

EL Plan Template for SD Use

District #: Dallas School District #2

Date: 2-14-18

Section 1: District Demographics

The Dallas School District consists of two K-3 grade elementary schools, one 4-5th grade elementary school, one 6-8th grade middle school, and one 9-12th grade high school. In addition, the district also charters two schools who serve students in grades K-8th grade and works with Polk County Adolescent Day Treatment program. With an enrollment of 3,211 students (Question 1, 2)

(Question 3)

D21A Enrollment by Building & Ethnicity & Gender (on a given date)

Feb 1, 2018

As of: Jun 1, 2017 12:00 AM

Student Count	ASIAN		WHITE		AMERICAN INDIAN/ALASKAN NATIVE/HISPANIC/LATINO		BLACK/AFRICAN AMERICAN		HAWAIIAN/PACIFIC ISLANDER		Total (for building)
	F	M	F	M	F	M	F	M	F	M	
Dallas Community School	1	1	70	72	3	3	2	2	2	0	156
Dallas High School	11	13	351	412	44	47	5	2	4	5	894
LaCreole Middle School	3	10	271	292	21	37	8	7	2	1	652
Luckiamute Valley Charter Schools	0	1	85	79	8	9	1	3	2	0	188
Lyle Elementary School	1	2	166	195	21	27	2	1	0	1	416
Morrison Campus Alternative Program	0	0	24	23	5	2	0	1	0	0	55
Oakdale Heights Elementary School	1	3	167	173	10	13	4	3	1	0	375
Polk Adolescent Day Treatment Center	0	0	5	6	2	5	0	0	0	0	18
Whitworth Elementary School	1	4	179	215	26	23	1	4	1	3	457
Total (for Ethnicity)	18	34	1,318	1,467	140	166	23	23	12	10	3,211

Languages Spoken in District (Question 4)

Language	Number of speakers
Chinese, Mandarin	3
French	3
German	1
Italian	1
Korean	1
Multiple Languages	4
Russian	1
Spanish	83
Vietnamese	2

Number and Percentage of ELs (Question 5)

School	Number	Percentage
Dallas High School	4	.3
Morrison Alternative	0	0
LaCreole Middle School	11	1.7
Whitworth Elementary	7	1.5
Lyle Elementary	19	4.6
Oakdale Elementary	2	0.005
Luckiamute Valley Charter School	3	0.02
Dallas Community School	0	0
Polk Adolescent Day Treatment Center	0	0

ELSWDs with an IEP (Question 6)

13 ELs on IEPs- 4 Speech/Language and 9 LD

0 ELs with 504 Plan

ELs Enrolled in Talented and Gifted Program (Question7)

0 ELs enrolled

List of Schools (Question 8)

- Whitworth Elementary School- School-Wide Title IA School
- Oakdale Elementary School- School-Wide Title IA School
- Lyle Elementary School- School-Wide Title IA School
- Morrison Alternative Program- Alternative High School Program
- Polk Adolescent Day Treatment Center- Alternative School
- Dallas Community School- K-8 Charter School
- Luckiamute Valley Charter School- K-8 Charter School

	ELs		ELSWD		ELs 5+ Years	
ELs Showing Growth on ELPA21 (Question 9)	15/31	48%	2/10	20%	0/4	0%
ELs Exiting as Proficient (Question 10)	4/31	13%	0/31	0%	na	na
Number of ELs in Year 1 Monitoring (Question 11)	4					

Number of ELs in Year 2 Monitoring (Question 12)	7
Number of ELs in Year 3 Monitoring (Question 13)	10
Number of ELs in Year 4 Monitoring (Question 14)	5
Number of Former ELs (Question 15)	12
Number of ELs Re-entered (Question 16)	0

Number of Monitored ELs Meeting/Exceeding State Academic Standards (Question 17)

	English Language Arts				Math			
	ELs		ELSWD		ELs		ELSWD	
Year 1	0/4	0%	na	na	0/4	0%	na	na
Year 2	0/4	0%	na	na	0/4	0%	na	na
Year 3	5/10	50%	na	na	4/6	67%	na	na
Year 4	2/3	80%	na	na	1/3	33%	na	na

Number of ELs (5+ Years) Not Reaching Proficiency (Question 18)

Year	All ELs	ELSWD
5	13	5
6	2	1
7	0	0
8	2	1
9	2	1

Waived Services (Question 19)

11/56	20%
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Section 2: School District Information on Program Goals

Educational Approaches Used Within the District (Question 20)

School	English Language Acquisition	Core Content
Dallas High School	ELD Class Period	Sheltered Instruction
LaCreole Middle School	ELD Class Period	Sheltered Instruction
Whitworth Elementary	ELD Push In	Sheltered Instruction
Lyle Elementary	ELD Pull Out	Sheltered Instruction
Oakdale Elementary	ELD Push In	Sheltered Instruction
Luckiamute Valley Charter School	ELD Pull Out	Sheltered Instruction

