

Gervais School District English Language Learner Plan

*2015-2017
(LAU PLAN)*

**Gervais School District
Gervais, Oregon**

Gervais School District Mission Statement:

“We, with the involvement of our culturally rich community, will provide a creative, enriching and safe environment which instills a desire to become a life-long learner and responsible citizen.”

NONDISCRIMINATION NOTICE

Gervais School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sexual orientation, sex or age in providing or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issue; Section 504 of the Rehabilitation Act of 1973, as amended; and the American with Disabilities Act.

The following has been designated to coordinate compliance with these legal requirements and may be contacted at the Gervais School District office for additional information and/or compliance issues:

Title II Coordinator, Title IX Coordinator and Section 504 Coordinator:

Director of Special Programs

290 First Street

Gervais, OR 97026

(503) 792-3801

AVISO DE NO DISCRIMINACIÓN

El Distrito Escolar de Gervais no discrimina en principios de raza, religión, color, nacionalidad de origen, deshabilitad, estado civil, orientación sexual o edad en proveer o tener acceso a beneficios de servicios de educación actividades y programas de acuerdo con Titulo VI, Titulo VII, Titulo IX y otros derechos civiles o asuntos discriminatorios; Sección 504 del Acto Rehabilitación de 1973, como enmendado, según; y el Acto Americano con incapacidad.

Lo siguiente ha sido designado para coordinar cumplir con estos requerimientos legales, y pueden ponerse en contacto con la Oficina del Distrito Escolar de Gervais para información adicional o asuntos de cumplimiento:

Coordinador de Titulo II, Coordinador de Titulo IX, Coordinador de Sección 504

Director de Programas Especiales

290 First Street

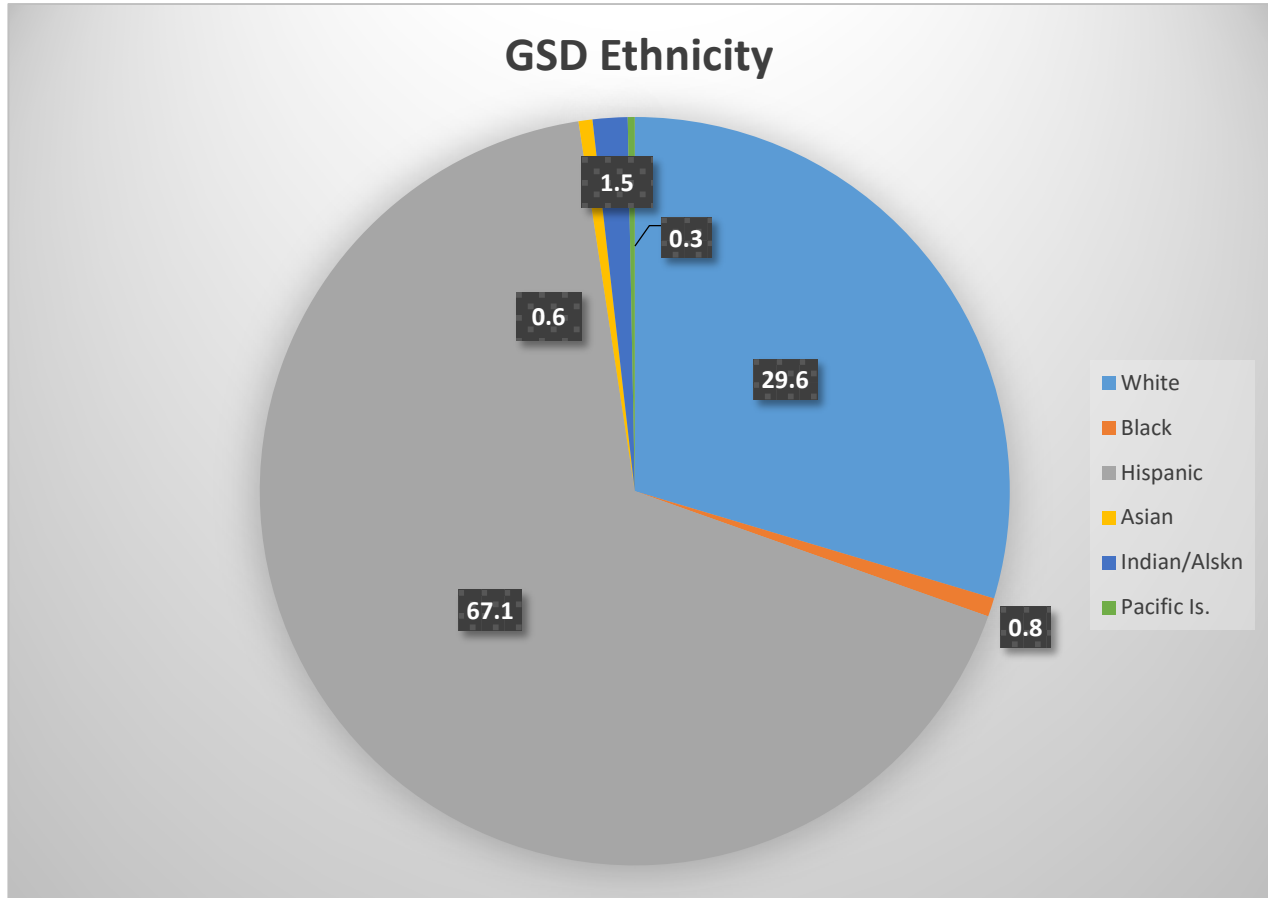
Gervais, OR, 97026

(503) 792-3801

Section I: District Demographics

Gervais School district has an enrollment of approximately 1050 students according to the fall 2015 membership, and consists of 4 schools. It covers 65 square miles in Oregon's fertile Willamette Valley. Most residents of Gervais School District work in farming or farm related jobs and traditionally low-income occupations. A large Hispanic migrant population is the primary farm labor source. The city of Gervais is the only incorporated city within the District boundaries, with a population of 2,550. The District also includes the unincorporated community of Brooks and outlying farmland.

