

**Jefferson School District 14J**  
**EL Plan**  
**2019-2021**

District #: 2140

Date: June 1, 2019

The bolded are changes and/or additional information requested. If, as a district in a consortium, a question does not pertain to the district, just respond with NA. If there is no response to a question, it could result in a 'mark down'. Also included, you will find at the bottom of this document the Signature Page, Title III Assurances, and EL Plan Participants List. All of which are required to be submitted along with the EL Plan.

**Section 1: District Demographics**

Question #	
1	<p>The size of the district, including number of schools.  <b>Jefferson School District 14J is a small community school district located in the Willamette Valley just east of Interstate 5 between Salem and Albany.</b>  <b>3 Schools:</b>  <b>1 - K-5 elementary (Jefferson Elementary School) 378 students</b>  <b>1 - 6-8 middle school (Jefferson Middle School) 201 students</b>  <b>1 – 9-12 high school (Jefferson High School) 256 students</b></p>
2	<p>The enrollment of the district, please include the data date (i.e., spring membership).  <b>Jefferson School District enrollment numbers on May 2018 were 835.</b>  <b>Jefferson Elementary School – 378</b>  <b>Jefferson Middle School – 201</b>  <b>Jefferson High School - 256</b></p>
3	<p>The district's ethnic diversity (could be percent or number).  <b>White (not of Hispanic Origin) – 584 – 69.9%</b>  <b>Black (not of Hispanic origin) – 6 - .72%</b>  <b>Hispanic – 204 – 24.46%</b>  <b>American Indian/Alaskan Native – 6 – 0.41%</b>  <b>Asian/Pacific Islander – 6 – 0.40%</b></p>

4	<p>The number of different languages represent in your EL population (a chart by language and number of speakers is recommended).</p> <p>Spanish – Tagalog –</p> <table border="1" data-bbox="358 443 1482 642"> <thead> <tr> <th data-bbox="358 443 732 510">Language</th> <th data-bbox="732 443 1105 510"># of ELLs Speaking that Lang.</th> <th data-bbox="1105 443 1482 510">% of ELLs Speaking that Lang.</th> </tr> </thead> <tbody> <tr> <td data-bbox="358 510 732 577">Spanish</td> <td data-bbox="732 510 1105 577">50</td> <td data-bbox="1105 510 1482 577">6%</td> </tr> <tr> <td data-bbox="358 577 732 642">Tagalog</td> <td data-bbox="732 577 1105 642">1</td> <td data-bbox="1105 577 1482 642">.012%</td> </tr> </tbody> </table>	Language	# of ELLs Speaking that Lang.	% of ELLs Speaking that Lang.	Spanish	50	6%	Tagalog	1	.012%
Language	# of ELLs Speaking that Lang.	% of ELLs Speaking that Lang.								
Spanish	50	6%								
Tagalog	1	.012%								
5	<p>The number and percentage of EL students enrolled in district (could include number per school).</p> <p>Jefferson School District – 87 ELL students – 10.41%          Jefferson Elementary School – 57 ELL students – 6.82%          Jefferson Middle School – 16 ELL students – 1.91%          Jefferson High School – 14 ELL students – 1.67%</p>									
6	<p>The number of ELSWDs (have an IEP) – provide this information by primary disability. Include number of ELs with a 504 Plan.</p> <p>Eligibility 10 – 3          Eligibility 50 – 1          Eligibility 60 – 1          Eligibility 80 – 1          Eligibility 90 – 11          504 Plan - 0</p>									
7	<p>The number of ELs enrolled in the Talented and Gifted program.  <i>Currently there are no ELL students who qualify for TAG services</i></p>									
8	<p>A list of the schools, identified by Title I-A Targeted Assisted, Title I School-Wide, <b>Alternative Programs, Charter schools, CTE, etc.</b> (districts could choose buildings with specific programs for ELs (i.e., bilingual, two-way, etc.).</p> <p><i>Jefferson Elementary School is a Title IA School-wide Plan school</i></p>									

<b>District progress for ELs</b> <b>(Districts can choose to put this information in a table)</b>	
9	<p><b>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).</b></p> <p>All ELs -62 70%</p>

	ELSWD – 16 18% ELs+5- 10 11%
10	<b>The number and percentage of ELs exiting as proficient in 2016-17 (disaggregate by all ELs, ELSWD).</b> ELs – 12 13% ELSWD – 2 .02%
11	The number of students in monitoring year 1 status. 11 Students in year 1 monitoring status
12	The number of students in monitoring year 2 status. 7 Students in year 2 monitoring status
13	<b>The number of students in monitoring year 3 status.</b> N/A
14	<b>The number of students in monitoring year 4 status.</b> N/A
15	<b>The number of former ELs (not in current EL or monitoring status).</b>  29
16	The number of students who have re-entered the ELD program after exiting for proficiency. 0
17	<b>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).</b> Monitored ELs –42 Monitored ELSWDs – 5  Monitor Yr1 ELA: 4 of 42= .09% Monitor Yr1 Math: 1 of 42= .02%  Monitor Yr2 ELA: 11 of 42= 26%      ELSWD: 2 of 42=.04% Monitor Yr2 Math: 0 of 42= 0%  Monitor Yr3 ELA: 18 of 42=42%      ELSWD: 2 of 42= .04% Monitor Yr3 Math:1 of 42= .02%  Monitor Yr4 ELA: 0% Monitor Yr4 Math: 0%

18	<p><b>The number and percentage of ELs who have not reached English proficiency having been identified for 5 years or more year (disaggregated by all ELs and ELSWD for each year 5, 6, 7, 8, 9, etc.).</b></p> <p>Year 5 – 18 of 111 = 16%  Year 6 – 12 of 111=10%  Year 7 – 2 of 111 =.01%  Year 8 – 4 of 111=.03%  Year 9 – 2 of 111=.01%  Year 10 - 6 of 111=.05%  Year 11- 1 of 111=.009%  Year 12- 1 of 111=.009%</p>
19	<p><b>The number and percentage of the district ELs who have a waiver for ELD services.</b>  3 EL students are currently waived from ELD services</p>

**Section 2: School District Information on Program Goals (OCR Step 1)**

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.**

The purpose of our English Language (EL) Program is to increase the English language proficiency of all EL students by providing high-quality language instruction using educational programs that are based on scientific research. It is also our goal to assist students in learning English and in continuing their growth in content area knowledge and skills until their understanding of academic English is sufficient to permit students to succeed in English only classrooms without assistance.

School	Model Description	
Jefferson Elementary School	<p>Jefferson Elementary School uses a Walk to Language approach. All students during their literacy block walk to different classes to receive explicit language instruction based on their proficiency levels. Teachers are ESOL Endorsed and trained in EL Achieve. Teachers provide a full thirty minutes of explicit language instruction focusing on the ELP Standards and using units provided by EL Achieve. It is our goal to extend this academic language use across subjects throughout the day.</p> <p>Additionally, ELs receive additional support through Imagine Learning rotations weekly.</p>	

Jefferson Middle School	All ELL eligible secondary students will receive English language development (ELD) instruction in regularly scheduled classes for one 45-minute class period each regular day taught by ESOL certified staff using state adopted ELD curriculum. Students who are identified as needing additional support in their academic courses may also receive tutorial assistance in content area classes in the same setting by highly qualified classified staff. This assistance will be designed to improve success in all academic areas and will be available to all who qualify, by request and/or by permission to EL students at all levels of English proficiency. Additional tutorial assistance will be available two days per week through an after-school homework lab as well as any changes that come about as a result of schedule and program changes set by Professional Learning Community strategies. (Pride Groups, focus groups, clubs, etc.)	
Jefferson High School	All ELL eligible secondary students will receive English language development instruction in regularly scheduled classes for one 45-minute class period each regular day taught by ESOL certified staff using state adopted ELD curriculum. Students who are identified as needing additional support in their academic courses may also receive tutorial assistance in content area classes in the same setting by highly qualified classified staff.	