Research Support (Question 21)

The District's long term goal for English learners making progress toward English language proficiency is 90% by the 2024-25 school year. The District's baseline currently mirrors the state. Thus to meet the 90% target by 2024-25 a yearly growth of 5.625% points will need to occur. (Question 22)

The District's long term educational goal for core content knowledge is based on the English/Language Arts SBAC and the Mathematics SBAC. The content knowledge goal for each area is 90% proficient by 2024-25. (Question 23)

Currently 20% of Dallas School District English learners are meeting the ELA standard. To reach the goal of 90 percent by 2024-25 a yearly growth of 8.75% will need to occur.

Currently 16% of Dallas School District English learners are meeting in the Mathematics standard. To reach the goal of 90 percent by 2024-25 a yearly growth of 9.25% will need to occur. Move to Eval Section 9

ELPA 21 will be the primary assessment used to determine the effectiveness of English Language Proficiency. Each year a chart will be created indicating student scores in each of the subtests as well as overall score to monitor growth in all areas. (Question 24)

The English/Language Arts SBAC and Mathematics SBAC will be the primary assessments used to determine the effectiveness of our program. At the primary grades the use of Imagine Learning assessments will help to determine progress as well. (Question 25)

The District will use the Measure of Academic Progress (MAP) growth assessments to progress monitor students in content area knowledge, three times a year. At the primary grades Imagine Learning Assessments will be use as well. Additional assessments will be used if determined as necessary on an individual student basis. (Question 26)

The district's educational goals for English Language Learners are the same as those of nonEnglish learner students. This is evidenced by the District's Mission Statement, "Working Together for All Students to Achieve High Levels of Learning". (Question 27)

The Dallas School District seeks to provide all students with an education that will enable them to either enter the workforce directly or continue on in their education either through trade school, community college or university. To that end, the Dallas School District has worked to increase CTE pathways for our High School Students over the course of the past two years. Measure 98 funds are being used to increase access for all students in CTE coursework. (Question 28)

Section 3: Identification of Potential English Learners

Every student who enrolls in the Dallas School District is required to fill out a Language Use Survey as part of the registration process. Any student who has a home language other than English noted is referred for evaluation to determine if they are LEP and therefore eligible for English Language services. Students of Native American or Alaskan descent may be eligible regardless of home language and are therefore also considered for potential services. Teacher and/or parental recommendations are also taken into account in identifying Native American students who may benefit from participation in the EL program. The EL Coordinator arranges for the ELPA21 Screener for these students in order to determine eligibility for the EL program. Whenever necessary, an interpreter is called to the office to assist parents needing support in completing the registration process. The following chart explains the process and timeline that is followed in the identification process. (Questions 29-31)

Identification of Potential English Language Learners		
Timeline & Procedure Step/Action	Person Responsible	Outcome/Documentation
District Registration Form (containing LUS) distributed to all enrolling students Beginning the 2018-2019 school year the state-approved LUS will be implemented (Question 29) Registration form offers an option for parents to choose whether to receive communication in English or an alternate language (Question 38)	School office staff	- District Registration Form (containing LUS) is completed by parent/guardian (with assistance from school staff as needed) and returned to school office - Registration form becomes part of student's permanent record file
August/September – Completed registration form is reviewed using district criteria to identify potential ELs	EL Coordinator Interpreter may participate to assist in communicating with the student's family	- If <u>any</u> of the following criteria are met, the student is referred for review as a potential EL: ✓ The answer to questions 1-4 on the LUS indicate a student had heard or uses an language other than English at home ✓ The student was born outside the United States ✓ Student ethnicity is Native American - Cues suggesting a student might be a potential ELL student (e.g. student comments, teacher observations, etc.) are also noted and forwarded to the EL Coordinator for follow-up.
September – Identified potential ELs are forwarded for assessment to determine if they are eligible to participate in the ELL program	EL Coordinator	

Timeframe

This identification process combined with the assessment process for ELs will be accomplished within 30 calendar days at the beginning of the school year and within 10 calendar days of enrollment at other times during the school year.

