Special Ed Class Speech Class	General Ed Class Special Ed Class <i>Content supported in ELD Class</i>	Gen Ed ELD SPED SLP	Progress monitored at grades 6 and 9 with supports increasing as needed, via online high school courses and credit recovery programs.
ELSWD Deaf and Hard of Hearing	Elementary	General Ed Class ELD Class Reading Intervention Special Ed Class Speech Class D/HH *Regional/State Program		Gen Ed ELD Title I SPED D/HH Specialist* ASL Interpreter SLP	Targeted interventions to build pre-graduation skills. On track to graduate progress check at grade 3.
	Secondary	General Ed Class ELD Class ELD Newcomer Special Ed Class Speech Class D/HH *Regional/State Program		Gen Ed ELD SPED D/HH Specialist* ASL Interpreter SLP	Progress monitored at grades 6 and 9 with supports increasing as needed, via online high school courses and credit recovery programs.
ELSWD Blind Visually Impaired	Elementary	Services are provided through the Oregon School for the Blind			
	Secondary	Services are provided through the Oregon School for the Blind			
ELSWD – Recent Arrivers/SIFE	Elementary	General Ed Class ELD Class Reading Intervention Special Ed Class Speech Class		Gen Ed ELD Title I SPED Bilingual EA SLP	Targeted interventions to build pre-graduation skills. On track to graduate progress check at grade 3.
	Secondary	General Ed Class ELD Class ELD Newcomer Special Ed Class Speech Class		Gen Ed ELD SPED Bilingual EA SLP	Progress monitored at grades 6 and 9 with supports increasing as needed, via online high school courses and credit recovery programs.

Language Support for ELSWD

- **General Education Class (Elementary):** Language objectives, visual supports for vocabulary, sentence frames, literacy
- **Content Classes (Secondary):** Language supports provided through sheltered instruction of core content areas.
- **ELD Class:** Direct instruction of ELP standards, utilizing research based instructional practices for language acquisition.
- **Title I Reading Intervention:** Target instruction focusing on: phonemic awareness, phonics, vocabulary, comprehension and fluency strategies.
- **Special Education Class:** Direct instruction targeting language goals per IEP (if applicable).
- **Speech Class:** Direct instruction targeting language/communication goals per IEP (if applicable).
- **D/HH Regional Program:** Our D/HH students are supported through a regional or program.
- **State Program for Blind/Visually Impaired:** Our blind/visually impaired students are supported through a regional or state program.

Content Support for ELSWD

- **General Education Class (Elementary):** Content objectives, visual aids to support content acquisition, sentence frames, content vocabulary word wall/anchor charts.
- **Content Classes (Secondary):** Core content provided through sheltered instruction.
- **ELD Class:** Content focused instruction of ELP standards, utilizing research based instructional practices for language acquisition.
- **Title I Reading Intervention:** Target instruction focusing on: phonemic awareness, phonics, vocabulary, comprehension and fluency strategies.
- **Special Education Class:** Direct instruction targeting academic learning goals per IEP (if applicable).
- **Speech Class:** Direct instruction targeting language/communication goals per IEP (if applicable).
- **D/HH Regional Program:** Our D/HH students are supported through a regional or program.
- **State Program for Blind/Visually Impaired:** Our blind/visually impaired students are supported through a regional or state program.

Section 5: Staffing and Resources

Office of Civil Rights – Section 5

46. Describe the number and categories of instructional staff implementing the district's language development program. This information could be included in a chart – name of school, program, number and type of staff (include all programs that support ELs).

SPS ELD Program currently employs:

- 1 ELD administrator
- 1 ELD Specialist
- 18 ELD teachers
- 20 bilingual educational assistants
- 1 ELD office assistant
- 1 Welcome Center Liaison

School	Program	Certified Staff	Classified Staff
Elementary Schools			
Centennial	K-5 Pull-Out K-5 Push-In	1 Teacher - 1.0 FTE	1 EA - 0.75 FTE
Douglas Gardens	K-5 Pull-Out	1 Teacher - 0.75 FTE	1 EA - 0.75 FTE
Guy Lee	K-5 Pull-Out K-5 Dual-Immersion	2 Teachers - 1.5 FTE	2 EAs - 0.75 FTE each
Maple	K-5 Pull-Out	1 Teacher - 1.0 FTE	1 EA - 0.75 FTE
Mt. Vernon	K-5 Pull-Out	2 Teachers - 1.6 FTE	2 EAs – 0.96 FTE & 0.72 FTE
Page	K-5 Pull-Out	1 Teacher - 1.0 FTE	2 EAs – 0.5 FTE & 0.25 FTE
Ridgeview	K-5 Pull-Out K-5 Push-In	1 Teacher - 0.25 FTE	
Riverbend	K-5 Pull-Out	1 Teacher - 1.0 FTE	1 EA - 0.75 FTE
Thurston Elementary	K-5 Pull-Out	1 Teacher - 0.25 FTE	
Two Rivers-Dos Rios	K-5 Pull-Out K-5 Push-In	2 Teachers - 1.5 FTE	2 EAs - 0.75 FTE each
Walterville	K-5 Pull-Out		1 EA - 0.125 FTE (Gen Ed funds)
Yolanda	K-5 Pull-Out	1 Teacher - 0.75	1 EA - 0.625 FTE
Middle Schools			
Agnes Stewart	6-8 MS ELD Class	1 Teacher - 0.69 FTE	1 EA – 0.875 FTE
Briggs	6-8 MS ELD Class	1 Teacher - 0.5 FTE	1 EA – 0.31 FTE