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)

<b>Relevant Research</b>
<p>Jana Echevarria, Mary Vogt, Deborah J. Short, Making Content Comprehensible for Elementary English Learners the SIOP Model. Pearson 2010</p> <p>Brown, H. D. (2014). <i>Principles of language learning and teaching: A course in second language acquisition</i>. White Plains, NY: Pearson Education.</p> <p>English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21). (n.d.a.) Retrieved from <a href="http://www.elpa21.org/elp-standards">http://www.elpa21.org/elp-standards</a></p> <p>English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21). (n.d.b.) Retrieved from <a href="http://www.elpa21.org/about/faqs">http://www.elpa21.org/about/faqs</a></p> <p>Escamilla, K. (2014). <i>Biliteracy from the start: Literacy squared in action</i>. Philadelphia: Caslon Publishing.</p>

Genesee, F., Lindholm-Leary, K., Saunders, W., and Christian, D. 2006. *Educating English Language Learners*. New York: Cambridge University Press; quote from p. 139-140. 32

Genesee, F., Lindholm-Leary, K., Saunders, W., and Christian, D. 2006. *Educating English Language Learners*. New York: Cambridge University Press. Effective English language development provides explicit teaching of features of English (such as syntax, grammar, vocabulary, pronunciation, and norms of social usage) and ample, meaningful opportunities to use English. 44 *AMERICAN EDUCATOR* | SUMMER 2008 1 Collins, M. 2005.

Goldenberg, C. (2013) *Unlocking the Research on English Learners What We Know—and Don't Yet Know—about Effective Instruction*. American Educator, Summer

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ESL preschoolers' English vocabulary acquisition from storybook reading. *Reading Research Quarterly* 40:406-408. 2 Roberts, T. and Neal, H. 2004.

Relationships among preschool English language learners' oral proficiency in English, instructional experience and literacy development. *Contemporary Educational Psychology* 29:283-311. 3 Carlo, M.S., August, D., McLaughlin, B., Snow, C.E., Dressler, C., Lippman, D.N., Lively, T.J., and White, C. E. 2004.

Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. *Reading Research Quarterly* 39 (2):188–215. 4 See Ovando, C., Collier, V. and

Combs, M.C. 2003. *Bilingual and ESL classrooms: Teaching in multicultural contexts* (3rd Ed.). Boston: McGraw Hill. 5 Fung, I., Wilkinson, I., and Moore, D. 2003.

L1- assisted reciprocal teaching to improve ESL students' comprehension of English expository text. *Learning and Instruction* 13:1-31. 6 Carlo, M., August, D., Fajet, W., Alfano, A., Massey, S. 2006. Is cognate awareness instruction effective in promoting English vocabulary development among third- and fifth-grade Spanish-speaking ELLs? Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. 7 See, for example, Calderón, M., August, D., Durán, D., Madden, N., Slavin, R., and Gil, M. 2003.

Dual language achievement, proficiency, and attitudes among current high school graduates of two-way programs. *NABE Journal* 26:20-25; Lindholm-Leary, K.J. 2005.

The rich promise of two-way immersion. *Educational Leadership* 62:56-59; Lindholm-Leary, K.J. 2007.

*Effective Features of Dual Language Education Programs: A Review of Research and Best Practices* (2nd ed.). Washington, DC: Center for Applied Linguistics. 2 Ellis, R. 2005.

Principles of instructed language learning. *System*, 33:209-224. Norris, J. and Ortega, L. 2006.

*Synthesizing Research on Language Learning and Teaching*. Philadelphia, PA: John Benjamins. Lyster, R. 2007.

*Learning and Teaching Languages through Content: A Counterbalanced Approach*. Philadelphia, PA: John Benjamins. 3 Saunders, W., Foorman, B, and Carlson, C. 2006.

Do we need a separate block of time for oral English language development in programs for English learners? *Elementary School Journal* 107:181-198. 4 See, for example, Lyster, R. 2007.

School reform and standards-based education: A model for English-language learners. *The Journal of Educational Research* 99:195-210. 12 Roberts, T. and Neal, H. 2004.

Relationships among preschool English language learners' oral proficiency in English, instructional experience and literacy development. *Contemporary Educational Psychology* 29:283-311. 13 Abedi, J., Hofstetter, C.H., and Lord, C. 2004.

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National Reading Panel 2000. Report of the National Reading Panel— Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction (Report of the subgroups). Washington, DC: National Institute of Child Health and Human Development.

Crawford, J. 1999. Bilingual Education: History, Politics, Theory, and Practice (4th edition). Los Angeles: Bilingual Education Services.

This finding was first reported in Slavin, R. and Cheung, A. 2005. A synthesis of research on language of reading instruction for English Language Learners. Review of Educational Research 75:247-281. Robert Slavin was a member of the NLP and was working on the meta-analysis of instructional language. He resigned in order to publish his review before the Panel's work was completed. The CREDE report also reached the same conclusion, but it was a narrative review, not a meta-analysis. The other four meta-analyses are as follows: Greene, J. 1997. A meta-analysis of the Rossell and Baker review of bilingual education research. Bilingual Research Journal

**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).**

***District** - By the end 2019-2020 school year, JSD will show an increase the percentage of students progressing one proficiency level for each of these designated groups:*

***Elementary** – Each year each student will show growth of one proficiency level in their ELPA21 assessments from 18-19 to 19-20 and from 19-20 to 20-21*

***Elementary ELSWD** - Each year each student will show growth of one proficiency level in their ELPA21 assessments from 18-19 to 19-20 and from 19-20 to 20-21*

***Elementary Recent Arrivers** - Each year each student will show growth of one proficiency level in their ELPA21 assessments from 18-19 to 19-20 and from 19-20 to 20-21*

***Secondary** - Each year every EL student will show growth of one proficiency level in their ELPA21 assessments from 18-19 to 19-20 and from 19-20 to 20-21*

***Secondary ELSWD** Each year every EL student will show growth of one proficiency level in their ELPA21 assessments from 18-19 to 19-20 and from 19-20 to 20-21*

***Secondary Recent Arrivers** - Each year every EL student will show growth of one proficiency level in their ELPA21 assessments from 18-19 to 19-20 and from 19-20 to 20-21*



**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.**

**SMART GOAL:**

*All schools will demonstrate increased academic performance of their English learners as evidenced by at least 80% meeting or exceeding state reading and math tests, or ensuring adequate growth through formative assessments via Data Teams.*

**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.**

*Jefferson School District 14J will use state ELPA21 assessment results to track student progress.*

*At Jefferson Elementary School we will also use DIBELS scores to show growth.*

*At Jefferson Middle School and Jefferson High School the staff may use essential skills results, local assessments and other assessments that may be available from their curriculum.*

*Teachers will review data monthly in professional learning communities to track progress of ELs. Data will include ELPA21, as well as data provided by the WESD, as well as formative assessment data being used to gauge progress in real-time.*

**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.**

*Jefferson Elementary School will use DIBELS scores to review growth in monthly data teams during Early Release Wednesdays.*

*Jefferson Middle School and Jefferson High School will incorporate essential skills results, local assessments, quarterly progress reports and other assessments that may be available from their curriculum.*

*Teachers will review data monthly in professional learning communities to track progress of ELs. Data will include SBAC results, attendance, on-track to graduation, as well as formative assessment data being used to gauge progress in real-time.*

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

Progress monitoring will occur every month during Data Teaming PLC’s. Each principal will require staff to bring formative assessment data to Early Release Wednesday meetings. At these meetings, student progress will be discussed including the progress of English Learners.