Identification of a potential EL with a disability will take place in the same manner described above with the addition of the staff necessary to meet the student's and family's needs. This may mean we reach out to our district special education staff or local ESD for support. (Question 32)

Assessment of English Learners

All students who have been identified as potential ELs are formally assessed using the ELPA21 Screener to determine English language proficiency. Students will be assessed within 30 calendar days at the beginning of the school year and within 10 days at other times during the school year. Students are referred for placement into the district EL program if they qualify under the state approved Beginning or Progressing. The EL Coordinator is trained to administer the ELPS21 Screener. Notices regarding initial placement or Services Not Required are mailed home to students' family. Every effort is made to notify parents of recommended placement based on assessment results in a language they can understand using templates from TransACT or having the letter translated by the contractor who provides translation for the district. Parents may accept or decline the recommended services. The printed report of the assessment scores and Parent Notification Letter are kept in the student's permanent education file. (Questions 33, 34, 36, 37, 38)

The assessment data is also shared with each student's core content teachers in order to inform them of the English language level of each EL in their class. Teachers who have received sheltered instruction practices (i.e. GLAD, SIOP) then work to ensure that each student receives access to the content classes at a level which is appropriate for them. (Question 35)

The following table outlines the district's assessment procedures at the time of initial identification or potential ELL students:

Assessment Procedures – Initial Identification of Potential ELL Students		
Timeline & Procedure Step/Action	Person Responsible	Outcome/Documentation
September: Identified potential EL student is administered the ELPA21 Screener	Trained & certified school personnel (EL Coordinator)	Assessment result (printout) obtained and becomes part of the student's permanent record file (Question 36)
September: Results of ELPA21 Screener assessment are considered to determine student's eligibility under district criteria for EL services	EL Coordinator	- If the following criteria is met, the student may be identified as an EL and eligible for ESL program services: ✓ Score of Beginning or Progressing - Student is determined not to be an EL and not in need of ESL program services: ✓ Score of Proficient on ELPA21 Screener (Question 33)
Students determined to be EL are referred for placement into the district's ELL program	EL Coordinator	EL Data Collection Sheet is created with appropriate information entered (need entry date, program entry date, etc.)

Transfer students who were receiving services at their prior school and who had not achieved proficiency, are automatically referred for placement into the district's ELL program		Student enters EL program and begins receiving services
Parents are notified of student eligibility or ineligibility for EL services Teachers are notified of students in their class who qualify for EL services; results of assessment are shared	EL Coordinator	- Appropriate form (in language parents can understand) is sent home to parents - Parental notification of Services for English Language Learners – Initial and Continuing - Parental Notification – Services for English Language Learners Not Required (These forms are downloaded from TransACT) (Question 37) - Copy of form placed in student's permanent education file
Parent may choose to decline or request a change to recommended services	Initiating parent Interpreter as needed	- Parent contacts school principal or District EL Coordinator to discuss recommended services - After meeting, if parent decides to decline EL services for the child, appropriate documentation (Parent Denial of Services form) is completed and placed in student's permanent record file
Students not receiving EL services (e.g. initially fluent, parent declined services, other) are noted	EL coordinator	Record created to reflect decision and placed in student's permanent record file
Required Paperwork including original language use survey, identification screener results and original parent identification communication storage. If paperwork was sent home in a language other than English, the English paperwork is stored.	EL Coordinator	All materials are place in the student's permanent record file (Question 39)
Timeframe		
Assessment process combined with the identification process for potential English Language Learners will be accomplished within 30 calendar days at the beginning of the school year and within 10 days at other times during the school year.		

Section 4: Program of Services for English Learners

Grade Level	Program Type	Where Services are Delivered	Who Delivers Services
Kindergarten	Push In	Classroom	Classroom Teacher with support/coaching from EL coordinator and support of Bilingual Educational Assistant
First	Pull Out	ELD Classroom	EL coordinator
Second	Pull Out	ELD Classroom	EL coordinator
Third	Push In	ELD Classroom	EL coordinator
Fourth	Push In	Classroom	Classroom Teacher with support/coaching from EL coordinator
Fifth	Pull Out	Classroom	EL coordinator
Sixth- Eighth	ELD Class Period	Classroom	EL coordinator delivers instruction
Ninth- Twelfth	ELD Class Period	Classroom	High school ELD teacher

Recent Arrivers	Pull Out	Classroom	EL Coordinator
ELSWD	Push In	Classroom	Classroom and SpEd Teacher with coaching/support from EL Coordinator

(Question 40)

Methods and Services (Questions 41, 42)

All Elementary (K-5) ELs are placed with a Cluster Teacher. Each grade level has one or more Cluster teachers who have either completed their ESOL endorsement or have had Guided Language Acquisition Design (GLAD) and/or Sheltered Observation Instruction Protocol (SIOP) training.

K-2 ELs use EL Achieve Systematic ELD as their adopted ELD curriculum.

3-5 ELs use EL Achieve Systematic ELD as adopted curriculum

At the secondary level ELs are placed in an ELA class with a teacher who has either completed their ESOL endorsement or has had Sheltered Observation Instruction Protocol (SIOP) training.