Hamlin	6-8 MS ELD Class Newcomer Program	1 Teacher - 1.0 FTE	3 EAs – 0.875 FTE, 0.47 FTE & 0.625 FTE
Thurston	6-8 MS ELD Class	1 Teacher – 0.13 FTE (School funds)	
High Schools			
Springfield High	9-12 HS ELD Class Newcomer Program	2 Teachers – 1.4 FTE	4 EAs – 0.875 each
Thurston High	9-12 HS ELD Class	1 Teacher - 0.31 FTE	1 EA - 0.375 FTE (Title II funds)
Gateways	Alternative High	1 Teacher - 0.12 FTE	

47. Describe the qualifications used by the district to assign instructional staff to the district's language development program (include teacher, instructional assistant, etc.). Include how the instructional staff meets the requirements of Oregon's OARs.

SPS assigns instructional staff to the ELD program based on the following qualifications:

- **Certified Teacher/Specialist**
 - ESOL Endorsed
 - Bilingual skills preferred
- **Educational Assistant**
 - Associate's degree or
 - Two years of college/university or
 - Passed the district's proficiency test for reading, writing and math
- **ELD Program Assistant**
 - Bilingual
 - An associate's degree or
 - Two years of college or university or
 - Passed the district's proficiency test for reading, writing and math
- **Welcome Center Liaison**
 - Bilingual
 - An associate's degree or
 - Two years of college or university or
 - Passed the district's proficiency test for reading, writing and math

48. Describe what methods and criteria the district will use to determine the qualifications of instructional staff assigned to the language development program.

The district's Human Resource Department follows Oregon's Teachers Standards and Practices Commission's guidelines for hiring instructional staff assigned to the ELD program.

49. Describe the contingency plan for addressing staffing issues for the EL program (include all specialized programs supporting ELs). Include a plan for training, a schedule of training, a plan for recruiting qualified staff, and a schedule to have qualified staff in place.

The contingency plan for addressing staffing issues for the EL program is to hire ESOL endorsed substitutes or retired ELD teachers, whenever possible.

- **Training**
 - The district’s ELD Specialist works closely with the new hires, as a mentor, to ensure that they receive the necessary training and coaching.
 - Temporary ELD staff will attend all professional development opportunities.
- **Recruitment**
 - SPS works closely with the local universities to recruit and hire qualified staff.
 - SPS participates in a county wide effort to “Grow Your Own” teachers through a collaborative Teacher Pathways scholarship program.
 - SPS hosts a job fair every spring.
- **Schedule/Timeline**
 - SPS hires qualified staff to fill vacancies as soon as possible.

50. Describe the district’s selected core ELP instructional materials and supplies available for the district’s language development program.

The district is currently using the ELD instructional materials from our 2006-07 adoption. During the state ELD materials adoption cycle in 2013-14 SPS did not purchase new instructional materials.

Instructional Materials

- Avenues: K-5
- High Point: 6-8
- Shining Star: 9-12
- Systematic ELD: K-12
- Imagine Learning: K-3

Supplementary Materials

- Rosetta Stone Advantage
- Rosetta Stone Foundations
- Imagine Learning
- Grammar Gallery

Instructional Supplies

- iPads
- Chromebooks
- Doc Cams
- SmartBoards

51. Describe the district’s plan for regular and on-going review of district ELP materials and the timeline associated with the review. Include all instructional materials for all programs supporting ELs.

In the spring, the ELD teachers and specialist review instructional materials and identify resources needed for the following school year. The ELD specialist will work with the district to renew ELD instructional materials per the adoption schedule set by the ODE.

52. Describe the district's contingency plan when the district does not currently have the core ELP instructional materials, resources, and supplies necessary to implement the district language development program(s) and the plan for obtaining necessary items.

Until the district is able to purchase current instructional materials for the ELD program, the materials from the 2006-07 adoption will be used.

Section 6: Transition from English Language Development Program Office of Civil Rights – Step 6

53. Describe the district’s criteria used to determine that an EL is proficient. Include any special considerations used for ELSWD students, SIFE students, Recently Arrived ELs, etc.