**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.**

All students have the same expectation for achieving high standards. Every student, regardless of language ability, disability, or time spent in country, is expected to meet and exceed core academic standards. With this in mind, all EL students require and will be provided additional support to ensure they can meet and exceed the standards. Additionally, all Individual student program and adjustments may vary based on IEP, 504 or special circumstances.

**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.**

As we seek to improve the scores of all students in core academic subjects, teachers will be focusing on data on a regular basis to inform decision making. As a K-12 AVID district focused on student learning, student success at all levels, high school graduation and post-high school success, we are committed to ensuring all students are succeeding. By setting the goals above, we believe all ELs can be successful in progressing towards graduation and post graduation studies.

### **Section 3: Identification of Potential English Learners (OCR steps 2 and 3)**

**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.**

**Language Use Survey** - The district requires all students enrolling in the district to complete the Language Use Survey. (In the event that a language barrier limits their ability to complete the Home Language Survey, interpreters are available to assist at each building.) This information is then used to identify those students who are potential ELL students.

At the time of registration, parents are given the Language Use Survey along with other registration materials. The Language Use Survey will be reviewed and Students who have had exposure to another language will be identified for testing.

Those identified as a potential EL eligible student (Those growing up in a household where English was or is not their primary language, who has an influence in their household or within their immediate family or guarding members of a language other than English, whether he or she speaks English already, or who is a newcomer to the United States and will experience language and cultural impact will be referred for assessment) will be evaluated for EL eligibility using the **ELPA21 Screener**. Students will be provided this assessment and placed accordingly within 30 days after the beginning of the school year or within two weeks after mid-year enrollment.

**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.**

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.

Procedures	Responsible	Time Frame	Standards	Documentation
Home language survey is completed for all enrolling students at the time of registration.	Secretary or trained Designee of Principal	Upon enrollment	Parent must answer all questions concerning home language survey and race and ethnicity identification. If the information provided is incomplete, school contacts parent to obtain missing information.	Completed registration form, including home language survey.
Parents who do not speak English are provided translation and/or interpretation.	School Principal, Counselor, ELD teacher, or other designee	Upon enrollment	Interpretation is available for parents who do not speak English. Written Spanish survey form is available. Home language survey in other languages will be provided if necessary.	Completed registration form, including home language survey.
PHLOTE students are identified and listed by name and primary language.	Secretary and ELD teacher	Upon enrollment	All PHLOTE students are listed whether or not they are later determined to be ELL.	ELL Intake Log
Home language information is maintained in student permanent record file and a copy is sent to ELD Data Center.	Secretary	Permanently	File is maintained in good order as per district policy.	Cumulative Files and ELD Data Center
Monitoring the adherence to procedures at each of the schools: Identification, Determination of PHLOTE status, Assessment	ELD Program Coordinator	Twice Annually	Administration will provide feedback at each school to indicate areas of compliance and areas that need improvement.	Memorandum documenting feedback to each school.

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

**Native American Students -**

Native American students services will be on an individual basis. Upon receiving an enrollment packet, the Language Use Survey is completed and given to the school secretary. Students are provided the ELPA21 Screener and placement is determined accordingly.

Additionally, Native American students not identified by the Language Use Survey are assessed if self-referred, or referred by a teacher or parent.

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

When an EL student at Jefferson Elementary School is suspected of having a disability, it is first brought to the attention of the SAT team that meets regularly to discuss individual student concerns. From there, the district SPED Director is contacted and consulted. The SPED Director then sets an appointment with the parents to ask a series of questions about the child's home life and experience, to see if they too are seeing delays or indicators that might signal a cognitive delay. Additionally, teachers observe the student for two weeks and receive a Language Progression Checklist to help understand if what they are seeing is appropriate for his/her language proficiency level. The team meets again with the SPED Director in attendance and review the student's data. This is done prior to SPED testing being initiated.

At Jefferson Middle and High Schools, any teacher can bring the concern to the ELD teacher. The ELD teacher will both help inform general ed. teachers what is appropriate for their proficiency level, and begin to make their own observations. Again, if the ELD teacher believes there is a concern related to a cognitive delay, she will contact the Special Education Director to team, meet with parents, and help with observations.

**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.**

All EL students will be identified using the ELPA21 Screener. Students showing a lack of proficiency will be recommended for services and placed by proficiency level - Emerging or Progressing. All sections of the screener - reading, writing, listening, speaking - will be used to determine the proper and most accurate proficiency level. Home teachers will receive data to see where strengths and gaps exist so that they can better support that student academically.

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

Only identified staff trained in the administration of the ELPA21 Screener provide the screener. These individuals work with the district's Testing Coordinator, who ensures that all trained evaluation staff have access to further training whenever there is a test revision adopted for use in the district.

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

Student enrollment, exiting, monitoring status data is gathered by EL staff at each school and shared with school administration (including counseling) and with teachers as appropriate. Additionally, data teams will be focusing on EL growth, and will discuss progress in teams. As students enter and exit the program, teachers will be notified in this context as well.

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

District EL Staff update and maintain the student database. Each EL student has a file at the school, and the assessment data is stored in that file.

After testing results are received, student files are updated with the updated information by the EL staff at the school. At the middle and high school, assessment and all EL data is maintained by the EL Teacher. At the elementary school, a Bilingual Instructional Assistant maintains student files.

**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**

Jefferson School District notifies parents of their student’s identification and placement in a language instruction program (ELD Program) within the timelines listed below:

Not later than 30 days after the beginning of the school year for ELs participating in an EL program or identified at the beginning of the school year. The contact with the parent will be made by the EL staff.

Within two weeks if the student enrolls after the school year has begun. The contact with the parent will be made by the EL staff.

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

All information will be translated into the parents’ native language. Jefferson School District has a district translator for Spanish. Jefferson uses translation services for all other languages, and for additional assistance in Spanish as deemed necessary.

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

The original language use survey, the screener results, and the parent letters are maintained in the student’s EL Folder at the school. This folder follows the student to each school and maintained in the office.

## **Section 4: Program of Service for English Learners (OCR 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.).**

Jefferson School District 14J provides services to all English Learners in each of the three schools. The approaches are aligned with research, best practice and theory and are designed to improve growth in proficiency from year to year. Our goal is to ensure every EL student becomes proficient on ELPA in 4-7 years and is able to meet and or exceed state benchmarks.

Educational Approach	Description	Student Access
Jefferson Elementary	<p>Students Walk to Language every day and are organized by proficiency level. Instruction is for a full 30 minutes of explicit instruction in academic English following Oregon’s ELP Standards and using EL Achieve’s ELD Units of Instruction.</p> <p>The goal is fluency in English</p> <p>All students are English Learners and grouped by proficiency</p> <p>Additional supports are provided by Imagine Learning</p>	<p>All EL students including SIFE, Recent Arriver, and ELSWD, are provided explicit instruction in English. Students are grouped by proficiency and additional supports are provided by Instructional Assistants. Additionally, EL students have access to Imagine Learning for additional supports.</p>
Jefferson Middle	<p>Students receive one period of ELD every day.</p>	<p>All EL students including SIFE, Recent Arriver, and ELSWD, are provided explicit instruction in English. Students of all levels are in one class since we have so few. They are, however, grouped by proficiency and additional supports are provided by Instructional Assistants. Teachers differentiate accordingly.</p>
Jefferson High	<p>Students receive one period of ELD every day.</p>	<p>All EL students including SIFE, Recent Arriver, and ELSWD, are provided explicit instruction in English. Students of all levels are in one class since we have so few. They are, however, grouped by proficiency and additional supports are provided by Instructional Assistants. Teachers differentiate accordingly.</p>

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

**English Language Development (ELD):**

**Elementary - Walk to Language**

Jefferson Elementary School is beginning a Walk to Language approach to ELD. In this way English Learners will not be separated out from other students, but will receive language instruction by proficiency level according to their needs and language abilities. All students will engage in explicit ELD for 30 minutes every day using EL Achieve's ELD units and the ELP Standards provided by the state. All teachers are being trained in Systematic ELD and most have their ESOL Endorsement.