6-12 National Geographic with Newcomer Edition for Recent Arrivers as adopted curriculum, Sixth-eighths grades also use English 3D as supplemental materials

Professional Development (Question 43)

All teachers hired by the Dallas School District are required to attend SIOP training unless they already have an ESOL Endorsement. There are two options of training: release days during the school year or after school sessions. There are also opportunities for GLAD refreshers and unit planning. Teachers are given a survey at the end of the training asking about implementation during the training year and then periodically a follow up survey is sent to ascertain the level of implementation or to see what questions/ concerns teachers may have. Administrative walkthroughs are also one way implementation data is collected.

Criteria/ Amount/ Type of Services (Question 44)

After reviewing researched best practices (add reference to citation in section 2) and assessing the needs of ELs in the Dallas School District, program models were chosen to best meet those needs. The EL Coordinator provides short term pullout support for recent arrivers. Bilingual EAs assist in the classroom or core content classes on an as needed basis. This allows the student to adjust to a new culture while developing skills in English. This is often the time that allows students to learn and

practice survival English and meet peers in a non-threatening way. Depending on the student, support can range from several weeks to several months. Recent Arrivers are also supported by peer helpers to navigate things like lunch, lockers, recess, etc.

Elementary ELs receive their EL instruction through a Push-in or Pull -out model. K-third and fifth grade students are served in a pull out model which meets 30 minutes a day, four times a week. Fourth grade students are served in a push in model during the social studies block of instruction, 45 minutes a day 4 days a week. Sheltered instruction also occurs throughout the school day in all subjects. When needed the Bilingual EA will be scheduled into a classroom for additional support. The EL coordinator is also available for consultation, co-teaching and modeling lessons.

Sixth- eight grade ELs receive their instruction through a scheduled ELD class period. This class is taught daily for 70 minutes. Students are supported in their language development through the use of the ELPD standards and a strong emphasis on both written and oral academic language. Due to the nature of the middle school schedule, students do not get to choose and elective if they are in the ELD class.

High School ELs will be served in a pull out class taught by a teacher who has an ESOL endorsement with support from the EL Coordinator. Class periods are 55 minutes daily. This is equal to core instruction classes and results in elective credit.

Language and content needs for ELWSD are always part of a team decision. That team includes but is not limited to parents, student, special education teacher(s), homeroom or content area teacher(s), specialists (for hearing impaired, vision impaired, Autism, behavioral, etc) and a person knowledgeable about second language acquisition. Specific goals for language and content are written into the IEP. (Question 45)

Section 5: Staffing and Resources

Number and Category of Instructional Staff (Question 46)

Name of School	Program	Instructional Staff
Lyle Elementary (Grades K-3)	Pull Out ELD/ Sheltered Instruction	EL Coordinator 1 Kindergarten Cluster Teacher 2 First Grade Cluster Teachers 2 Second Grade Cluster Teachers 1 Third Grade Cluster Teacher 1 Bilingual Educational Assistant
Whitworth Elementary (Grades 4-5)	Pull Out and Push In ELD/ Sheltered Instruction	EL Coordinator 2 Fourth Grade Cluster Teachers 2 Fifth Grade Cluster Teacher
LaCreole Middle School	ELD Class Period	EL Coordinator 1 Bilingual Educational Assistant for support as needed
Dallas High School	ELD Class Period	EL Coordinator 9 th Grade ELA Teacher
Charter Schools		

Qualifications (Question 47)

The Dallas School District currently has one English Language Coordinator working in the EL program. She has:

- ESOL and Reading endorsements
- Attended training for working with English Language Students (Systematic ELD and Constructed Meaning)
- Certified as both GLAD and SIOP Key Trainers

The District EL Coordinator offers direct consultation and support to district staff working with ELs. This includes modeling lessons, co-teaching and working with students. District e-mail, google docs and periodic Cluster Teacher meetings have allowed the EL Coordinator to communicate with classroom teachers, answer questions about a specific student, strategy or resource as they come up as well as monitor student progress in a timely manner.

The EL Coordinator is responsible to ensure that the EL program is being implemented at both the district and school level. If discrepancies are found between the Program and its implementation, the EL Coordinator will work with the necessary administrators in developing and scheduling the implementation of necessary program modifications to ensure fidelity with the EL program as written. Suggested adjustments to the implementation may be developed by the EL Coordinator in conjunction with the EL staff, building and/or district administration, and parent representatives.

Grade level Cluster Teachers provide the sheltered instruction to their students with the support of the EL Coordinator. These teachers are chosen because they either have an ESOL endorsement or have been trained in SIOP and/or GLAD. Training is ongoing through periodic Cluster Teacher meetings.

The District also has two classified staff, Bilingual Educational Assistants, working with ELs. In addition to personal cultural experience, both Assistants have received training to help them assist as interpreters for the district. One has also received training to administer the W-M in Spanish when needed.