All English Learners, including ELSWD, SIFE and recently arrived students, who demonstrate English proficiency through ELPA21 by scoring 4s or 5s in all domains will be exited from ELD services.

54. Describe the district’s procedure for promoting ELs who did not score Proficient on ELPA21, and the procedure for those ELs that the district does not have an ELPA21 score. Include considerations for ELSWD, SIFE, and Recently Arrived ELs.

SPS uses the following alternative criteria to determine language proficiency for ELs who did not score Proficient on ELPA21, or who do not have an ELPA21 score:

Promoting with Evidence:

- **Criteria:** Any EL student, including ELSWD, SIFE and recently arrived, who scores 4 or 5 in three of the ELPA21 domains: reading, writing, listening and speaking.
- **Team:**
 - ELD Specialist
 - ELD teacher
 - General/content teacher(s)
 - Building administrator
 - Parent/guardian (interpreter provided if needed)
 - Other team members if applicable:
 - Special education staff
 - Title I teacher
 - Counselor
 - Additional school staff
- **Evidence:** An ELD Exit portfolio may include:
 - Length and time student has been in an ELD program
 - Documentation of any interventions student has received, including feedback from intervention specialist(s)
 - Special Education IEP goals
 - District and state assessment data
 - Classroom work samples & assessments
 - Rubrics and checklists that emphasize linguistic abilities

If this document is in print it may not reflect the most recent version of this plan.

Current version is available at www.springfield.k12.or.us

- Classroom/Content Area Teacher Observation form
- Anecdotal records
- Parent Input
- **Process:**
 - The ELD teacher compiles documentation of evidence supporting the referral for early promotion.
 - ELD teacher and/or ELD specialist will review and compose a written summary of findings.
 - The school team convenes to make a determination about the potential early promotion recommendation.
 - Team **supports** decision to early promote:
 - Promotion Form is signed by team members
 - Students who are promoted during the school year take ELPA during the testing window.
 - All promoted students are coded 1C – Exited on the LEP Report by the ELD Secretary.
 - The ELD teacher places a copy of the parent notification letter in the student’s ELD cum file.
 - The ELD Exit Portfolio cover pages are stored in the student’s permanent cum file and a copy is kept in the ELD Office.
 - Team **denies** request for early promotion:
 - Student continues in ELD program
 - Reasons for denial of early promotion are documented, signed by the team and stored in student’s permanent cum file.

55. Describe the staff responsible and their role in the exiting process.

Staff responsible and their role in the exiting process:

	Exit via ELPA21	Exit via Promoting with Evidence
ELD Specialist	<ul style="list-style-type: none"> Ensures fidelity of the process for exiting with ELPA21 Proficiency. Answers questions from parents and school staff, if needed. 	<ul style="list-style-type: none"> Ensures fidelity of the process for Promoting with Evidence Reviews portfolio Participates in team meeting Ensures all documentation is collected and stored
ELD Teacher	<ul style="list-style-type: none"> Notification of ELPA21 Proficiency sent home to families in English and home language. Inform school staff of student's ELPA21 Proficiency. Answers questions from parents and school staff, if needed. 	<ul style="list-style-type: none"> Initiates process for Promoting with Evidence Notifies parent(s) that process for Promoting with Evidence has been initiated Gathers evidence for portfolio Schedules team meeting and invites all participants Participates in team meeting Notifies parent(s) of decision to Promote with Evidence, if parent is not present during team meeting Stores documents in student's permanent file
ELD Program Assistant	<ul style="list-style-type: none"> Enters LEP Exit Date and codes current year as exit year. 	<ul style="list-style-type: none"> Enters LEP Exit Date and codes current year as exit year.
General Ed Teacher(s)	<ul style="list-style-type: none"> Acknowledges student's ELPA21 Proficiency Contacts ELD Specialist or ELD teacher with questions or concerns, if needed. 	<ul style="list-style-type: none"> Assist with gathering evidence for portfolio Participates in team meeting Acknowledges student's exiting ELD via Promotion with Evidence Contacts ELD Specialist or ELD teacher with questions or concerns, if needed.
Building administrator		
Special education staff		
Title I teacher		
Counselor	<ul style="list-style-type: none"> Receives notification of their child's ELPA21 Proficiency. Contacts ELD Specialist or ELD teacher with questions or concerns, if needed. 	<ul style="list-style-type: none"> Participates in team meeting Receives notification of their child's exiting ELD via Promotion with Evidence Contacts ELD Specialist or ELD teacher with questions or concerns, if needed.
Parent/guardian (interpreter provided if needed)		

56. Describe how and where the documentation of the district's exiting procedures will be maintained, and who is responsible for maintaining the documentation.

Copies of exiting documents are placed in the student's permanent cum file by the ELD teacher. An additional copy will be stored at the ELD office.

57. Describe how parents are included in exiting decisions, and how the district communicates with parents that their student has obtained English proficient or not.