2015/16 District Membership													
Grade	White	%	Black	%	Hispanic	%	Asian	%	Indian/Alskn	%	Pacific Is.	%	Total
K	21	30.4	0	0.0	48	70.0	0	0.0	0	0.0	0	0.0	69
1	21	28.8	1	1.3	50	68.5	0	0.0	1	1.3	0	0.0	73
2	21	30.9	1	1.4	44	64.7	0	0.0	2	2.9	0	0.0	68
3	28	35.9	0	0.0	47	60.3	1	1.3	1	1.3	1	1.3	78
4	18	22.2	0	0.0	62	76.5	0	0.0	1	1.2	0	0.0	81
5	27	32.1	1	1.2	54	64.3	1	1.2	1	1.2	0	0.0	84
6	20	29.0	2	2.9	46	66.7	0	0.0	1	1.4	0	0.0	69
7	25	29.1	2	2.3	55	64.0	2	2.3	2	2.3	0	0.0	86
8	17	27.0	0	0.0	42	66.7	1	1.6	2	3.2	1	1.6	63
9	20	24.1	0	0.0	62	77.1	0	0.0	1	1.2	0	0.0	83
10	29	33.0	0	0.0	56	63.6	0	0.0	2	2.3	1	1.1	88
11	31	38.7	0	0.0	48	60.0	1	1.3	0	0.0	0	0.0	80
12	39	26.2	2	1.3	105	70.5	1	0.7	2	1.3	0	0.0	149
Totals	317	29.6	9	0.8	719	67.1	7	0.6	16	1.5	3	0.3	1071
Student count as of 10/1/2015													



The Gervais School District has 231 of 1071 students that qualify for the ELL Program services. Below find the breakdown by building. 22% of district students currently receive ELL services.

Building (as of 10-01-15)	Grades	Enrollment	# of LEP	% of LEP	Students on waiver	Title IA	Status
Gervais Elementary	K-5	453	185	41%	0	SW	Focus
Gervais Middle School	6-8	218	28	13%	0	SW	
Gervais High School	9-12	313	11	3.5%	0	SW	
Douglas Avenue Alternative School	6-12	48	7	23%	0	SW	Focus
District Total (data as of 10/1/12)	K-12	1032	231	22%	0%		

Gervais ELL students have access to other special programs in the district.

Special programs	# of dist. students	# of LEP student SPED is by disability code/number of ELL on 504 plans	% of LEP students in program	% of district students in program (1077 on 10/1/12)
Talented and Gifted	18	0	0%	1.7%
Special Education	146	Total SPED = 20; 504 = 4 Code 50=10; 90=8; 80=1; 82=1	15.1%	13.6%

ELL AMAO Results - Gervais School District

STATE GOALS	35%		50%		CCSS	
	13/14	14/15	13/14	14/15	13/14	14/15
AMAO#1: Did students make adequate progress in language acquisition on the ELPA?	45.79%	75.92%				
AMAO #2: a & b Did students reach English language proficiency and exit the program.			a)15.98%	a)21.92%		
			b) 42.67%	b) 36.36%		
AMAO #3: Did ELL students meeting AYP in all categories?					Not Met	Not Met
	# students in district	% of students in district				
Monitoring year 1	86	8.5%				
Monitoring year 2	62	6%				
Former ELs		179				
ELs re-entered into program		5				

Section 2: School District Information on Program Goals and Philosophy

The Gervais School District (GSD) is determined to provide the most appropriate educational approach for each student in any of our programs. Due to the ever increasing diverse languages in the District, Gervais has adopted an English Language Approach Model. Every building uses English Language Learner (ELL) Sheltered Instruction and every student receives English Language Development (ELD) class. In grades K-12 GSD provides all ELL students with teachers, administrators, and instructional assistants trained in the SIOP Model and English Language Development techniques.

Gervais School District's Educational Approaches

Due to the diverse languages in the Gervais School District, Sheltered English with English Language Development (ELD) has been adopted as the most appropriate educational approach.

School	Program Description
Gervais Elementary School	<ul style="list-style-type: none"> All teachers in grades K-5, have received SIOP training to support English learners throughout the day. All teachers will be supervised and supported in embedding English Language Development and the Common Core Curriculum as Comprehensive Literacy lessons in: Reading, writing, math, science, and social studies. Lesson directed by grade level team decisions, Bridges Math curriculum, the Common Core Standards (CCS), English Language Proficiency (ELP for ELD) and target specific Tier 2 and Tier 3 academic language sentence frames. The ELD specialist/coach will push-in and model lessons that target the Common Core Standards (CCS), English Language Proficiency for English Language Development (ELP for ELD) and content-specific Tier 2 and Tier 3 academic language weekly; Response to Intervention (RTI) ELD/ SPED/TAG is tailored and reinforced through modeling in whole group, small group work, and individual student lessons. All Newcomer English language learners have additional ELD time throughout the week (3-5x) of at least one additional hour for targeted transfer of language, reading, and writing skills. Additional newcomer supports in literacy are targeted during daily reading intervention (push-in) in which bilingual Instructional assistants work with individual students and very small groups to ensure comprehensive reading acquisition.
Gervais Middle School	<ul style="list-style-type: none"> In grades 6-12 students receive 1 class period daily. Newcomer students are provided with additional ELD time with the district ELD intervention teacher. In addition, at the secondary level students are often placed according to needed support intervention classes as indicated by ELPA strand data and district and state assessments. This is in addition to the students Language Arts classes.
Gervais High School	<ul style="list-style-type: none"> In grades 6-12 students receive 1 class period daily. Newcomer students are provided with additional ELD time with the district ELD intervention teacher. In addition, at the secondary level students are often placed according to needed support intervention classes as indicated by ELPA strand data and district and state assessments. This is in addition to the students Language Arts classes.
Samuel Brown Academy	<ul style="list-style-type: none"> In grades 6-12 students receive 1 class period daily. Newcomer students are provided with additional ELD time with the district ELD intervention teacher. In addition, at the secondary level students are often placed according to needed support intervention classes as indicated by ELPA strand data and district and state assessments. This is in addition to the students Language Arts classes.

- **Sheltered Instruction:** An instructional approach used to make academic instruction in English understandable to Limited English Proficiency (LEP) students. In all classrooms teachers use SIOP techniques which includes a focus on academic vocabulary development, building students' background and prior knowledge, student interaction, scaffolding so the content will be comprehensible, practice and application, and review and assessment. We are working toward delivery of ELL Sheltered Instructional strategies in all K-5 classrooms all day, every day. We believe this delivery through core instruction with intervention focused by student need will prove faster English acquisition.

All of the above programs/approaches have been recognized by the Oregon Department of Education as educational strategies. Decisions about individual building services and classroom placements are made with input from the District ELL team, ELL Coordinators/Teachers, Building Principals, and mainstream Teachers. Counselors, ELL and mainstream teachers, parents, building Principals and administrators may be involved in making decisions regarding the academic program of an individual student. Greater detail as to instructional programs by level (elementary, middle, high) is provided in the section of this document dedicated to Instructional Program and Educational Approaches for ELL students.

Support for the District's ELL Instructional Models:

Research that supports English Language Development and Sheltered English Instruction is:

"Sheltered Instruction: Best Practices for ELLs in the Mainstream." Hansen-Thomas, Holly. Kappa Delta Record (June 2008): 165-169.