Methods and Criteria to Determine Qualifications (Question 48)

The District places a high emphasis upon staffing its ELL Program with highly qualified staff. The district also places a high priority upon the ESOL endorsement when hiring staff members who will be teaching ELD. Furthermore, the district states that ESOL endorsements are preferred when hiring for elementary positions. At the middle and high school levels, an ESOL endorsement is considered as an overall part of the applicant's qualifications.

Contingency Plan for Staffing (Question 49)

The District makes every effort to only hire credentialed staff to fulfill the requirements of the English language program. To date the District has been successful in finding qualified applicants. However, should qualified applicants not be available, the district would create a personalized plan for a temporary staff member, leading to full certification as soon as possible. In addition, all staff, contracted or temporary, are always invited to attend any and all district-held professional development during the year.

Core ELP Instructional Materials and Supplies (Question 50)

Grade	Materials/ Supplies
K-2	Systematic ELD Developed Materials (EL Achieve) Imagine Learning GLAD Units from Aspicio.org
3-5	Systematic ELD Developed Materials (EL Achieve) Imagine Learning GLAD Units from Aspicio.org
6-8	<u>National Geographic</u> by Cengage Learning English 3D available as supplemental Rosetta Stone available as supplemental
9-12	<u>National Geographic</u> by Cengage Learning Rosetta Stone available as supplemental

Plan for Material Review (Question 51)

The Dallas School District will review the ELD curriculum according to the Oregon state curriculum adoption timeline. The next review of content standards by the state is set for the 2020-21 school year. In the fall of 2020, the Dallas School District will review the content standards and district material, and consider adoption of new materials for 2021. Funds are allocated for supplemental materials each year. In an adoption year, ELD funds will be budgeted for the purchase of new curriculum. If adequate funds are not available for a complete adoption, general funds may be used.

Contingency Plan for Materials (Question 52)

Being part of a consortium makes borrowing materials a feasible way to meet student needs.

Necessary items are included in budget requests to be approved as funding is available. Applying for and receiving grants is also one way materials are acquired.

Section 6: Transition from English Language Development Program

Dallas School District's criteria to determine an EL's proficiency is a score of Proficient on ELPA21. This means that domain scores in Reading, Writing, Speaking and Listening are all 4's, 5's or some combination of the two. (Question 53)

Staff responsible in exiting an EL are the EL Coordinator and classroom or content area teacher(s). The EL Coordinator collects the documentation and sets up the meeting inviting parents, student, teacher(s) and interpreter as needed. Parents and student are an integral part of the discussion. The EL Coordinator facilitates the meeting making sure correct documentation is provided and signatures are gathered. One exit form is placed in the student's permanent record file and a second copy is given to the parent to take home. (Questions 55, 56)

ELPA21 score reports are sent home in English and Spanish. In the event a different language is needed the district contracts with an outside translating service. This letter lets parents know which proficiency level their child has obtained. There is also an accompanying letter that states whether their child is eligible to either exit or to continue receiving services. Those eligible for exiting are invited to a meeting at their convenience but prior to the end of the school year. Parents' comments, questions and concerns are addressed at this meeting that includes the EL Coordinator and the student's teacher(s). (Question 57)

Monitoring of former ELs occurs for four years after exit year. The EL Coordinator is responsible for this monitoring. During each year of monitoring the EL Coordinator makes initial contact with the students' teacher(s) to make them aware of which monitoring year their student(s) is on and also to let them know of available resources. Check-ins occur throughout the year often at grading periods through the use of googledocs. Documentation collected includes anecdotal information from the teacher, grade/progress reports and district and/or state level assessment data. This documentation is stored in student working files with the move to electronic storage being initiated. The EL Coordinator has access to student grades as well as assessment information. Working directly with teachers as well as middle school and high school counselors helps ensure all are continuing to monitor progress. If a parent, teacher or student is concerned with progress or lack of, a meeting will be scheduled to see what may potentially be impeding progress. (Question 58)

Either the parent, classroom teacher or the EL Coordinator can initiate contact if it appears a monitored EL is exhibiting difficulties. Classroom observations, consultation between classroom teacher(s) and EL Coordinator about student progress compared to EL and nonEL peers, conference with parents, student work samples, grades and record reviews will all be used to determine whether a student's lack of progress is due to a language or academic need. (Question 59)

Additional academic support comes in the form of homework support (with transportation provided), Imagine Learning online program, advisory group, and informal tutoring. Coaching or modeling for the classroom/core content teacher is also available. (Question 60)

Parents have the option to waive services for their child. These students are monitored in the same way those who have exited the program are (see Question 58).