Parents participate in exiting decisions as follows:

- **Exit via ELPA21**
 - Receives notification of child's English proficiency
 - May contact ELD specialist or ELD teacher with any questions or concerns
- **Exit via Promotion with Evidence**
 - Receives notification that process for Promoting with Evidence has been initiated
 - Provides input that is included in portfolio of evidence
 - Attends team meeting and participates in decision making process
 - Receives notification of child's English proficiency or continued placement in ELD program
 - May contact ELD specialist or ELD teacher with any questions or concerns

58. Describe the district's monitoring plan for each of the four years a student is in monitored status (who is responsible, what is the frequency, is the frequency different depending on the student's academic progress or monitoring year, what documentation is reviewed, how and where is the documentation collected and stored).

Springfield Public Schools will adhere to the following monitoring procedures:

Each fall ELD teachers will receive a list of all students on monitoring status at their building. They will disseminate this information to building administrators and staff, as appropriate. In addition, monitored students are flagged in Synergy, indicating their monitoring year status.

Elementary:

- **Monitor Year 1 & Monitor Year 2**
 - Twice a year, following fall and winter benchmark testing, classroom teachers will receive an electronic survey seeking feedback regarding monitored students' academic progress.
 - ELD teacher will send survey
 - Classroom teachers will provide feedback
 - ELD teacher and/or ELD specialist will review survey
 - If data indicates academic concern, the school support team will be notified by either the ELD teacher and/or ELD specialist.
 - Survey will be stored in student's permanent cum file by ELD team.

➤ **Monitor Year 3 & Monitor Year 4**

- Once a year, following fall benchmark testing, classroom teachers will receive an electronic survey seeking feedback regarding monitored students' academic progress.
 - ELD teacher will send survey
 - Classroom teachers will provide feedback
 - ELD teacher and/or ELD specialist will review survey
 - If data indicates academic concern, the school support team will be notified by either the ELD teacher and/or ELD specialist.
 - Survey will be stored in student's permanent cum file by ELD team.

Secondary:

➤ **Monitor Year 1 & Monitor Year 2**

- Twice a year, October and March, content teachers will receive an electronic survey seeking feedback regarding monitored students' academic progress.
 - ELD teacher will send survey
 - Content teachers will provide feedback
 - ELD teacher and/or ELD specialist will review survey
 - Surveys indicating academic concern will be flagged for further review in conjunction with midterm grades.
 - Survey will be stored in student's permanent cum file by ELD team.
- Twice a year, November and March, progress and attendance reports will be reviewed by ELD specialist.
 - Grade and attendance reports will be reviewed in conjunction with feedback from content teacher surveys.
 - If data indicates academic concern, the school support team will be notified by either the ELD teacher and/or ELD specialist.

➤ **Monitor Year 3 & Monitor Year 4**

- Once a year, in October, content teachers will receive an electronic survey seeking feedback regarding monitored students' academic progress.
 - ELD teacher will send survey
 - Content teachers will provide feedback
 - ELD teacher and/or ELD specialist will review survey
 - Surveys indicating academic concern will be flagged for further review in conjunction with midterm grades.
 - Survey will be stored in student's permanent cum file by ELD team.
- Once a year, in November, progress and attendance reports will be reviewed by ELD specialist.
 - Grade and attendance reports will be reviewed in conjunction with feedback from content teacher surveys.
 - If data indicates academic concern, the school support team will be notified by either the ELD teacher and/or ELD specialist.

59. Describe the district's procedures for determining whether a lack of student success is due to academic needs or language needs when considering returning an EL to the district ELD program for the monitored students in each of the four years.

Monitored students with academic concerns will be brought to the school support team. The school support team will analyze data according to the Response to Intervention, Rtl, process to determine if student's lack of success is due to language or content needs.

60. Describe the district's plan to provide additional academic and/or language support for monitored students not succeeding in core instruction. This support addresses monitored student's academic needs, not to determine to re-enter the student in the EL program.

Monitored students who are not succeeding in core instruction will be brought to the school support team. The school support team will analyze data according to the Response to Intervention, Rtl, process and appropriate interventions will be initiated.

61. Describe the district's plan for monitoring the academic and linguistic progress of EL students with a waiver for service. Include how the district notifies parents of ELs with waivers for services about their student's progress and opportunities for support through the ELD program.

In the fall, parents of English learners with a waiver on file, receive a letter from the ELD program stating that their student continues to qualify for ELD support and may return to the program at any time.

English learners with a waiver for service will be included in the district's four-year monitoring process. Waived students participate in all building, district and state assessments, including ELPA21. Parents receive progress reports and state assessment results throughout the year.

62. Describe the district's communication with parents of monitored ELs during all four years of monitoring, when the district is considering re-entering the student in the EL program, when the student has completed monitoring, and when the student needs additional academic support to be successful during monitoring.