**Secondary - Class Period**

Jefferson Middle School and Jefferson High School each use National Geographic's Edge. EL students take a period every day in ELD. Students are supported in whole group and small group instruction by an ESOL and ELD trained teacher, and with Instructional Assistants within the classroom setting to meet individual needs as appropriate.

**Results Focused; Data Driven:**

Jefferson School District has Early Release every Wednesday so that teachers are able to plan together. We are beginning to focus on data and making decisions based on our data. Every teacher receives ELPA strand data and Imagine Learning data on each EL student to help inform where the gaps in language (listening, speaking, reading, writing) exist. Teachers will be looking at their ELD data periodically to measure growth and to adjust instruction as deemed necessary. Teams will set targets and look for results.

**Imagine Learning:** Imagine Learning is offered to EL Students during school as an additional support. Teachers are intentional with this software and incorporate it typically as a station two to three times a week. We are partnering with Imagine Learning consultants on a regular basis for maximum effect.

**Summer School for K-5 students in Reading and Math:**

Every summer we offer a three week summer program for English Learners to assist with academic language, with reading and with mathematics. This program is designed for our elementary students to help them reach benchmark and support language growth. It is taught by an experienced ESOL Endorsed, ELD teacher and supported by bilingual assistants.

**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.).**

**Inquiry and Collaboration via AVID:** Jefferson 14J has adopted the AVID based strategies and curriculum. Each school is in the process of learning and implementing school wide strategies to help students with organization and with academic success. A key focus for JSD 14J is in having teachers go

deeper with inquiry and collaboration - two features of their WICOR strategy focus. All students, but especially EL students need to be engaged and using academic language daily. A focus on Academic Conversations in collaborative groups provides the structure and support ELs need to practice academic English in a safe and supportive setting. When teachers are routinely grouping students, providing them with group roles, identifying the academic language focus, sentence frames, and holding all students to speaking in complete academic sentences, we will ensure that ELs are engaged, held accountable to the learning, and growing in their ability to understand and use high academic language - the language needed to be successful in high school core classes, in college, and in the workplace.

To ensure all EL students are successful in their core instruction classes, including SIFE, Recent Arrivers, and ELSWD students, every teacher will receive and use the ELP Standards in their planning; each teacher will receive ELPA strand data on each EL student and rubrics so that each teacher understands what EL students at different proficiency level are able to produce. Teachers list Essential Questions each day and will begin to incorporate language objectives. They will focus on results and bring data to PLC's to show how their students are growing.

**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.**

Jefferson 14J has engaged in contracting with two instructional coaches highly experienced and skilled in ELD and supporting English Learners. These coaches will come alongside our staff and provide PD as well as come to classrooms and support teachers as they learn new strategies. The PD offered is for content teachers on how to shelter instruction and focus on academic conversations so that ELS can be successful.

Additionally, JSD all elementary staff and secondary ELD teachers will receive five days of training on ELD from EL Achieve. We will measure the effectiveness of this professional development through regular data team planning and debriefing, and through administrator building walks.

**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.**

Grades K-5: At Jefferson Elementary School we provide interventions in small groups daily in reading and math. Student progress is monitored by weekly assessments and staff meet in PLC's 2 x's per month to review reading, writing, ELD, and math data to determine progress. A regular review of how ELs are doing will be incorporated into this process which ensures academic growth and that they are on track to be successful in middle school. Additionally, transitions to middle school will include data on each EL student to better help the ELD teacher understand the growth and progress that has been made for each student.



As stated in a previous section, EL strand data will be provided to each teacher so they know what proficiency level their EL students are, and where gaps exist. Teachers can then focus on helping students in the areas they need more support. This process, in addition to regular monitoring of progress in reading and math, will help inform data teams in PLC's how much or what kind of support is needed for each child.

Grades 6-12: These schools provide diverse services depending on the needs of students. Students who are struggling are identified and provided additional supports as needed. Tutoring is available, as well as support from bilingual instructional assistants. Disaggregated data is reviewed in PLC data teams. Teachers will be looking at their EL data and incorporating language goals into their planning, as well as using ELP standards and rubrics to help inform proficiency level ability and expectations. High school staff will also measure success by Freshman On Track data, graduation rate data, and SBAC data.

**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.**

All EL students with special education concerns that would interfere with or significantly impact language assessment, are addressed individually through a team approach in an IEP setting. Special Education teachers and the ELD teacher will also partner together and collaborate on students to ensure their needs are being met. All SPED teachers receive the same PD that ELD teachers and core content teachers receive that relates to supporting English Learners.

For identification of an EL when a student may have a disability that precludes him or her from accessing all parts of the ELPA21 Screener, our plan is to:

- Administer any sections the student is able to access.
- If the student is unable to access any sections of the assessment or if the results are inconclusive, district staff will collect evidence of the student's English language proficiency with other measures, e.g., formative assessments, observations, and other tools that document the student's ability to communicate in English.
- Having gathered that information, collection of evidence, the student's IEP team and an EL teacher will decide whether they think the student is an English learner and discuss appropriate services, as well as communicate that to parents.

ELSWD, Recent Arrivers, and SIFE students' programs are developed on an individual basis. Students are monitored closely by EL staff and by SPED staff if they are ELSWD. Teachers and counselors work

together to monitor services and identify areas for additional support. Student growth and success are monitored through data teams in PLCs, in intervention groups, and by individual teachers.

**Section 5: Staffing and Resources (OCR section 5)**

Question #			
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).		
	School	Program	Number and Type of Staff
	Jefferson Elementary	<p>Explicit ELD in a Walk to Language Model. Consists of 30 full minutes of explicit English language instruction. Imagine Learning - used in small group instruction as a rotation station, two to three times a week.</p> <p>Bilingual IA supports teacher in a small group setting; IA also assists with maintaining EL files; parent communication, record keeping for entrance, exiting, monitoring, etc.</p>	11 ESOL Endorsed Teachers 1 Bilingual IA
	Jefferson Middle	<p>One period of ELD Attends and assists during registration, conferences, open house, family events, SPED eligibility meetings, IEP’s and any other meetings/events where support is needed.</p> <p>IA supports in a like manner and is available for assisting with translation needs.</p>	1.0 FTE Teacher 1.0 Bilingual IA
	Jefferson High	<p>One period of ELD One period of ELD Attends and assists during registration, conferences, open house, family events,</p>	1.0 FTE Teacher 1.0 Bilingual IA