In addition, they are placed with teachers who have had either SIOP or GLAD training so they are able to offer sheltered instruction. Each year parents are sent a letter informing them their child has either met the criteria for exiting or is still eligible for services. The EL Coordinator also makes personal contact with parents supported by an interpreter if necessary to let them know what options are available for their child. (Question 61)

Communication with parents of monitored ELs includes email and/or phone communication from teachers, conferences, and progress and grade reports. In addition, parents of students in grades 4-12 have Home Access available to monitor their child's grades. Computers are made available at each school to support this. If the district is considering re-entering a student to the EL program there have been several meetings with parents and teachers. A final letter would be sent to the family as well as being placed in the student's permanent record file about the team's decision whether to re-enter or not. A letter stating the end of year 4 monitoring is sent at the end of the school year in which it occurs and is also placed in the permanent record file. If a monitored student needs academic support the parents are contacted by either the EL Coordinator, teacher or guidance counselor to let them know what resources are available. (Question 62)

Section 7: Equal Access to Other School District Programs

Identification Process for ELs having additional academic needs (Question 63)

Dallas School District SIT (Student Intervention Team):

File Review (if EL - review to EL team and EL team becomes a part of SIT process)

Complete pre-referral paperwork within TIENET:

Specific Reason for Concern, Regular Classroom Instruction Provided to Student, Repeated Assessments Used for Area of Concern and Attempted Classroom Interventions

Consult with parents:

Provide certified interpreters for ALL meetings/phone calls with parents

Build a relationship and progress at an appropriate rate for and with parents

Has the student been identified as a Title Student / Limited English Proficiency?

Continue Interventions / SIT

Consultation with Specialists (EL specialist, School Psych, Specialists, and Building Level Support)

Review: English proficiency, cultural differences, if the student has previously received early intervention, whom is the EL being compared to, identify and determine if appropriate EL strategies are being used appropriately

Continue Interventions / SIT

Complete Progress Monitoring (Reading/Math/Behavior) as a multi-disciplinary team

This may lead to an additional Woodcock Munoz if dominant/ language continues to be questioned

During this time there may be more frequent staffings and consultations that involve deeper conversations between specialists to review all work and assessments that are completed by the student.

SIT process is completed with a 60 school day calendar

If assessments are requested for additional consideration - WJ IV, Woodcock Munoz, CTONI / UNIT (non verbal), WISC V are examples that would be completed on a student. If appropriate - all assessments will be completed by a qualified bilingual assessor.

ELD Teacher inclusion in the IEP process (Question 64)

Within DSD, ELD teachers are a crucial team member in the development for ELSWD. The ELD teacher provides information for the team on the special factors page regarding does the student have a limited English proficiency. The team would review the ELPA21 results and all assessments that had been completed by the student. This information is vital to make decisions on how to instruct the student, strategies used and in the development of appropriate goals. The ELD teacher will also provide insight on cultural differences, how English is acquired as a second language learner, family barriers that may exist and how to reduce language barriers that may continue to occur. They are also

considered an advocate for the student and will have their best interest at hand throughout the development of the IEP.

In order to make the best determination about selecting the educational ELD program parents, student, classroom/content area teacher and the special education support staff discuss available options. For some ELSWD in self-contained classes the determination is to offer EL services through the IEP. Other ELSWDs receive instruction in the cluster class alongside their EL peers. (Question 65)

Parents are given the option for an interpreter to be available for meetings. The district will either use a bilingual EA or contract out with LanguageLine to provide this service. When appropriate, TransACT forms are used and made available in a language the family can access. (Question 66)

Dallas School District is committed to an educational program that recognizes, identifies and serves the unique needs of the talented and gifted (TAG) students. TAG students are those who have been identified as academically talented and/or intellectually gifted. Teachers are responsible of assessing the student's rate and level of learning and use this assessment to provide appropriate instruction. The teacher may refer a student for further assessment and intellectual testing (this may include non-verbal cognitive assessments for EL students) using the building pre-referral team process. All identified students receive modifications/adaptations to instruction in the regular classroom. Advanced classes are available at the middle and high school level for eligible students. Typical modifications will be made to enhance the learning opportunities and may include, but are not limited to the following: individual, small group or whole group instruction, cross-grade grouping, curriculum compacting, learning contracts, tiered assignments or independent study. (Question 67)

School registrars and/or school councilors assist students and their parents by making them aware of course offerings to ensure that they have equal access to the core instructional program offered at each school. This information is made available to parents in a language they can understand. The EL coordinator supports the counselors in scheduling decisions and also helps families with scheduling needs. At Dallas High School Advisory Group teachers work with the same group of students for four years so they are also a support for students and families. (Question 68)

There are no targeted-assisted Title I-A programs in the Dallas School District (Question 69)

The Dallas High School involves all students in the development of a Student Four-Year Plan and Profile. Students are required during an advisory group class to meet individually with a school counselor each of their years in High School to initially their Freshman year to develop the Plan and Profile and then each year after to evaluate their progress and make necessary changes to be on track to meet their goals and graduation.