During the four years of monitoring status, parents receive a letter from the ELD program stating that their student will continue to receive monitoring services. After four years, parents are notified that their student has successfully completed the monitoring process.

Section 7: Equal Access to Other School District Programs

Office of Civil Rights – Step 7

63. Describe the district's procedures for identifying ELs as having additional academic needs (pre-referral and IEP process). Include the steps, assessments, timeline, and person(s) responsible.

SPS follows a Response to Intervention process for identifying ELs who may have additional academic needs:

RtI Process Decision Rule #1 - Review all current student data and performance.

- School data teams meet at 6 week intervals to review student progress and determine next steps.
- **Assessments:** formative classroom, curricular, district progress monitoring and benchmark, state testing results, EL screener, and ELPA history
- **Timeline:** throughout the year, school data teams meet to review student progress every 6 weeks.
- **Person(s) Responsible:** Process may be initiated by any of the following: ELD teacher/specialist, classroom teacher, interventionist, parent or administrator

RtI Process Decision Rule #2 – Administer Diagnostic Assessment.

- Schools will gather additional data on Strategic/Intensive students. The following information will be gathered to determine if the EL student is in need of intervention:
- **Assessments:**
 - Work samples
 - Classroom Functioning and Academic Skills Checklist
 - Diagnostic Assessment
 - Sequential Second Language Acquisition Checklist
 - Behavioral data and attendance
 - Standardized test scores
- **Timeline:** Gather information within 6 weeks of RtI process being initiated
- **Person(s) Responsible:** ELD teacher/specialist acts as case manager and gathers information from classroom teacher, interventionist, and parent(s).

RtI Process Decision Rule #3 - Review Progress Monitoring data, Group Interventions:

- School-based RtI teams convene monthly to evaluate the progress of the students participating in group interventions.
- **Assessments:** Formative, curricular and district progress monitoring
- **Timeline:** Process monitoring takes place every two weeks
- **Person(s) Responsible:** ELD teacher/specialist acts as case manager and reviews data from classroom teacher and interventionist.

Rtl Process Decision Rule #4 - Individualized Intervention

- If the EL student has not made sufficient progress after receiving 3 blocks of targeted intervention, the student will move to the Individual Student Supports Process.
- **Assessments/Documentation:**
 - ELD Educational Developmental History Parts I & II
 - Woodcock-Muñoz Spanish
 - Re-administer the Classroom Functioning and Academic Skills Checklist
 - Summary of Important Factors for EL students
- **Timeline:** 4-6 weeks following Decision #3
- **Person(s) Responsible:** ELD teacher/specialist acts as case manager, in coordination with team members, which may include: classroom teacher(s), administrator, counselor, interventionist, school psychologist, special education specialist, speech language pathologist, and bilingual educational assistant.

Decision - Special Education Determination

- Depending upon the student's response to intervention the special education evaluation process may be initiated.
- An individual education plan is created for ELSWD, based assessment data.
- **Timeline:** follows Special Education timeline protocols.
- **Person(s) Responsible:** Role of case manager transitions from ELD teacher/specialist to a member of the special education team.

64. Describe how ELD teachers are included in the IEP process during pre-referral and IEP team meetings for ELSWD.

The ELD teacher/specialist actively participates in all stages of the pre-referral and IEP process.

65. Describe the process for determining the best ELD educational program is selected for each ELSWD.

The team uses the least restrictive environment guidelines when placing students in educational programs, which includes having ELSWD fully participate in the school's ELD educational program whenever possible.

66. Describe the district's process for ensuring any IEP meeting and IEP documents are accessible for parents of ELs in a language parents can understand.

Springfield Public Schools use independent translators or TransACT to ensure parent correspondences regarding the IEP process are provided in a language parents can understand, whenever possible.

67. Describe the district's procedures for identifying ELs as Talented and Gifted. Include the steps, assessments, timeline, and person(s) responsible.

We follow the districts procedure for identifying Talented and Gifted students.

➤ **Steps:**

- Referral is initiated
- Data is collected and reviewed, TAG Services are provided for:
 - Student's scoring at the 97% percentile on one or more of the following:
 - Standardized test of intelligence
 - Statewide assessment of math and/or English language arts
 - District benchmark data

➤ **Assessment:** An important goal of the district is to ensure that students who are culturally and linguistically diverse are considered for potential TAG services. EL students are included in the district general screening and referral process, and are administered a standardized assessment which is free from language and cultural biases.

➤ **Timeline:** Formal assessments for TAG identification are administered two times a year.

➤ **Person(s) Responsible:** Students may be referred by the classroom teacher(s), ELD teacher, administrator, or parent.

68. Describe the district's plan for ensuring all ELs have equal access to the core instructional program offered by the district for all students. Include person(s) responsible if appropriate.

ELD services take place outside of core content instruction, ensuring English learners have equal access to all core instructional programs.