Rethinking English Language Instruction: An Architectural Approach

http://www.alameda-c0e.k12.ca.us/acoe_docs_candi/Rethinking_ELD%20SutroMoran.pdf

Susana Dutro and Carrol Moran, 2003 conclude that incorporating sheltered instructional techniques and pre-teaching lesson-specific vocabulary and language structures are partial solution to increasing success in subject-matter content taught in English. However, quality content instruction in English is not sufficient to ensure English learner gain academic proficiency. Students need purposeful daily instruction in English Language Development and how the language work – vocabulary, work usage, grammatical features and syntactical structures.

A Focused Approach, Systematic English Language Development Instruction: A Handbook for K-6 Teachers

Susana Dutro with Carolyn Ames, describes Systematic ELD as a vertical slice of the curriculum – content areas with the purpose of developing a solid foundation in the English language and increasing students' communicative competence in speaking, listening, reading, writing and thinking. It is taught regularly during time dedicated to specifically teaching English. Instruction targets a student's level of English proficiency and may occur in large group instruction or in smaller groups within the class or during pull out groups. Systematic ELD uses an organized method that does not leave the development of vocabulary, forms or fluency to random experience and chance encounters. It follows a developmental scope and sequence of language skills and includes substantive practices to ensure students develop fluency and accuracy.

Making Content Comprehensible for English Learners: The SIOP Model (4th Edition) 4th Edition by Jana J. Echevarria, MaryEllen J. Vogt, Deborah J. Short; June 22, 2012

Developing Academic Language with the SIOP Model (SIOP Series) by Deborah J. Short and Jana J. Echevarria; Apr 11, 2015

Making Content Comprehensible for Elementary English Learners: The SIOP Model (2nd Edition) by Jana J. Echevarria and MaryEllen J. Vogt; Apr 27, 2013

The Effect of Sheltered Instruction on the Achievement of limited English Proficient Students

<http://www.cal.org/crede/si.htm>

The Center of Applied Linguistics (CAL) describes its 5-year research project on the impact of sheltered instruction on student achievement. Researchers compared ELL students in classes whose teachers had been trained in implementing the SIOP to a high degree to a control group (taught by teachers not trained in the SIOP Model) using a prompt that required narrative and expository writing. The ELL students in classes whose teachers had been trained in implementing the SIOP to a high degree demonstrated significantly higher writing scores than the control group.

Making it Happen: From Interactive to Participatory Language Teaching -- Evolving Theory and Practice (4th Edition) Patricia A. Richard-Amato, Pearson Educational ESL, 2010

Richard-Amato speaks to the need for students with 'fossilized' inter-language to be in ever increasing contact with fluent speakers of the language that is being learned. By providing ELL students regular contact with native-English speaking peers within the context of academic content, motivation to increase proficiency on the part of the ELL learner can be heightened. As fossilized inter language can be one of the most difficult situations to remedy in language learning, identifying/creating motivation to increase the learner's personal communicative goals is critical.

Short, Fidelman, and Louquit. "Developing Academic Language in English Language Learners Through Sheltered Instruction" Tesol Quarterly Vol.46 No. 2 June 2012.

"The SIOP model is a framework for lesson planning and teaching. If teachers implement it with fidelity, research-supported features of instruction for ELLs will be present in their lessons. It is not, however, a step-by-step approach. Instead, it accommodates variation in teaching style. Teachers may accomplish their language and content learning goals in ways suited to the particular lesson, asking students to, for example, hypothesize the results of a science experiment with peers using cause-effect sentences, argue a position on the use of taxation to reduce a deficit, or write a journal entry about a text-to-self connection after reading a short story. The SIOP model incorporates features recommended for high-quality instruction for all students, such as cooperative learning and reading comprehension strategies (Genesee, Lindholm-Leary, Saunders, & Christian, 2006) and adds specific features for ELLs, such as the inclusion of language objectives in each lesson, oral language practice, and the development of background knowledge and academic vocabulary."

We have been working very hard to give teachers coaching and support utilizing **SIOP** principles as our touchstones; "in a typical subject area classroom ELLs primarily use receptive skills. The SIOP model encourages teachers to change the dynamic and give students more opportunities to talk with other students and to show them how to articulate language functions such as elaboration, justification, and persuasion. When students learn how to state an opinion or justify a conclusion orally, for example, through the use of sentence starters like 'In my opinion ...' or 'Based on the results, we conclude ...,' transfer occurs to their written work. SIOP teachers build in more writing activities also, ranging from writing sentence frames using new vocabulary to filling out an exit slip about something new students learned in class to creating daily journals and reading responses". Special attention is being given to sentence frames utilizing Blooms taxonomy for Tier 2 vocabulary and Tier 3 specific Common Core Subject specific vocabulary: Students use the sentence frames to speak, read, and write academic language to in order to better build comprehension and create an environment of academic language in our classrooms. Our goal is to prepare students to attend to increasing rigor across all academic areas.

Program Goals

The primary goal of the Gervais School District is to provide a program for ELL students that focuses on the acquisition of language that supports them as they are working to meet the ever-increasing rigor and demands of common core in academic content. ELL students are ultimately held to the same standards as non-ELL students. It is the responsibility of the district to provide appropriate and sufficient support so ELLs can meet those standards. We believe our program design provides this support.

The educational goals of Gervais' program of services for ELL students are:

Goal	Measure of Success
Equal access to comprehensible grade level instruction in all academic areas;	Classroom support through teachers practicing SLOP strategies and Instructional Assistant support in classroom. Teacher formative assessments and STAR 360 screener will show understanding of content.
English growth to proficiency	ELD class period will support this goal along with push-in IA and small group pull-out as indicated by assessments. This will be measured by STAR 360 screener, teacher and ELD dept. observation and work samples, and the ELPA21.
Increased depth of knowledge and increased academic language and vocabulary in common core/subject matter content.	Teacher formative assessments and STAR 360 screener will show increased depth of knowledge and increased academic language and vocabulary in common core/subject matter content as well as the SBAC reading and math assessments.
Meaningful participation in all District programs	As shown by after school program attendance, sports team rosters, club membership, etc.

AMAO Goals

#1, 70% of ELL students in the program will move at least one proficiency level higher at the end of the 2015-16 school year; 70% of ELL students in the program will move at least one proficiency level higher at the end of the 2016-17 school year as measured on the ELPA21.

#2a/b. A minimum of 10% of ELL students in the district ELL program less than 5 years will exit the program into monitoring and a minimum of 29% of ELL students who have been in an ELL program for five years or more will exit the program into monitoring by the end of the 2015-16 school year. A minimum of 10.5% of ELL students in the district ELL program less than 5 years will exit the program into monitoring and a minimum of 30% of ELL students who have been in an ELL program for five years or more will exit the program into monitoring by the end of the 2016-17 school year. The exiting students will be determined using ELPA21 passing score or a combination of ELPA21, SBAC, and formative assessments/work samples by a committee consisting of an EL teacher, core content/classroom teacher, district administrator, and parent.