Since each plan is completed on an individual basis, EL students are met with to ensure their goals line up with their specific needs. The Plan and Profile includes the following:

- Present Educational Goals (ie. Diploma, honors diploma, college credit courses, Oregon promise, military, etc.)
- State Standards and Assessments: progress on required assessments and essential skills
- Educational Profile: A review of credit requirements for graduation, review of their individual transcript, planning of elective courses to meet future goals, etc.

- Graduation Requirements: review needs for 24 credit diploma and/or 26 credit Honors diploma, and highly recommended activities for acceptance into the majority of 4 year colleges and universities.
- School and Community Involvement
- Future Career Goals
- Additional Training after High School to plan for

(Question 70)

Section 8: Parent and Community Involvement

Parents of English Language Learner will receive notification of EL program placement (either initial or continuing) no later than 30 days from the start of the school year. Parents of students who enter the district later in the school year and are determined to be eligible for EL services will be notified within two weeks of placement. These letters are filled out and mailed by the EL Coordinator. (Question 71)

There are a variety of ways parents are informed of available programs and services. The district offers a flyer describing academic programs including the alternative program available. The district website has information about each school in the district as well as extracurricular programs. Each school also hosts an orientation either in the summer or fall that has information about all programs in that particular school. At Dallas High School Freshman Orientation outlines what both students and parents need to know for a successful transition to high school. There are also several EL Family Events scheduled throughout the year. The content of these evenings is driven in part by parent interest, questions and concerns. (Question 72)

Dallas School District has made a concerted effort to increase the number and type of documents that get translated. Information coming from the district office related to the whole district is translated by one of several outside contractors. Office staff send notices regarding events, policies, procedures, conferences, calendars, etc. to the EL Coordinator and they are sent to an outside translator. It is the responsibility of the EL Coordinator to get the translated document back to the staff that sent it. Classroom teachers also utilize this service to get classroom information translated. The Parent Teacher Clubs at each school either send their announcements to the EL Coordinator to get translated or very graciously send them after a gentle reminder. The EL Coordinator has file for each staff member at each school for translated materials and also keeps a monthly spread sheet to keep track of translated documents. For short last minute documents, the district utilizes either the bilingual EA or the Advanced Spanish teacher. Interpreters are available at evening events and for conferences a schedule is devised so the bilingual EAs are available for all conferences needing an interpreter. When a phone call home to a parent is necessary the procedure is to make a conference call so the classroom teacher can speak with the parent with the support of the interpreter. (Question 73)

The **District Director of Instructional Services** is responsible for communicating with Private Schools in the District Boundaries regarding federal programs (Title IA, Title II, Title IID, Title III, Title IV, Title X) recent arriver information and their participation. The following procedure is followed:

-August: A letter is sent out to all private schools in the area informing them that their students are eligible to receive services provided by federal education legislation and that we would like to schedule an appointment with them to review the various programs and discuss their options for participation.

-September: A meeting is held and each private school leadership determines their desire for participation.

-October: The applications for Title Funds are completed. (Question 74, 75)

The ODE EL Legislative Report is shared annually with the local school board at one of their regularly scheduled September public meetings shortly after release of the report. The report is then posted on our District website for people in the community to have access.

Each school building in the District receives the information as well and distributes to their staff, parents and community members as needed. The report and findings are also shared during other committee meetings including our School Improvement Team (ESSA Committee). (Question 76)

School leadership roles are open to any community member or parent and participation is much appreciated. Our three elementary schools are all Title IA Schoolwide programs and recruitment of parents to serve on the school improvement councils is a regular occurrence. Parents of EL's are encouraged to participate as we know this is a student population that is often under represented. Our Middle and High School Site councils also look to include parents from under represented populations.

Our District's Improvement Committee (ESSA Committee) has sought out representation from all groups and stakeholders in the District, including parents of EL students. A personal invitation from our EL Director has helped to obtain an EL parent as a member of this committee.

Notices regarding opportunities are translated. Most often the recruiting is done face to face or through phone calls. We currently have EL parents on the district Every Student Succeeds Act (ESSA) team and a high school scholarship committee. (Question 77)

Section 9: Program Implementation Evaluation

Program Evaluation Process (Question 78)

The previous EL Plan indicated that each May, the ELL Coordinator, the ELD teachers, building level administrators and select Sheltered Instruction teachers will review the District's EL Plan and Program. Due to staff turnover that procedure was not followed. This review procedure will be in place in 2018 will include an examination of whether procedures, as delineated in the EL Plan, were followed regarding initial identification of potential LEP students, testing and notification of results to parents regarding testing, monitoring of exited students, annual test administration (ELPA), and notification of parents regarding the results of those tests as well as each students' yearly progress. This yearly evaluation will also include an examination of the progress that all LEP students (current ELs, students whose parents have denied services and former ELs) are making in meeting the district's objectives for their academic progress.