69. Describe the district's procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs).

ELs have equal access to all Title IA services, as outlined in the district's identification process.

70. Describe the district's plan for EL graduation (4-year, 5-year timelines) for each of the EL groups (SIFE, Recently Arrived, and ELSWD – include plans by disability)

The vision of SPS is, "Every Student a Graduate Prepared for a Bright and Successful Future." The district is committed to timely graduation for all students, including ELs, SIFE, Recently Arrived and ELSWD, by:

- Closely monitoring the On-Track-to-Graduate data of all 9th graders.
- Providing high school students with a full class schedule.
- Expanding opportunities for students to stay on track for graduation, including:
 - Timely opportunities to repeat failed classes
 - Remediation and intervention supports
 - Access to: credit recovery programs, online classes and/or night school
 - Alternative high school pathways
 - Newcomer Program for recently arrived ELs
 - Bilingual supports in core content classes
- Strengthening opportunities for students to earn a diploma beyond 4 years.
- Investing in quality teaching and professional development opportunities for K-12 educators.

Section 8: Parent and Community Involvement

71. Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of the parent program placement letters (both initial and continuing letters).

Initial and continuing program placement letters are disseminated to parents by the ELD teacher within the established window of 30 or 14 calendar days, respectively.

72. Describe the district's methods used to notify parents and students of available programs and services, including but not limited to: bilingual programs, alternative schools, charter schools, magnet schools, after-school supports, etc.

The SPS will notify parents and students of available programs and services in their language of origin whenever possible. Information will be broadcast across multiple venues, which may include:

Building Communications

- Flyers sent home with students
- Bulletin boards
- Marquis
- PTO announcements and information sessions
- Building eNewsletters
- School website

District Communications

- District website
- Auto-dialer messages
- Social media
- Mailers

Local Media

- Television
- Newspaper
- Radio

73. Describe the district's methods used to notify parents of ELs regarding school activities communicated in a language parents can understand (i.e., progress reports, parent-teacher conferences, handbooks, fund raising, extracurricular activities, etc.). What is the process the district uses to determine which documents need to be translated? How does the district provide interpreters for parent to be able to participate in their student's education?

The district will provide translation for all standard documents, (i.e. progress reports, handbooks, permissions slips, etc.) by the use of independent translators or TransACT. The district makes every effort to provide district and building messaging in a language parents can understand. Each building has access to bilingual educational assistant(s) who are available for interpreting and/or translating parent communications.

Beginning spring 2018, interpreters will be scheduled through the Aesop online system. Bilingual interpreters attend parent meetings whenever possible. For languages where interpretation is not available locally, Pacific Languages telephone system is utilized.

74. Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools?

SPS doesn't have any private schools within its boundaries.

75. Describe the district's procedure, timeline, and person(s) responsible for the dissemination of information of Recent Arrivers to private schools as required by Title III.

SPS doesn't have any private schools within its boundaries.

76. Describe the progress in sharing the ODE EL Legislative Report with parents, School Board members, community members, and staff annually.

SPS shares the ODE EL Legislative Report with parents, school board, community and staff members. The report is read by the ELD specialist and shared with the Title III Director. The director distributes the report to the superintendent, assistant superintendent and school board. Meanwhile, the ELD specialist will disseminate the report to ELD staff and parents annually. Information is also posted on the district website.

77. Describe the district's procedure in recruiting parents of ELs to participate in school leadership roles. Include how the district will make these positions accessible for parents.

The district will actively recruit parents of ELs to participate in school leadership roles by extending invitations to parents through a variety of media, in their language of origin, whenever possible.

Section 9: Program implementation Evaluation

78. Describe the district's program evaluation process of the implementation of the district's EL Plan.

Include whether the district has followed the established plan; met the applicable procedural and service requirements – including frequency, timeliness, and documentation; does the information sources and methods for gathering information:

Include whether the evaluation determines if staff have followed applicable procedures and service requirements, including procedural and service requirements (frequency, timeliness, and documentation).

Include the list of reviewed items: file and record review, staff interviews and surveys, input from parents/students or focus groups, and grievances/ complaints made to the district regarding district program implementation or service delivery.

SPS has followed the procedural and service requirements outlined in the EL Plan with fidelity. A thorough evaluation process of the EL Program demonstrated the EL Plan is being implemented as evidenced by: file and record reviews, staff feedback, parent input, and diligence in responding to grievances/complaints with documentation on file.

79. Include the evaluation of the district's identification process. Did the district meet the timelines for each step of the district's identification process?

SPS has followed and met the timelines for each step of the district's identification process.

80. Include the evaluation of the student initial identification assessment process. Did the district administer the identification screener timely?

SPS has administered the EL identification screeners within the allowable timeframe.

81. Include the evaluation of placement in EL program services to all students with identified language needs.

SPS has accurately placed all students who qualify for ELD services into the appropriate programs.