		<p>SPED eligibility meetings, IEP's and any other meetings/events where support is needed. IA supports in a like manner and is available for assisting with translation needs.</p>							
47	<p>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.</p> <p>All three Bilingual IA's are highly qualified, even in non-title buildings. All are bilingual, bicultural.</p> <p>We value all of our teachers being ESOL certified. As such, all teachers who are teaching ELD have the ESOL endorsement.</p>								
48	<p>Describe what methods and criteria the district will use to determine the qualifications of instructional staff assigned to the language development program.</p> <p>All Instructional Assistants are Highly Qualified. Jefferson 14J requires all IA's to have two years of college or pass a skills test through Willamette ESD, that is approved by the state of Oregon.</p>								
49	<p>Describe the contingency plan for addressing staffing issues for the EL program (<b>include all specialized programs supporting ELs</b>). Include a plan for training, a schedule of training, a plan for recruiting qualified staff, and a schedule to have qualified staff in place.</p> <p>Jefferson values hiring teachers with the ESOL endorsement  Jefferson is also providing multiple opportunities for receiving professional development. Jefferson 14J is working with EL Achieve on providing all EL teachers with Systematic ELD Instruction and on-going support. Teachers receive 5 full days of instruction throughout the year, attend a symposium, and receive coaching support and access to all training materials. Additionally, Jefferson has contracted with WESD and with two local Instructional Coaches with expertise in ELD. Training is ongoing throughout the year.</p>								
50	<p>Describe the district's selected core ELP instructional materials and supplies available for the district's language development program.</p> <table border="1" data-bbox="370 1696 1490 1904"> <thead> <tr> <th>Instructional Materials Description</th> <th>Grade Level Students Benefiting</th> <th>Teacher Training on Materials</th> </tr> </thead> <tbody> <tr> <td>Jefferson Elementary: Systematic ELD</td> <td>K-5</td> <td>Five trainings spread throughout the year</td> </tr> </tbody> </table>			Instructional Materials Description	Grade Level Students Benefiting	Teacher Training on Materials	Jefferson Elementary: Systematic ELD	K-5	Five trainings spread throughout the year
Instructional Materials Description	Grade Level Students Benefiting	Teacher Training on Materials							
Jefferson Elementary: Systematic ELD	K-5	Five trainings spread throughout the year							

			Ongoing support by district hired coaches.
	Jefferson Middle and High	National Geographic: EDGE	Teachers attend Sys ELD training on ELD; Teachers attend WESD ELD trainings; Instructional Coaches support throughout the year.
51	<p>Describe the district’s plan for regular and on-going review of district ELP materials and the timeline associated with the review. <b>Include all instructional materials for all programs supporting ELs.</b></p> <p>Systematic ELD units are new to Jefferson. Previously, Jefferson Elementary did not have a dedicated ELD curriculum. In looking at our data, and with new leadership, acquiring a dedicated curriculum for ELD became a number one priority. Leadership will continue to gather data and evaluate the progress made using the new units.</p> <p>Jefferson middle and high schools recently purchased a new curriculum, National Geographic’s EDGE. Teachers are seeing more engagement and find the curriculum effective in teaching ELD. Teachers will continue to evaluate data in monthly PLC’s to set goals and determine progress.</p> <p>Administrators meet weekly and conduct building walks to look at data and determine growth. EL data is one of the sets administration will continually review and provide feedback on.</p>		
52	<p>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.</p> <p>Jefferson School District is committed to make sure all students have the instruction and materials required for students to access their education. The school district has spent the last 10 years not investing in new resources for most subjects. That has now changed and is set as a budgeting priority. Our Strategic Plan and Budget Plans are combined to ensure our goals are funded appropriately. We are investing in ELD materials and PD and will continue to do so. Should we have a funding shortage, the district and the board is committed to using contingency funds to support as deemed necessary.</p>		

## Section 6: Transition from English Language Development Program (OCR step 6)

Question #	
53	<p><b>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.</b></p> <p>Proficiency is attained once the EL student achieves Proficient on the ELPA21.</p> <p>Special Considerations:</p> <p>Some students who qualify for the English Learner Program, and who also have a documented learning disability or communication disorder, may never be able to score at the “proficient” level in all four modalities of the ELPA21 (speaking, listening, reading and writing) due to their disability. Such students should be exempted from those portions of the ELPA21 that assess proficiency in modalities that are significantly impacted by the student’s disability on a case by case basis. The student’s overall proficiency should then be judged based on the student’s skills in modalities that are minimally impacted by the his or her disability. (For example: a student with a significant disability in reading and writing may score “proficient” on the ELPA21 in speaking and listening--and thus be considered to have demonstrated “proficient” English skills. )</p> <p>Any decision to exempt an English learner with disabilities (ELSWD) from a portion of the ELPA21 should be made as part of the student’s regular IEP meeting, with input from the EL teacher, and recorded under the “State Testing” portion of the IEP. This process should be completed and reported to the district’s state test coordinator prior to ELPA21 testing each year.</p>
54	<p><b>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.</b></p> <p>At this time, Jefferson follows guidance provided by Executive Numbered Memo 004-2018-19 RE: English Learner Exiting Policy Change</p> <p>In this, the ODE has stated that, “ELs may only be exited from an EL program if they receive a proficient score on Oregon’s ELPA21.” This pertains to ELSWD students as well.</p> <ol style="list-style-type: none"> <li>1. Participation in ELPA21</li> </ol>

	<ul style="list-style-type: none"> <li>a. ELSWD or ELs with 504 plans may be exempted from one to three language domains based on their Individualized Education Plan (IEP)/504 Plan.</li> <li>2. Scoring proficient on Oregon’s ELPA21</li> <li>3. Exiting from the EL Program</li> </ul>
55	<p><b>Describe the staff responsible and their role in the exiting process.</b></p> <p>The ELD teacher at both the middle and the high school receive the ELPA21 data and are responsible for changing the classification to Exiting/Monitoring Year 1, for students who score Proficient on the assessment. At the elementary school, the EL Bilingual IA/Testing Coordinator gathers data on students and makes any changes in status.</p>
56	<p><b>Describe how and where the documentation of the district’s exiting procedures will be maintained, and who is responsible for maintaining the documentation.</b></p> <ul style="list-style-type: none"> <li>- The ELD teacher updates the student information system recording the date of exit. Data, letters to parents, monitoring forms are all kept in an EL student file at the school. This file follows the student to each school when they are promoted and given to the ELD teacher at that school.</li> <li>- ELD staff notify the teaching staff about the students who have exited from EL services</li> </ul> <p>After 4 years of monitoring EL staff update the student information system</p>
57	<p><b>Describe how parents are included in exiting decisions, and how the district communicates with parents that their student has obtained English proficient or not.</b></p> <p>EL staff sends notification of exited students to parents, the district office, and relative building staff as soon as a student meets the exit criteria. Parents are notified of the student’s change in status, using the EL Exit Notification Letter. Each building list is sent to the principal within the first week of school at the beginning of the year and within the first week of each subsequent term. The Federal Program Secretary receives a copy of all of the EL Exit/Monitoring Lists for the district on the same schedule. ELD staff (including Bilingual IA/Testing Coordinator at JES) notifies the teaching staff about students who have been exited from EL services.</p>
58	<p><b>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).</b></p> <p>The district monitors students exited from active ELD services for four years. Monitoring consists of a quarterly review at grading periods of the academic progress of exited students by the ELD teacher (Classroom teacher and Bilingual IA/Testing Coordinator at JES) and the principal. Notices are sent to classroom teachers as a follow up when</p>

	<p>concerns arise about poor grades to see if this is language related, or if there is another reason. The team then looks at data and follow the process outlined below.</p>
59	<p><b>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.</b></p> <p>When monitored students are under-performing, the ELD teacher looks at their quarterly grades and meets with the principal to discuss the concerns.</p> <p>Notices are then sent to the student’s teachers to learn more about the reasons for the poor performance. Once the data is gathered, and if the ELD teacher is concerned that the issue warrants further discussion, a team is gathered to look at grades, assessment data, class work, and an interview with the student to understand why he/she is not performing up to standard. At this point, if it is determined that more support in ELD is needed, the student may be placed back into the program. If there are other reasons unrelated to understanding the academic language of the class, then other supports and strategies are discussed at that time.</p>
60	<p><b>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.</b></p> <p>Monitored students can be involved in intervention groups at the elementary level and at the secondary level if they are unsuccessful in core curriculum. EL students have access to tutoring and to, after-school supports as needed.</p>
61	<p><b>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.</b></p> <p>A team, including the teacher of ELD and an administrator, is convened when there is a parental request to decline services for an EL student, who has not met exit criteria, from EL services. Parents and secondary students are invited to attend these meetings. The district will attempt to identify and help resolve any conflict that might have prompted this request. The district will not; however, interfere with the parent’s right to withdraw their child from ELL services. Students who leave EL services, due to parent request before they have met the exit criteria, must participate in annual ELPA21 testing until they reach English proficiency.</p> <p>Additionally, these students will be identified in student formative assessments, Data Teams, and the ELD teacher will include these students in their review of quarterly grades at the secondary level, to monitor growth. Should the student need extra support, the team will assemble to discuss ways the student can be supported. Additional conversations may be initiated by the team to the parents to explore bringing the student back into ELD at this time.</p>