For the current plan, a review of several student permanent record files was conducted by the EL Coordinator. The following information was obtained:

- The district did meet timelines for each step of the evaluation process (Question 79)
- The identification screener was timely (Question 80)
- All students with identified language needs were placed in the EL Program unless services were waived with parent notification (Question 81)
- Reclassification process was completed in a timely manner with parent involvement. (Question 83)

Several EL Cluster teachers expressed an interest in more training for embedding systematic ELD into classroom and help with scheduling so that the instruction is consistent. Sheltered Instruction teachers feel they would benefit from continued follow up in SIOP and more face to face contact with the EL Coordinator in an effort to get to know their student(s) better. (Question 82)

A review of monitoring documents indicates the procedure was not followed in all cases. There is documentation for some but not all students in Monitoring status. (Question 84)

Evaluation of EL parent participation includes feedback from classroom teachers, sign in sheets from events and parent teacher conference data. This input indicates that EL parents participate on par with non EL parents in regards to school activities such as conferences, orientation and school wide events at the elementary level but participation decreases as student enter secondary levels. Currently there are few EL parents on school/district decision making groups but the ones who are involved are active. (Question 85)

Our English Language Learners progress at a rate consistent with research. We expect students to meet English Language Proficiency by exiting the EL Program prior to Middle School. During the 2016-17 school year 50% of EL students exited the program prior to entering Middle School. Of the remaining 50% whom did not meet this expectation are currently dual identified ELSWD's. (Question 86)

The rate of language development is currently not compatible with the district's objectives for academic progress due to the time spent learning the social and academic language. Once an EL exits the program the objectives begin to align. (Question 87)

Currently EL's are not performing in English Language and Academic skills compared to the district's goals and standards. (Question 88, 92)

Our District's current monitoring system needs improvement. The plan moving forward includes the following:

- Monitor frequency increase to more than grading periods for those in the early stages of monitoring (years 1 and 2)
- More face to face contact with homeroom/ content area teachers
- Collaborative google doc so information regarding a student can be shared by all the students' teachers
- Work with guidance counselors to monitor progress toward graduation (Questions 89-91)

The District's former EL's are meeting and exceeding grade level standards in content area skills when assessed using the standardized assessments listed below. Monitored EL's are performing at a similar pace as their non-EL peers in academic skills. Our current EL's are performing with less success on standardized assessments but in many cases are performing well on classroom assignments and course work. (Question 93)

Course Grades, Reading Levels, & SBAC will be used to help determine overall performance of EL students in meeting the goals the district has established. (Question 94)

Program Improvement/Modifications

Concern Based on Evaluation (Question 95)	How Concern will be Addressed (Question 96)
• Inconsistent monitoring process	• Monitor frequency increase to more than grading periods for those in the early stages of monitoring (years 1 and 2) • More face to face contact with homeroom/ content area teachers • Collaborative google doc so information regarding a student can be shared by all the students' teachers • Work with guidance counselors to monitor progress toward graduation

• Needed support in scheduling ELD instruction on a consistent basis in cluster classrooms	• Work with building administration when looking at master schedule to build larger blocks of uninterrupted instruction time • Conferencing with EL Coordinator to look at student groupings, current classroom schedules
• Needed follow up and support for those previously trained in GLAD and/or SIOP	• Use district teacher led inservice model to offer sessions in GLAD/SIOP strategies • Include follow up as an agenda item during Cluster Teacher meetings • EL Coordinator and/or Cluster teachers model strategies for peers
• Need for more specific goals for each current, monitored & former EL's	• District leadership will develop a specific data tracking system to follow individual students and their current success.



OREGON DEPARTMENT OF EDUCATION

Title III Local Plan (2017-19)

Signature Page

Submission Date: 2-15-18

District Name: Dallas School District #2

District Address: 111 SW Ash St

City, State and Zip code: Dallas, OR 97338

District Phone Number: 503-623-5594

District Superintendent: Michelle Johnstone
(Printed Name)

Signature: _____

Date: _____

EL Coordinator Director: Steve R Martinelli
(Printed Name)

Signature: _____

Date: _____

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.

Michelle Johnstone

Printed Name of Superintendent

Date: _____

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:

Name	Title/Position
Terri Hethorn	EL Coordinator
Steve R Martinelli	Director of Instructional Services
Jaime Tisler	Classroom ESOL Teacher
Jena Vessell	Classroom
Amy Ebner	Classroom
Michelle Nelson	Community Member
Autymn Galbraith	Special Education Director