82. Include the evaluation of adequate staff and materials that is consistent with the district's EL program of service.

SPS has adequately staffed the ELD program with certified and classified employees who meet the state qualifications. The ELD instructional materials are not consistent with the program goals as outlined in the 2015-17 EL Plan.

83. Include the evaluation of the district's exiting/reclassification process for students transitioning from the EL program.

SPS has accurately followed the process for exiting/reclassifying EL students who demonstrate English language proficiency.

84. Include the evaluation of the district's monitoring practices for students who have transitioned from the EL program for each year of monitoring.

SPS has accurately followed the two-year monitoring process, outlined in the 2015-17 plan, for EL students who transitioned from the EL program.

85. Include the evaluation of EL parent participation in school/district decision making groups and the district's recruitment practices.

SPS has an established process for involving EL parents in school and district decision making and recruitment work groups.

Student Performance Evaluation – English Language

86. Describe the district's rate of ELs acquiring English language skills. Is the pace consistent with the district's EL program goals or expectations?

Based on 2016-17 AMAO #1 data, 42.17% of ELs made adequate progress in acquiring English language skills. This pace a 2.13% increase over 2015-16 data, and is not consistent with the district's EL program goals of a 3% annual increase.

	2015-16	2016-17	Growth 2015-17	District Goal for 2017-2019
AMAO 1: <i>Percentage of students on track to attain English language as measured by number and percent of students with individual growth percentiles equal to or greater than their individual growth target.</i>	40.04%	42.17%	+2.13%	+3% each year
AMAO 2A: <i>Percentage of students exiting as proficient with fewer than 5 years identified as English learner</i>	6.2%	16.45%	+10.25%	+5% each year
AMAO 2B: <i>Percentage of student exiting as proficient with 5 or more years identified as an English learner.</i>	10.81%	29.44%	+19.26%	+5% each year

87. Describe the district's rate of language development progress compatible with the district's objectives for academic (core content) progress.

88. Describe how the ELs are performing in English language skills compared to the district's goals and standards.

89. Describe how the district's ELs are progressing in English language skills so they will be able to successfully handle regular coursework?

90. Describe how the monitored ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework.

91. Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.

The following table illustrates the correlations between English language skills and the English learner's success in academic core content areas based on 2016-17 OAKS assessment data.

Students	ELA Meet/Exceed				Math Meet/Exceed			
	All SPS	Active ELs	Monitored ELs	Former ELs	All SPS	Active ELs	Monitored ELs	Former ELs
3rd	38.71%	8.86%	76.47%		42.46%	13.92%	70.59%	
4th	37.10%	5.33%	66.67%		31.21%	8.00%	50.00%	
5th	44.00%	16.31%	53.33%	50.00%	30.35%	8.51%	33.33%	0.00%
6th	42.43%	8.89%	38.71%	83.33%	27.06%	0.00%	22.58%	33.33%
7th	38.96%	0.00%	37.21%	50.00%	26.88%	2.50%	16.28%	50.00%
8th	37.80%	8.51%	38.46%	57.14%	26.44%	8.51%	12.82%	21.43%
11th	53.69%	0.00%	6.25%	45.65%	21.34%	0.00%	6.25%	10.87%

Student Performance Evaluation – Academic Performance

92. Describe how the EL students, who are currently receiving English language development services, are progressing academically relative to program goals or expectations for core content knowledge.

93. Describe how the current EL, monitored EL, and former EL students are doing, over time, as compared to the academic performance of all other students.

94. Describe what measures are being used to assess the overall performance of EL students in meeting the goals the district has established for its EL program.

➤ Based on 2016-17 data,

- **42.17% of Active ELs are meeting ELD program goals (AMAO1).**
- **OAKS English Language Arts**
 - 41.82% of all SPS students met/exceeded
 - 6.84% of Active ELs met/exceeded
 - 45.3% of Monitored ELs met/exceeded
 - 57.23% of Former ELs met/exceeded
- **OAKS Mathematics**
 - 29.39% of all SPS students met/exceeded
 - 5.92% of Active ELs met/exceeded
 - 30.26% of Monitored ELs met/exceeded
 - 23.13% of Former ELs met/exceeded

Data trends show that Active ELs in SPS are performing below the district average for core content knowledge as demonstrated on OAKS ELA and Mathematics. However, monitored ELs are performing above the average in ELA and Mathematics, while Former ELs are performing above the district average in ELA and below the district average in Mathematics.