CCSS Goals (AMAO #3)

Students in the LEP subgroup of the Elementary Secondary Education Act will pass or reach their growth targets at the rate set by the state in both years of this plan 2015-17 as measured using the SBAC reading and math tests.

Section 3: Identification of Potential English Learners

Upon registration at the Gervais Welcome Center each student is given a Home Language Survey (Appendix). When the Home Language Survey indicates a student's first language is a language other than English, or the registration or Title Survey indicates the student is Native American, a trained person at the Registration Center administers a Woodcock-Muñoz Language Survey. At the beginning of the year, new students are tested within the first 30 days of attendance. After the year has begun, the testing coordinator sets an appointment within the next 10 days for the student to be administered the Woodcock-Munoz test. If a student scores less than a 4 on the Woodcock-Munoz test, they are entered in the ELL program.

If information is obtained from another Oregon school district, the Gervais school district will recognize previous placement and or participation into the ELL Program through state ELPA or Woodcock-Munoz assessment if score is less than a year old.

What step is taken? [2]	Who is responsible?	When is it completed? [3]	What documentation is kept and where? [4&5]
All students, upon registering are given a registration packet which includes a home language survey to fill out.	Registrar	Same day.	Registration, Immunization, TB Test, Computer consent, Release of student records, and Home Language Survey are kept in the student's CUM folder.
If the Home Language Survey indicate that the student's first language is other than English, and/or the student is Native American, the student is administered a Woodcock-Muñoz Language Survey.	Registration Center Personnel.	Same day as registration or at the appointment that is set up within 48 hours.	Copies of registration form and HLS are filed by ELL district test administrator in each students CUM file. Copies of home Language Surveys for each student are also kept on file with the ELL Dept.
Administers assessment (WMLS).	ELL Coordinator/ ELL district test administrator	Within 30 days of the beginning of the school year or within 2 weeks once the year is underway.	The test and test cover sheet are kept in the student's CUM file, if eligible. A copy of the test is printed and given to the teacher(s). The scores are entered into the student accounting system. Notification of eligibility is sent to parent. If ineligible, test scores and student information are entered into the student accounting system as tested but not eligible.
Determination of type and amount of ELL services.	ELL Coordinator/building principal/teacher.	Within 2 days of testing.	Best program placement and design is decided by the team and notification is sent to parent.

Cum file review to collect information on previous schooling/ELL placement.	ELL Coordinator/ Registration Center ELL personnel/ Teacher.	Upon receipt of school records.	Information is recorded in student accounting system.
Parent/guardian is notified of assessment results, the assessment tool used, the student's English language level, intent to provide ELL services, and the right to refuse services.	ELL test administrator and ELL coordinator.	Within 30 days of the beginning of the school year or within two weeks once the year is underway.	A copy of the letter is filed in the student's CUM file located in each school office.

NOTE: For parents whose first language is not English, Russian or Spanish, district staff provides support and information through face-to-face meetings at school and at parent's homes when necessary. If there is a need for translation in any other language, or the student has a Family Service Plan due to not demonstrate receptive or productive language, the district sets a meeting and hires an interpreter. Staff members adjust their rate of speech, use visuals and body language and create a climate of acceptance and respect when communicating with parents.

The testing of LEP students in the district program is ongoing and several different measures are used. For initial placement the district uses the Woodcock-Munoz Language Survey. For diagnostic and to guide teaching and learning needs the district uses both the Express Test (EL Achieve) and the ADEPT test. For annual measures as well as exit readiness the district uses the English Language Proficiency Assessment and the State Reading Assessment.

There are three employees trained to give the Woodcock-Munoz Language Surveys. These employees were trained using the software provided by the testing manufacturer. Because this test is used for qualifying students for the English Language Learner Program, the number of people administering this test is limited to insure consistent results. If the new student's Home Language Survey indicates that their first language is any language other than English, they are given this test within the first 30 days from the beginning of the school year or within 10 school days of registration for students entering at any other time. Whenever a student is tested with the Woodcock-Munoz Language Survey, all seven tests are given in consideration of best program of service and the extent of support necessary should the student qualify into the ELL Program. If a student qualifies, a copy of the test results is put in the students CUM file in the school office and a copy is given to the classroom teacher and ELD team. When a student is placed in the ELL Program, a letter is sent home to the parents notifying them of placement, test results, and program of service. Student data is also provided to the classroom teacher to help guide and inform instruction.

To measure the effectiveness of the ELL Programing and interventions, English Language Development (ELD) teachers are trained to give the Express Test and use the Gap Finder. These tests are formative assessments used to guide instruction in the classrooms. They are also used to measure student growth at various times during the year. All ELD teachers are trained to use these tests as part of their ELD training through EL Achieve.

The ADEPT test is also used as a diagnostic tool in the classroom. It is used to guide instruction as well as measure progress. It may also be used as a piece of the process used to promote students to another ELD level. Results of the ADEPT are kept by the teachers in their working files for the

student. However, if the ADEPT test is used as data for promoting a student out of the ELL program, those results will be kept in the students promotion file and added to the CUM file in the office.

The English Language Proficiency Assessment (ELPA) is the test used to measure proficiency and progress on an annual basis. In the Gervais School District, our ELD specialist now proctors all of the ELPA testing. The ELPA results are also kept in the students CUM file. Each year the new test results are added to the information existing in the file.

When the ELPA scores come back to the district, the district team convenes to go over the data. The data is broken down by building, language level, and sometimes by grade and teacher. Using this data, the team looks for areas of concern and discussed ways to make improvement in those areas. One example would be a lack of increased language proficiency of students in a certain grade level. Researching may find that there is increased rigor at the band width in writing. Then the team would strategize about how to support the teachers and students in ELD to improve writing and increase language acquisition.

Additionally, at the building level the ELL team meets and goes over the scores for their building. This is important as teacher input is invaluable when looking at specific students. At this level, teachers can strategize about individual students as well as trend data for necessary improvement. In this way, the district sets standards and objectives for the district, the buildings, and in some cases can form an individualized plan for a struggling student or group of students.

ELL data is also used by the school improvement teams and/or Site Councils as they look at the data sources in their buildings. In Gervais, there is always a representative from ELL on the Site Councils so they are able to share the data and explain the recommendations of the ELL team for that building. When the LEP subgroup has not met academic goals in a building, the goals for school improvement will reflect the need for LEP students to improve academic performance. One way to improve academic performance is to increase language acquisition support and provide additional support to our ELL students in the classroom.