62	<p><b>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.</b></p> <p>Throughout the process of monitoring, parents will be informed either at parent conferences and/or a letter sent home annually, describing the progress of the student, and whether or not concerns arise within those four years. If the results of the monitoring indicate that an exited student is encountering language proficiency difficulties that impact learning, a team, consisting of EL staff, a general education teacher ( especially at elementary), the parent, and the principal (or designee) is convened. EL teacher in each building is responsible for sending the letter and any follow up conversation.</p>

**Section 7: Equal Access to Other School District Programs (OCR step 7)**

Question #	
63	<p>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.</p> <p>Every Wednesday, teachers gather to collaborate and look at data. It is in this Data Teaming process that students needing additional support are identified. Likewise, teachers review Dibels formative assessments to see if students are showing a lack of progression. When an EL student is discussed as not showing progression, the ESOL certified teacher is present and involved in the discussion. Teacher teams discuss strategies and if the student continues to show a lack of progression within 4 weeks, they are referred to RTI interventions. Classroom interventions are monitored by the classroom teacher. Once a student is referred to RTI the student’s progress is monitored by the classroom teacher and the Reading Interventionist.</p>
64	<p>Describe how ELD teachers are included in the IEP process during pre-referral and IEP team meetings for ELSWD.</p>



	<p>At Jefferson Elementary, all teachers who have ELs are ESOL Endorsed and trained in Systematic ELD. When an EL student is showing a lack of progress and is going through the pre-referral process, the classroom teacher is involved throughout the entire process including being part of the IEP team. It is essential for us to ensure EL students are properly identified, and having the classroom teacher present to discuss language progression and strategies used, etc., is valuable input for making decisions.</p>
65	<p>Describe the process for determining the best ELD educational program is selected for each ELSWD.</p> <p>When the student becomes a focus of concern, ELL staff prepares for a Team Review by gathering the following pre-referral information:</p> <ul style="list-style-type: none"> <li>- Review of Home Language Survey</li> <li>- Review of Attendance, Behavior, and Academic Records</li> <li>- Review of Language and School Experience Screening information</li> <li>- Review of ELPA21</li> <li>- Summary of teacher and/or parent concerns, including comparison to EL peers with similar school experiences and to development of siblings (Parent Interview) Teacher Survey Rubric</li> <li>- Summary of Responses to Interventions (frequency, intensity, duration, and fidelity)</li> <li>- Writing sample scored using ELD Rubric</li> <li>- Medical and developmental history completed through family interview, when pertinent to concerns</li> <li>- Administration of Woodcock Munoz Spanish Version (when home language is Spanish)</li> <li>- Assessment of native language proficiency, when feasible, for speakers of other languages</li> <li>- Acculturation Quick Screen and Sociocultural Checklist</li> </ul>
66	<p><b>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.</b></p> <p>Jefferson School District 14J is committed to ensure parents have complete understanding of the IEP process and documentation. Procedural Safeguards are printed in the native language of the parents and parents are offered time with the Special Education staff and translator to answer any questions the parent may have. In addition, all documents sent home to the parent are in the parents native language with contact information of the appropriate staff to contact if they have questions.</p>

	<p>During any meeting a translator is provided for the parent in their native language. The translators are provided training to ensure consistent translation of educational meetings.</p>
<p>67</p>	<p><b>Describe the district’s procedures for identifying ELs as Talented and Gifted. Include the steps, assessments, timeline, and person(s) responsible.</b></p> <p>The district provides gifted education for students who score at the 97th percentile on a standardized test of intelligence and/or achievement in the areas of Mathematics and/or Reading, corroborated by supportive evidence from district and statewide assessment in addition to classroom performance. The district also makes an effort to identify students who may meet atypical eligibility standards, with a cognitive or academic score between the 95th and 97th percentile augmented by supportive evidence of exceptional ability and/or talent. EL students are included in the general district screening and referral processes for the gifted program. When the student emerges as a possible candidate for the gifted program, the following pre-referral information is gathered:</p> <ul style="list-style-type: none"> <li>- Review of Home Language Survey (Appendix A, As)</li> <li>- Attendance history and academic records</li> <li>- EL testing data</li> <li>- Summary of teacher and/or parent information and recommendations</li> <li>- Administration of Woodcock Munoz Spanish Version (when home language is Spanish).</li> <li>- Assessment of native language proficiency, when feasible, for speakers of other languages.</li> </ul> <p>When an ELL student is referred for gifted evaluation, standardized tests of non-verbal intelligence are used with directions provided by an interpreter from the student’s home language. Assessment in reading, mathematics and intellectual ability for students who may be talented and gifted is a team process. The team uses standardized test data, the results of the Woodcock-Munoz in both languages, and curriculum-based measures as well as response-to-intervention information provided by parents and teachers. Referred students are observed in all content areas for rate and level of learning. The following information is gathered when evaluating an EL student for the gifted program:</p> <ul style="list-style-type: none"> <li>- All pre-referral information</li> <li>- Student interview, when appropriate</li> <li>- Observations, curriculum-based assessment, and response to interventions over time</li> <li>- Progress in the content areas with a special focus on Reading and Math</li> <li>- Achievement testing in language of instruction</li> </ul>

	<p>- Cognitive testing in non-verbal, non-culturally loaded instruments (the TONI, UNIT and the non-verbal portion of the KABC-2)</p> <p>If the team determines that a student is eligible for gifted services, the classroom teacher differentiates instruction in all identified subject areas.</p> <p>Students are referred for TAG by classroom teachers. Each building has a TAG coordinator.</p>
68	<p>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.</p> <p>Sheltered English Instruction (SEI) Approach: At the elementary level, students are clustered into grade level general classrooms with teachers who have an ESOL endorsement, and when possible, SIOP or GLAD training. At the secondary level many teachers have had SIOP training, some have an ESOL endorsement, but it is not always possible to cluster students because of low ELL numbers and different needs for core curriculum. Currently, teachers are receiving instruction in Academic Conversations and receiving strategies on how to shelter instruction and plan lessons to allow all students access to the curriculum.</p>
69	<p><b>Describe the district’s procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs).</b></p> <p>Jefferson Elementary School is a school wide Title program and all students are eligible. Students are screened for interventions based upon Dibels scores through a Data Team approach every month. Students who do not meet benchmark are scheduled into intervention groups. The system is essentially the same as described in question 63.</p>
70	<p><b>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)</b></p> <p>Jefferson School district is committed to improving graduation rates for all students. The 2017-18 school year resulted in 100% of EL students graduating in four years, with a three year average of 78.3%. The percentage of students graduating in 2017-18 as 5th year graduates was also 100% with a three year average of 93%.</p> <p>While we are encouraged with 2017-18’s data, we know that we must focus and be very intentional in supporting our ELs to graduate. As such, the principal and EL teacher meet multiple times a year to review students in the EL program, Monitored students, forever EL students, SIFE, Recently Arrived and ELSWD progress. They review state assessments, ELPA21 scores and progress in acquiring credits. One area we will continue to focus on is the ELSWD as the students with disabilities group graduation rate is lower overall.</p>