Program Improvement/Modifications

95. List any identified concern(s) based on this evaluation.
96. Describe how the district will address the concern(s).

The following areas have been identified as needing additional improvement or modification (areas are listed in alphabetical order, which may not reflect order of priority):

Area of Concern	Description of Concern	District will Address the Concern by:
Curriculum	SPS has not adopted an approved ELD curriculum, scheduled for Oregon districts in 2014.	SPS will work to fund and purchase approved instructional materials for the ELD program.
Access to District Reporting Systems	ELD teachers at the elementary level would benefit from greater access to Synergy and online content area data systems.	SPS will review and reconsider current policy regarding ELD teacher access to data systems.
ELs Underperforming in Content Areas	ELs are performing below non-ELs on state assessments.	SPS will provide PD and coaching on effective strategies for EL students.
Graduation Rates	ELs are not graduating at the same rates as their non-EL peers.	SPS has committed to increasing graduate rates of vulnerable populations, such as ELs.
Identification Process	Inconsistent process being used for identifying new EL students, as well as ELs who transfer to, and within, the district.	SPS will begin using the ELPA21 Screener Fall 2018 to ensure that consistent measures are being used for identifying potential ELs. SPS will train registrars and ELD teachers on identify transfer students.
Interpreting Services	System for scheduling of interpreters needs updating. Funding for interpreting needs clarification.	SPS is launching an online scheduling system for interpreters through the Aesop substitute finder system. SPS is working to establish a district budget for interpreting services.

Area of Concern	Description of Concern	District will Address the Concern by:
Monitoring Process	New expectation of 4 years of monitoring has resulted in a necessary update to our current monitoring system.	ELD Specialist and team are collaborating to establish a 4 year monitoring system.
Parent Involvement	Involvement of EL families within SPS has room for improvement.	District will improve outreach to EL families through utilizing the services of our Family Resource and Welcome Centers.
Seal of Biliteracy	SPS needs to establish a pathway for students to earn the Seal of Biliteracy.	SPS will begin to establish a pathway for students to earn the Seal of Biliteracy.
TAG	Lack of EL representation in the identified TAG population.	District will provide PD on recognizing indicators of TAG traits in ELs.
Translation Services	Coordination of translation requests and organization of translated documents needs improvement.	SPS is hiring a new person at the district office to oversee and design a district wide translation system.



OREGON DEPARTMENT OF EDUCATION

Title III Local Plan (2017-19)

Signature Page

Submission Date: March 4, 2018

District Name: Springfield Public Schools

District Address: 640 A Street

City, State and Zip code: Springfield OR 97477

District Phone Number: _____

District Superintendent: Susan R. Rieke-Smith, Ed.D.
(Printed Name)

Signature: *Susan R. Rieke-Smith, Ed.D.*

Date: 02.28.2018

EL Coordinator Director: Tracy Conaghan
(Printed Name)

Signature: *Tracy L Conaghan*

Date: March 4, 2018

TITLE III ASSURANCES

Districts receiving Title III funds, either directly or through a Title III Consortium, must agree to spend Title III funds on three required activities: (1) provide supplemental activities to support ELs (English learners) language development in English; (2) provide supplemental professional development to support ELs access to core content (ELA, Math, Science) to classroom teachers, principal, administrators; and (3) provide supplemental activities for district outreach for parents, families, and community members.

All Title III must be linked to the Title III purposes in Sec. 3102. [20 U.S.C. 6812] Purposes. (ESSA law link)

The purposes of this part are—

- (1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- (2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
- (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners including immigrant children and youth;
- (4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
- (5) to promote parental, family, and community participation in language instructional educational programs for the parents, families, and communities of English learners.

In accordance with the provisions of Title III, the signature below assures the Oregon Department of Education (ODE) that the district or consortium lead agency will submit a sub-grant application that addresses Title III requirements. The district, or the consortium lead agency on behalf of its Title III consortium members, further assures the ODE that the applying district or each consortium district member is in compliance with the following Title III provisions:

1. Parental notification relating to EL identification, placement decisions including parental rights regarding placement decisions. (Sec. 1112)
2. Annual assessment of English proficiency of ELs in grades K-12. (Sec. 1111)
3. Each district is complying with section 1112(e) prior to, and throughout, each school year as of the date of the application.
4. The district has consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities and institutions of higher education, in developing this sub-grant application. (Sec. 3116)
5. The district is not in violation of any State law, including State constitutional law, regarding the education of ELs, consistent with sections 3125 and 3126.
6. The district will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, include migrant and seasonal Head Start agencies, and other early childhood education providers.

Susan R. Rieke-Smith, Ed.D.

Printed Name of Superintendent

Date: 02.28.2018

Susan R. Rieke-Smith, Ed.D.

Signature of Superintendent

EL Plan Participants List

Please include the list of participants in the planning of this district EL plan. The following list is provided to assist the district in ensuring a broad representation of EL Plan participants:

EL teachers	Charter school staff
EL program coordinators	TAG staff
Building-level administrators	Instructional assistants
Content Teachers	Bilingual educators
District-level administrators	Title I-A staff
Special Education staff	Parents
Fiscal staff	Community members
Etc., as appropriate for your districts	

Add rows if needed.

[illegible]