Gervais Elementary School reading instruction begins with formative assessments to guide and inform instruction for each student. Some of these assessments are Quick Phonics Assessment (QPA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Renaissance STAR assessments. Assessment results are used by specialists, teachers, teaching-teams, coaches, and RTI/CARE teams to design research-based best practice interventions for both small group and individual instruction. Data is analyzed and students are taught needed skills and strategies for phonological awareness, alphabetic principles, phonics, accuracy, fluency, and comprehension. In addition to whole group reading lessons, Gervais Elementary School has small group and individual reading intervention push-in for 45 minutes daily. Coach-trained and teacher-directed instructional assistants and bilingual instructional assistants push-into classrooms and deliver teacher-designed instruction to address student instructional needs. All GES teachers have all received special instruction and training from trainers into our school from the Fountas & Pinnell Benchmark Assessment system; this includes: Miscue Analysis training and running reading records and the Continuum of Literacy Learning for guided reading and read aloud instruction based on assessments. Students are retested and progress monitored throughout the year so that instruction is based on current independent and instructional reading levels. ELL students have access to bilingual staff (Spanish) during intervention. Additional ELD interventions, including monitor and additions of high frequency words, are used for students receiving intensive interventions in ELD/Reading. Newcomers

receive additional reading instruction based on Quick Phonics Assessment and transference to reading and comprehension of English; we utilize both Fountas and Pinnell and SIOP principles to scaffold lessons to student's current instructional levels. All GES teachers have access to coaching and push-in English Language Development and Reading weekly. All GES teachers are additionally provided "Words Their Way" curriculum to assess, monitor, and reinforce reading and writing correlations. Close Reading Strategies have been systematically implemented across all grades to support low-language learners; thus increasing their ability to gain both depth of knowledge and to transfer students' comprehensive close reading into their ability to write about what they know.

Section 4: Program of Service for English Learners

Due to the diverse languages in the Gervais School District, Sheltered English with English Language Development (ELD) has been adopted as the most appropriate educational approach.

School	Program Description
Gervais Elementary School	<ul style="list-style-type: none"> All teachers in grades K-5, have received SIOP training to support English learners throughout the day. All teachers will be supervised and supported in embedding English Language Development and the Common Core Curriculum as Comprehensive Literacy lessons in: Reading, writing, math, science, and social studies. Lesson directed by grade level team decisions, Bridges Math curriculum, the Common Core Standards (CCS), English Language Proficiency (ELP for ELD) and target specific Tier 2 and Tier 3 academic language sentence frames. The ELD specialist/coach will push-in and model lessons that target the Common Core Standards (CCS), English Language Proficiency for English Language Development (ELP for ELD) and content-specific Tier 2 and Tier 3 academic language weekly; Response to Intervention (RTI) ELD/ SPED/TAG is tailored and reinforced through modeling in whole group, small group work, and individual student lessons. All Newcomer English language learners have additional ELD time throughout the week (3-5x) of at least one additional hour for targeted transfer of language, reading, and writing skills. Additional newcomer supports in literacy are targeted during daily reading intervention (push-in) in which bilingual Instructional assistants work with individual students and very small groups to ensure comprehensive reading acquisition. All students participate in Music, PE, keyboarding, and library the equal amount as non-ELL students. All staff have weekly modeling by the ELD coach in SIOP and close reading strategies. Adopted curriculum is Carousel of Ideas.
Gervais Middle School	<ul style="list-style-type: none"> In grades 6-12 students receive 1 class period daily. Newcomer students are provided with additional ELD time with the district ELD intervention teacher. In addition, at the secondary level students are often placed according to needed support intervention classes as indicated by ELPA strand data and district and state assessments. This is in addition to the students Language Arts classes. Master schedules are set so that ELL students have equal access to special programs as non-ELL students. Classroom teachers have district provided opportunities to participate in professional development in SIOP and ELD strategies. The district is scheduling refresher courses during the summer of 2016. Adopted curriculum is Champion of Ideas.
Gervais High School	<ul style="list-style-type: none"> In grades 6-12 students receive 1 class period daily. Newcomer students are provided with additional ELD time with the district ELD intervention teacher. In addition, at the secondary level students are often placed according to needed support intervention classes as indicated by ELPA strand data and district and state assessments. This is in addition to the students Language Arts classes. Master schedules are set so that ELL students have equal access to special programs as non-ELL students. Classroom teachers have district provided opportunities to participate in professional development in SIOP and ELD strategies. The district is scheduling refresher courses during the summer of 2016. Adopted curriculum is Visions.
Samuel Brown Academy	<ul style="list-style-type: none"> In grades 6-12 students receive 1 class period daily. Newcomer students are provided with additional ELD time with the district ELD intervention teacher. In addition, at the secondary level students are often placed according to needed support intervention classes as indicated by ELPA strand data and district and state assessments. This is in addition to the students Language Arts classes. Master schedules are set so that ELL students have equal access to special

	programs as non-ELL students. Classroom teachers have district provided opportunities to participate in professional development in SIOP and ELD strategies. The district is scheduling refresher courses during the summer of 2016. Adopted curriculums are Champion of Ideas and Visions.
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All teachers in grades K-5, have received SIOP training to support English learners throughout the day. All teachers will be supervised and supported in embedding English Language Development and the Common Core Curriculum as Comprehensive Literacy lessons in: Reading, writing, math, science, and social studies. Lesson directed by grade level team decisions, Bridges Math curriculum, the Common Core Standards (CCS), English Language Proficiency (ELP for ELD) and target specific Tier 2 and Tier 3 academic language sentence frames. The ELD specialist/coach will push-in and model lessons that target the Common Core Standards (CCS), English Language Proficiency for English Language Development (ELP for ELD) and content-specific Tier 2 and Tier 3 academic language weekly; Response to Intervention (RTI) ELD/ SPED/TAG will be tailored and reinforced through modeling in whole group, small group work, and individual student lessons. All Newcomer English language learners have additional ELD time throughout the week (3-5x) of at least one additional hour for targeted transfer of language, reading, and writing skills. Additional newcomer supports in literacy are targeted during daily reading intervention (push-in) in which bilingual Instructional assistants, work with individual students and very small groups to ensure comprehensive reading acquisition. Rosetta Stone is an additional intervention and resource for all newcomer students in the Gervais School District-both in the classroom and in the ELD Intervention Room. ELD Reading intensive students are given monitor of High Frequency Words and additional work in acquiring them.

Some students need additional support or an alternative schedule. In these cases, depending on the individual, the district will work with the family and student to formulate an individual plan that will fit the English Language Development and academic goals of the student.