## Section 8: Parent and Community Involvement

Question #	
71	<p><b>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).</b></p> <p>Jefferson ensures parents are informed of their child’s placement in the district’s EL program within 30 days of registering at the beginning of the year and within two weeks of registering once the school year has begun in a language they can understand, via the parent notification letter. Currently, designated bilingual support staff at each building are responsible for sending the letter and any follow up conversations.</p> <p>At the end of the year, parents are informed of their child’s English language acquisition progress in a language they can understand. The ELPA21 results are mailed to parents either in both English and Spanish when results are available.</p>
72	<p><b>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.</b></p> <p>All EL students and parents are notified of programs, events, services, supports, in a language they can understand. EL students have equal opportunity and are encouraged to participate in extracurricular and non-academic activities, such as athletics, clubs, music, theater, class trips, Wednesday Academy CTE offerings, outdoor school, etc.</p> <p>Students and parents are given information using the same mechanisms all students receive information, except it is provided in a language they can understand - which, currently for Jefferson, is Spanish. For example, postings in the community newsletter is done in both English and Spanish. Postings at school are done in both languages. Bilingual support staff also reach out to parents and provide information in Spanish.</p>
73	<p><b>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 parents to be able to participate in their student’s education?</b></p> <p>Jefferson has a bilingual Federal Programs Analyst at the district office who provides translations of many of documents and notices that occur districtwide. Each school also has bilingual staff assigned to translate simple notices and interpret for building leadership and</p>

	<p>teachers when needed, like at parent conferences and events. Additionally, the district contracts with an organization that performs translations for items that are large and that may require better quality translation.</p> <p>All school-to-home documents are written in both Spanish and English, including all information relating to registration and school services.</p> <p>The process used to determine and prioritize which documents need translating, is done by conferring with building principals and central office staff.</p>
74	<p><b>Describe the district’s procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools?</b></p> <p>Jefferson 14J does not have a private school in its boundary area. Not applicable.</p>
75	<p><b>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.</b></p> <p>Jefferson 14J does not have a private school in its boundary area. Not applicable.</p>
76	<p><b>Describe the progress in sharing the ODE EL Legislative Report with parents, School Board members, community members, and staff annually.</b></p> <p>The EL legislative report is shared with the School Board, the meeting following the release. The report is posted on the district website following the board meeting and is posted in each building. The Report is shared with staff in a monthly staff meeting, and with parents at the monthly Latino parent meeting.</p>
77	<p><b>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.</b></p> <p>The process of locating parents to participate in schools began last school year (2018-19), when a concerted effort was made to organize a regular Latino Parent night. At these meetings, an effort to recruit parents into leadership roles was offered. As yet, no parents have accepted, but we will continue to offer and support parents in this way in the coming years. Our hope is that as parents become more comfortable meeting and getting to know district leaders, they will want to help out in these ways.</p>

## Section 9: Program implementation Evaluation

Question #	
78	<p><b>Describe the district’s program evaluation process of the implementation of district’s EL Plan.</b></p> <ul style="list-style-type: none"> <li>○ <b>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:</b> <ul style="list-style-type: none"> <li>▪ <b>Include whether the evaluation determines if staff have followed applicable procedures and service requirements, including procedural and service requirements (frequency, timeliness, and documentation).</b></li> <li>▪ <b>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.</b></li> </ul> </li> </ul> <p>Evaluation of programs is very important as it helps us understand strengths and areas needing improvement. The actions listed below will be part of a systematic approach to how we will review and evaluate the program on a yearly basis. Beginning in the 2019-2020 school year we are implementing an annual file and procedures review. This will take place at the end of the school year. The steps in the review will include:</p> <ul style="list-style-type: none"> <li>- Each ELD teacher will do a file review in their schools. At Jefferson Elementary, the EL Bilingual Specialist will perform the review along with the principal. The Federal Programs Secretary will perform a random file review in at least 2 schools to determine if procedures for identification, placement, monitoring and exiting are being followed with fidelity.</li> <li>- Parent focus group, facilitated by the district, and/or a parent survey.</li> <li>- Collection of any complaints about the EL program from parents, students or staff</li> <li>- Dedicated time (release day) for EL staff at each school to gather formative assessment information and to do a review and analysis of results.</li> <li>- If deficit areas are found in the identification, placement, monitoring or exit procedures, the EL staff and the principals of the school, will make a plan to implement changes in the fall of the next school year</li> </ul>

	<ul style="list-style-type: none"> <li>- Share results and adjustments with building staff and administrators.</li> <li>- Administrators meet weekly to look at data and results from surveys. When EL data and survey results are gathered, administrators will collectively review and discuss what changes, if any, are necessary.</li> </ul> <p>Update district ELL Plan as needed.</p>
79	<p><b>Include the evaluation of the district’s identification process. Did the district meet the timelines for each step of the district’s identification process?</b></p> <p>The district is currently meeting timelines for each step of the identification process. With new administration at the district office and in two schools, we are currently undergoing a complete review of our program systems to ensure both compliance and fidelity of implementation. We will review systems in the fall of each year, and evaluate periodically by having the Federal Programs Secretary check for completion and fidelity of the identification process.</p>
80	<p><b>Include the evaluation of the student initial identification assessment process. Did the district administer the identification screener timely?</b></p> <p>The districts goals of having students evaluated within the first 30 days of school at the start of the year and within two weeks for students enrolling after the start of the year have been met.</p>
81	<p><b>Include the evaluation of placement in EL program services to all students with identified language needs.</b></p> <p>The districts goals of having students evaluated within the first 30 days of school at the start of the year and within two weeks for students enrolling after the start of the year have been met.</p> <p>The Federal Programs Secretary connects with Office Managers and counselors at each school to ensure proper placement has occurred and on a timely manner.</p>
82	<p><b>Include the evaluation of adequate staff and materials that is consistent with the district’s EL program of service.</b></p> <p>In 2018-19 we completed a review of staffing and resources and found that more was necessary to be consistent with our goals. As such, we changed our structure and provided additional EL staffing at the elementary school, we hired a Federal Programs Secretary, and we purchased both a new curriculum and professional development in ELD to ensure all teachers of ELs are properly trained to provide language instruction.</p> <p>In the coming years, we will closely monitor our data and our resources to ensure EL language proficiency growth is occurring.</p>

83	<p><b>Include the evaluation of the district’s exiting/reclassification process for students transitioning from the EL program.</b></p> <p>With new administration we are looking very closely at all our systems. Ensuring EL students are exiting and being reclassified is happening by designated personnel at each school. That system, however, is being reviewed in the 2019-20 school year which includes having the EL team looking at exiting/reclassification data, having all EL staff receiving pertinent ELPA21 data and setting language targets, ensuring that the proper procedures are in place and that monitoring is occurring as described. We know from discussing with school staff that these systems are in place and functioning, but we are taking the next year to examine how well they are functioning and what needs to happen, if anything, to improve.</p>
84	<p><b>Include the evaluation of the district’s monitoring practices for students who have transitioned from the EL program for each year of monitoring.</b></p> <p>The answer to this question mirrors the answer to the above question related to exiting and reclassification, since we view this process as an extension of the other.</p> <p>With new administration we are looking very closely at all our systems. Ensuring EL students are exiting and being reclassified is happening by designated personnel at each school. That system, however, is being reviewed in the 2019-20 school year which includes having the EL team looking at exiting/reclassification data, having all EL staff receiving pertinent ELPA21 data and setting language targets, ensuring that the proper procedures are in place and that monitoring is occurring as described. We know from discussing with school staff that these systems are in place and functioning, but we are taking the next year to examine how well they are functioning and what needs to happen, if anything, to improve.</p>
85	<p><b>Include the evaluation of EL parent participation in school/district decision making groups and the district’s recruitment practices.</b></p> <p>The participation of EL parents in school leadership is in its infancy. Last year, with a new superintendent and two new principals out of three schools, we began reaching out to our Latino parents. Two well attended parent meetings occurred where the superintendent asked parents questions about how we can improve services and communication. Part of the discussion involved asking parents to attend and become involved in the schools decision making process. As such, we have had no parent volunteer and we are still identifying structures for receiving parent leadership support.</p>