As a small district we are able to meet the needs of these individual students through college partnerships, flexible scheduling, and placement in classes of teachers with the ESOL endorsements. Placement and services that differ from the norm are decided by a team of people that include; counselor, parent, student, and ELL Director.

Section 5: Staffing and Resources

Gervais School District works hard to provide students with adequate support for language acquisition as well as grade level content.

The staff that are implementing our program are:

GES	Patricia Devine-Jenson (Teacher - Language Acquisition and staff PD) ESOL Manuela Rojas (Inst. Assistant - small group support of teacher lessons) Gina Gonzalez (Instructional assistant for access to core content)
GMS	Roberta Robinson (Teacher – Language Acquisition) ESOL Rudy Silva (Instructional assistant for access to core content)
GHS	Lois Thurton (Teacher – Language Acquisition) ESOL Estella Moreno (Inst. Assistant for access to core content)
SBA	Lois Thurton (Teacher – Language Acquisition) ESOL Sara Broadhurst (Inst. Assistant for access to core content)

Additional personnel that are trained to support ELs are:

GES	Inst. Assistants Esther Oropeza Sofia Guzman Myra Vasquez Teachers w/ ESOL Endorsements Wendy Coombs Ruby Dettwyler Paul Hass Cindy Smith Lisa Sanderlin Amy Hanes
GMS	Teachers w/ ESOL Endorsements Helen Warberg Robert Tavares Michael Mulkerin Kristin Lebsack
GHS	Teachers w/ ESOL Endorsements Amber Enfield Ken Stott
SBA	No additional – staff of 4 people

Bilingual ability is taken into consideration when filling new positions with both licensed and classified staff. This includes all teachers, counselors, front office secretaries, instructional assistants, custodians, and food handlers. As the number of students needing ELL services changes, the district will review current staffing levels and determine whether or not additional ELL personnel are necessary. This review will be conducted annually.

The teachers instructing ELL students are encouraged to have or be working toward an endorsement in ESOL or its recognized equivalent. They also need to have SIOP training provided by the district or other resources. Tuition dollars are available by contract to each teacher in the district annually to aid in this expectation.

Instructional Assistants working with ELs have taken the TESOL speaking and listening exam and passed it to the districts set specifications.

Part of our commitment to provide the best possible services for our ELL students is to provide teachers and paraprofessionals with the training necessary to provide those services. To that end, the district provides ongoing training for teachers and paraprofessionals of ELL students in the areas of English Language Development (ELD) and Sheltered Instruction Observation Protocol (SIOP). In addition, the district provides Spanish classes through Rosetta Stone or tuition support for staff so they will be able to communicate with parents and families.

Administrators are trained in the SIOP model so they are better able to monitor the impact of the SIOP training in the classroom. We have created a quick walk-through tool to use for short visits to classrooms and administrators will be trained to use the new form that was created through the ODE committee for longer visits. In addition, the SIOP trainers in each building will be given time to observe in classrooms and mentor teachers as they develop their SIOP skills. (Observation tool in appendix) This data will be used to determine areas of SIOP that need additional time on the staff development calendar.

The district coach works with teachers in classrooms by modeling lessons and/or giving feedback. The building administrators are trained in SIOP and ELD strategies and are monitoring implementation through classroom observations. The ELD Specialist/Coach is doing classroom modeling and observations. The coach and building administrators meet to discuss possible staff development needs. The group then makes recommendations for further staff development and the recommendation goes to the building site councils and the district planning team. The staff development is then scheduled on the district calendars and the school staff development calendars.

Although the district is not in the practice of hiring teachers that are not qualified for their teaching assignment, if that should happen they would be set up on a plan to attain the proper certifications as quickly as possible. In the meantime, they would be expected to participate in the next available SIOP training and or ELAchieve ELD training in the district or area.

Currently the districts adopted materials are K-5 Carousel of Ideas, 6-8 Champion of Ideas, and 9-12 Visions. That being said, these are resources for our teachers and students, not the only curriculum used in the district. We are also teaming with mainstream teachers to compliment topics in the classrooms to better support access to core content.

Generally the district follows an adoption schedule for updating of new curriculum. However, the last time adoption was due we did not adopt new curriculum. Part of that was that the materials are used primarily as a resource and not a "teaching from the text" type of curriculum. That being said, the district continues to monitor need for curriculum purchase and will do so as needed.

In Gervais School District we have not had issues around support of the Language Learner programming. We allow the extra .5 ADM to follow the students and as such, have monies available for the program.

Section 6: Transition from English Language Development Program

All ELL students in the Gervais School District participate in the English Language Proficiency Assessment (ELPA). After the district receives the students' scores, the district team meets to go over the data. The data is then distributed by building and the building ELL teams meet to analyze the data. All teams make recommendations based on what they discover in the data for program improvements. The building teams, made up of classroom teacher, ELD Specialist, building Administrator, and the Title III coordinator, also look at individual student data to check for language acquisition growth at an expected rate and/or cases of unusual scores.

Criteria for exit from the ELL Program is to score a 5 on the ELPA, pass the state test in reading (currently the SBAC), or have a portfolio of evidence showing that they have attained proficiency equal to that of their peers.

The building teams, along with the ELL District Coordinator, look at the students that score 5 on the ELPA to be sure they are in agreement that those students should exit. If they believe they are not, the team will gather evidence that shows the student is not linguistically ready to exit the program and retain that student. The team also discusses the students that score a 4 on the ELPA to be sure they are in agreement that the student should not be exited from the ELL Program. If they believe the student is ready to exit the program, they will gather evidence that shows the student is linguistically ready to exit the program and promote that student. This gathering of evidence will be kept in a portfolio in the students CUM file.

As a student acquires more language, as noted in the ELPA and other assessments, the school ELL team will adjust the student's services to insure they are in the most beneficial placement and program. For example, as a student shows growth they could move from an ELD class period to Read 180 to improve reading. They would then receive ELD services through monitoring of progress in reading as well as ELD teacher office hours (x-cel period). Likewise, if a student is not showing growth in language acquisition, the team may discuss additional interventions that may be necessary.

After a student is exited from the ELL Program, they will be monitored for success for 2 years. The monitoring is done by Student Success Teams, put into place to monitor students at risk or struggling, ELL Building teams, and grade level teams. Each school has a Student Success Team (SST) that monitors all students on a regular basis, at least once a quarter. This team checks grades, assessment data, as well as attendance and behavior. If the SST or a grade level team finds a student that is on monitoring status and is struggling academically, they notify the ELL Building team. The ELL Building teams monitor all students on monitoring status at each grading period. All of these teams will work to find additional support and/or interventions for students as needed. Some examples would be the intervention room during the school day for literacy or the after school program for intervention in math and help with homework or finishing daily work. If the additional support or intervention is unsuccessful over a period of one semester, the ELL Building team will consider the possibility that a student is having language acquisition issues. If the team believes there may be language acquisition issues, they will assess the student using the ADEPT and/or the Woodcock-Munoz Language Survey to help determine if that student should be placed back into the ELL Program.

Gervais has no students with waivers for service. However, in the event of a student on a waiver, we would treat them as a student in monitoring status and the SST at the attending school would monitor their progress.

All documents pertaining to ELL Program students are kept in the office of the secretary of the Director of Special Programs.

Section 7: Equal Access to Other School District Programs

District's methods for identifying Special Education and Talented and Gifted students who are also English Language Learners

English language learners are entitled to services of programs for which they otherwise qualify (e.g., Special Education, Talented and Gifted, Title 1A, Title 1C, etc.) Federal programs can provide support to supplement the district program; however, supplementary programs cannot be the primary source of support for English language learners. Methods for identifying students for federal and supplemental programs are described in district policy IGB and IGBB and Procedures IGBA-AR and IGABA.

Special Education (SPED):

Students are neither identified for nor excluded from special education services based on language proficiency. Each school has a CARE TEAM that receives referrals for students that are having trouble with academic progress. Each student is given 3 six week intervention periods before they may be referred for Special Education Services. When an EL is referred for Special Education consideration an instructional team, which includes the Title III Program Director and ELD teacher, considers each ELs progress. The team considers both academic progress/performance and English language proficiency/growth in making any Special Education referral determination. Otherwise, procedures for referring EL students for special education service mirrors the SAME procedures used to referring all students.

If a student is determined to qualify for Special Education Services the ELD teacher of the student must be a part of the meetings and decisions in regards to the special education services of EL students.

The family of ELs is included in this process to provide information about the student's language, educational, and health background as well as their observations and family history as deemed necessary by the instructional team. The district has a variety of tools to assist in deciding whether special education referral is appropriate for specific EL students and to use in the special education evaluation if necessary.

Talented and Gifted Program (TAG):

District staff members, family, self or others may refer students for TAG during our open nomination period or at any time that is appropriate. Forms associated with TAG referrals and screenings have been translated into Spanish. TAG staff gathers information with assistance from the ELL Department as necessary. Non-verbal assessment tools, and other appropriate assessments and inventories are used as needed.

Identification for the district TAG program is based on multiple criteria that call for a consistent pattern of excellence over time. The nomination process for TAG begins with classroom teacher observations using Traits, Aptitudes and Behaviors (TABS) published by Dr. Mary Frazier in which teachers and parents assess students for (in) TAG characteristics. The Gervais board adopted a lower percentile for identifying our students as TAG. Our board policy allows us to identify students in the 90th percentile. The board made this decision based on our student population and the need to provide more opportunities for a broad range of students with special learning needs especially our students who are English Language Learners.

No single test score, measure, or piece of evidence shall be the sole criteria for identification or prevent students from being identified. The TAG coordinator uses non-verbal and/or pictorial intelligence tests to address under representation of English language learners in the TAG program. Steps are taken to ensure that ELLs have an equal opportunity to participate in extracurricular and non-academic activities and process by which ELLs and their parents are notified of the available programs and activities in the school district:

Other Programs:

In order to ensure that ELLs have equal opportunity to participate in activities, classroom teachers inform all students of the availability of activities and equally encourage all children to participate. Notification of opportunities to participate in Special Education, the Talented and gifted programs, other special or restrictive programs, extracurricular and non-academic activities are sent home and/or posted at school in English and in Spanish. When necessary, interpreters are made available to assist parents whose primary home language is other than Spanish.

Summer school programs provide transportation, breakfast and lunch at no cost to students through district funds, Migrant 1C funds, Title 1A funds, Title III funds, and the Federal Summer Food Service Program. Enrollment to summer school is by invitation to students who need extra support in Language, Literacy, and/or Math. All notifications concerning the summer school program are sent to parents in English and Spanish.

All schools within the district make every effort to provide notifications to parents in a language they can understand (primarily Spanish, English and Russian). School newsletters, progress reports, parent compacts, involvement activities, permission slips, Special Education documents and all ESL notifications have already been translated into Spanish. Student handbooks, K-12 are all in English and Spanish. All of the information on the district website is available in English with some Spanish translation.

Staff members that translate notices into Spanish have been tested through ACFOL and scored at an acceptable level. Staff member are available for Spanish interpretation at all buildings and are available to answer questions when parents call or visit their child's school. Parent information phone lines with information in Spanish and English are in place at each school.

For parents whose first language is not English, Russian or Spanish, district staff provides support and information through face-to-face meetings at school and at parent's homes when necessary. If there is a need for translation in any other language, the district sets a meeting and hires a translator. Staff members adjust their rate of speech, use visuals and body language and create a climate of acceptance and respect when communicating with parents.

Section 8: Parent and Community Involvement

Process to communicate NCLB related information to parents:

Procedure	Timeline	Person responsible	
Dissemination of parent program placement letters: Initial letters, Continuing letters	Initial – within 24 hours of placement Continuing – within 2 weeks of committee decision	Secretary of the Director of Special Programs	
Dissemination of AMAO letters if district does not meet AMAOs	Within 30 days of notification	Secretary of the Director of Special Programs	
Districts methods used to notify parents and students of available programs and services	September of each year	District Office Secretary to the Superintendent	Parent Handbook in English and Spanish – given at District-Wide Registration (DWR), sent home with students that don't attend DWR, on Web Page
Notification of parents regarding school activities in language they understand	All year – continuous	Administrative team	Notification of ALL activities and events are distributed in English and Spanish in written form and/or phone messaging. Interpreters are scheduled for all parent conference and IEP meetings (or upon request) in the parent's language of preference.
Dissemination of information regarding Title III to private schools.	August/September of each school year	Director of Special Programs	A meeting is held at the beginning of the year and if private schools wish to participate in Title III services arrangements are made at that time.

Section 9: Program implementation Evaluation

The district's program evaluation process:

Process Element	Fully Implemented	Needs Improvement	Not Implemented
the district has followed the established plan		X	
met the applicable procedural and service requirements around frequency, timeliness, and documentation	X		
determines if staff have followed applicable procedures and service requirements		X	
list of reviewed items taken into consideration as part of review			X
Evaluation of the district's identification process.	X		
Evaluation of the student initial identification assessment process.	X		
Evaluation of placement in EL program services to all students with identified language needs.		X	
Evaluation of adequate staff and materials that is consistent with the district's EL program of service.		X	
evaluation of the district's exiting/reclassification process		X	
evaluation of the district's monitoring practices		X	
Rate of ELs acquiring English language skills. Is the pace consistent the with district's EL program goals or expectations?	X		
Rate of language development progress compatible with the district's objectives for academic (core content) progress.		X	
How the ELs are performing in English language skills compared to the district's goals and standards?		X	
How the district's ELs are progressing in English language skills so they will be able to successfully handle regular coursework?		X	
How the monitored ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework.		X	
How the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.			X
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.		X	

The district has followed the established plan: This piece of the plan was scored as Needs Improvement as we believe every program is implemented with fidelity but there are the occasional errors. As these may occur, we look at why and correct any issues.