	<p>Our goal in the 2019-20 school year is to establish a regular district parent meeting; for principals to create committees where parents can provide input and where EL parent participation can be established.</p>
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**Student Performance Evaluation – English Language**

Question #	
86	<p><b>Describe the district’s rate of ELs acquiring English language skills. Is the pace consistent with the district's EL program goals or expectations?</b></p> <p>70 % of our EL students moved up one or more language proficiency levels as measured by the ELPA21 by spring 2017.</p> <p>13 % of our LEP students attained English proficiency as measured by the ELPA21 by Spring 2017.</p> <p>11 % of students who have been in an ELL program for 5 years or more attained English proficiency as measured by the ELPA21 by Spring 2017.</p> <p>The pace of language acquisition is not consistent with our goals or expectations. Jefferson 14J will be focusing on improving our program K-12 to significantly improve growth in language acquisition so that all regular education EL students achieve proficiency in 5-7 years, and our EL students with disabilities achieve language proficiency within 7-9 years.</p>

<p>87</p>	<p><b>Describe the district’s rate of language development progress compatible with the district’s objectives for academic (core content) progress.</b></p> <p>Currently, English Learners at <b>Jefferson Elementary</b> who are meeting or exceeding standards in Language Arts: 11.5% compared to 44.5% of White students.</p> <p>Math: 5% compared to 29.6% of White students</p> <p>Currently, English Learners at <b>Jefferson Middle School</b> who are meeting or exceeding standards in Language Arts: 13% compared to 44.1% of White students.</p> <p>Math: 25.5% compared to 39.9% of White students</p> <p>(Note: While our achievement data fails to meet standard, our growth data is almost consistent with our White student population)</p> <p>Currently, English Learners at <b>Jefferson High School</b> are not rated due to the low number of students.</p> <p>In looking at this data and comparing it with our language acquisition data, there seems to be a direct correlation between a lack of language proficiency and underperformance in core subject areas.</p>
<p>88</p>	<p><b>Describe how the ELs are performing in English language skills compared to the district’s goals and standards.</b></p> <p>Jefferson 14J sets as a goal for all students to meet or exceed in ELA as reported in our SBAC assessments. Currently, district-wide, the majority of Jefferson students are under-performing in ELA according to the Oregon Report Card Academic Achievement Details. Accordingly, our EL students are performing even below our White student population. Our goal as a district is to bring all students to meet proficiency.</p>
<p>89</p>	<p><b>Describe how the district’s ELs are progressing in English language skills so they will be able to successfully handle regular coursework.</b></p> <p>EL students are monitored closely both by EL staff but also by the counselors and principals in their general education coursework. The building administrators meet with EL staff multiple times a year to monitor progress of students. the 4 and 5-year graduation rate reflect that our practices have shown to impact student progress and graduation.</p>
<p>90</p>	<p><b>Describe how the monitored ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework.</b></p> <p>All EL students, monitored, forever or current students receiving EL services are monitored for progress in the general education curriculum. Data teams monitor all</p>

	students' ability to progress in the general education coursework. The team includes the EL staff as well as the building administration to ensure that any changes that need to take place are not delayed in implementation.
91	<p><b>Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.</b></p> <p>All EL students, monitored, forever or current students receiving EL services are monitored for progress in the general education curriculum. Data teams monitor all students' ability to progress in the general education coursework. The team includes the EL staff as well as the building administration to ensure that any changes that need to take place are not delayed in implementation.</p>

**Student Performance Evaluation – Academic Performance**

Question #	
92	<p><b>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.</b></p> <p>Our goal as a district is to bring all students to meet proficiency.</p> <p>Currently, English Learners at <b>Jefferson Elementary</b> who are meeting or exceeding standards in Language Arts: 11.5% compared to 44.5% of White students.</p> <p>Math: 5% compared to 29.6% of White students</p> <p>Currently, English Learners at <b>Jefferson Middle School</b> who are meeting or exceeding standards in Language Arts: 13% compared to 44.1% of White students.</p> <p>Math: 25.5% compared to 39.9% of White students</p> <p>(Note: While our achievement data fails to meet standard, our growth data is almost consistent with our White student population)</p> <p>Currently, English Learners at <b>Jefferson High School</b> are not rated due to the low number of students.</p>

	In looking at this data and comparing it with our language acquisition data, there seems to be a direct correlation between a lack of language proficiency and underperformance in core content knowledge.
93	<p><b>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.</b></p> <p>In short, Jefferson 14J has in the past, not placed the focus and intentionality necessary to ensure current, monitored, and former EL students are achieving at rates consistent with all other students. The data shows us that all EL students are under performing relative to their peers.</p> <p>With new leadership, a new Strategic Plan, new curriculum and a focus on data teams, we feel confident that growth in both ELD and in Core Content will improve significantly.</p>
94	<p><b>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.</b></p> <p>Jefferson 14J staff will use a combination of assessments and teaming to look closely at student data throughout the year. This practice was not used in the past, and we believe our focus and intentionality with data and creating formative assessments, monitoring growth, and adjusting will make a difference in growth and achievement.</p> <p>Summative Assessments:</p> <p>SBAC Scores</p> <p>ELPA Scores</p> <p>Individual Unit Assessments per grade level</p> <p>Formative Assessments:</p> <p>Elementary: DIBELS; Imagine Learning data; formative assessments created by teachers and reviewed in data teams monthly.</p> <p>Secondary: Unit exams; data teams; formative assessments created by teachers.</p>

**Program Improvement/Modifications**

Question #	
95	<p><b>List any identified concern(s) based on this evaluation.</b></p> <p>Our language growth data and our core content progress is far below what we expect and desire. With that stated, however, we are confident that with the focus on both data and instruction over the next two to three years, we will be seeing significant growth.</p>

	<p>ELs have not been a priority in the past. We are looking to change that to ensure all teachers are language teachers and supporting the growth of ELs.</p> <p>Parent involvement in understanding the EL program and contributing to the program has, in the past, been practically non-existent. We have created a Latino Parent Club and are working diligently to correct this.</p> <p>Jefferson Elementary School has not had ELD curriculum or a focus on ELD throughout the school. We are changing that in 2019 to ensure all teachers have ELD training and new curriculum. We will also be providing coaching to teachers throughout the year.</p> <p>Systems for identification of EL students with disabilities (ELSWD): Our concerns has been in the area of under or over identification. We have created forms and systems to make this process much more sound and informative for teachers.</p>
96	<p><b>Describe how the district will address the concern(s).</b></p> <p>To elaborate on the above statement we will address the concern in the following ways:</p> <ol style="list-style-type: none"><li>1. Data Teams will review EL data on a monthly basis and make decisions based on the data.</li><li>2. All teachers of ELs will receive Systematic ELD instruction and AVID WICOR instruction for assisting ELs in core subject areas throughout the 2019-2020 and beyond.</li><li>3. New curriculum and a new approach to ELD instruction</li><li>4. New systems and supports for teacher to help identify concerns and potential ELSWD students.</li><li>5. Administrative teams will be meeting regularly to review data, walkthrough schools to see instructional PD elements are being implemented with fidelity and working with staff in PLCs to support ELs.</li></ol>