Staff have followed applicable procedures and service requirements: This piece of the plan was scored as Needs Improvement because we have had times when new key employees are hired and are not aware of the district's plan to serve ELs. We are working on a flowchart showing steps in the plan and person responsible to aid in our efforts around plan requirements, procedures, and timelines.

List of reviewed items taken into consideration as part of review: This is not a piece of our review process and will be added. We do not have any families opting out of services, but we have had families express a desire for a different instruction model – bilingual or dual language.

Placement in EL program services to all students with identified language needs: Our findings around placement were different at each building in the district. At Gervais Elementary we found that students were placed in classrooms according to class numbers as opposed to the teacher with the best training for EL students. This practice has been changed at the elementary.

Placement in the secondary buildings (Gervais Middle and High) counselors want to place students based on transcripts and grade level classes. We continue to work on student service and placement at these levels by helping counselors understand language acquisition and providing more services at those levels so students are able to access core.

Adequate staff and materials that is consistent with the district's EL program of service: In this area we established a score of needs improvement not because we were not staffing the current plan but because the current plan did not provide sufficient staff to fully support EL students and district staff. This is addressed in the Improvement Plan.

The district's exiting/reclassification process for students transitioning from the EL program: The process for exiting/reclassification is being followed but a system for records and storage of meeting notes has not been established. This has been addressed and these records are now being filed in the office of the secretary to the Director of Special Programs.

The district's monitoring practices for students who have transitioned from the EL program: The monitoring process for exited student is basically looking at grades and test scores 4 times a year. We are now going to be checking on both exited and former ELs and are hiring an additional teacher to handle this responsibility as well as working with students and teachers to make sure they are given adequate support and interventions to be successful.

Rate of language development progress compatible with the district's objectives for academic (core content) progress: State tests in reading show that ELs are not progressing as we would hope in academics and core content. We are now looking at data to make sure that ELs are also being placed in interventions as needed and that their services do not stop with a period of ELD. In addition, we are going to provide more support at all levels to aid students in accessing core content.

How the monitored ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework: State tests in reading and the STAR 360 show that monitoring ELs are progressing as we would hope in academics and core content. If an EL in monitoring status is not doing well in classes or tests they are being placed in interventions as a first step.

Former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework: We have not been monitoring former ELs.

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: State tests show that students receiving ELD services also need additional support. In the improvement plan we have said we will be adding to our current services and provide support for students to access core content.

Gervais School District #1

Home Language Identification Form

1. What languages(s) are spoken at home? English Russian Spanish Other_____
2. What languages(s) did the student learn first? English Russian Spanish Other_____
3. What languages(s) does the student use most often to communicate with friends? English Russian Spanish Other_____

Parents/Guardians

4. Identify the adults in your home who read English.

5. In what language do you prefer to receive written messages from school? English Russian Spanish Other_____
6. In what language do you prefer to receive telephone calls from the school? English Russian Spanish Other_____
7. In what language do you prefer to hold parent-teacher conferences? English Russian Spanish Other_____

Please list all children in the household:

<u>Name</u>	Date of Birth	Grade		
_____	_____	_____	<input type="checkbox"/> F	<input type="checkbox"/> M
_____	_____	_____	<input type="checkbox"/> F	<input type="checkbox"/> M
_____	_____	_____	<input type="checkbox"/> F	<input type="checkbox"/> M
_____	_____	_____	<input type="checkbox"/> F	<input type="checkbox"/> M
_____	_____	_____	<input type="checkbox"/> F	<input type="checkbox"/> M
_____	_____	_____	<input type="checkbox"/> F	<input type="checkbox"/> M
_____	_____	_____	<input type="checkbox"/> F	<input type="checkbox"/> M

Written Name of person completing this form.

Written Name of person assisting with completion of this form.

For School Use Only

- ESL Special Services Title 1A Classroom Teacher Office Title 1C Student Acct.

Gervais School District #1

La Forma Idioma Identificación de Casa

1. ¿Qué idioma(s) se habla en casa? Inglés Ruso Español Otro _____
2. ¿Qué idioma(s) el estudiante aprendió primero? Inglés Ruso Español Otro _____
3. ¿Qué Idioma(s) el estudiante usa el más para comunicar con los amigos? Inglés Ruso Español Otro _____

Padre / Guardián

4. Identifique a los adultos en su casa que pueden leer inglés.

5. ¿En qué idioma usted prefiere para recibir los mensajes escrito de la escuela? Inglés Ruso Español Otro _____
6. ¿En qué idioma usted prefiere para recibir las llamadas telefónicas de la escuela? Inglés Ruso Español Otro _____
7. ¿En qué idioma usted prefiere para sostener las conferencias del padre-maestro? Inglés Ruso Español Otro _____

Por favor liste a todos los niños en la casa:

<u>El nombre</u>	La fecha de Nacimiento	La calidad		
_____	_____	_____	<input type="checkbox"/> F	<input type="checkbox"/> M
_____	_____	_____	<input type="checkbox"/> F	<input type="checkbox"/> M
_____	_____	_____	<input type="checkbox"/> F	<input type="checkbox"/> M
_____	_____	_____	<input type="checkbox"/> F	<input type="checkbox"/> M
_____	_____	_____	<input type="checkbox"/> F	<input type="checkbox"/> M
_____	_____	_____	<input type="checkbox"/> F	<input type="checkbox"/> M
_____	_____	_____	<input type="checkbox"/> F	<input type="checkbox"/> M

El Nombre escrito de persona que completa esta forma.

El Nombre escrito de persona que ayuda con esta forma.

For School Use Only

ESL Special Services Title 1A Classroom Teacher Office Title 1C Student Acct.

Gervais School District #1
Notification of English Language Development Program Placement
 Initial Placement Continuing Placement

Name of Student: _____ Date: _____

School Location: _____

Dear Parents:

Based on your child's English proficiency test scores and level of academic achievement, we are pleased to inform you that your child will receive instruction in our district's English language development program. The goal of our English language development program is to help your child learn English so that she/he will be able to meet age appropriate academic standards for grade promotion and graduation. The high school graduation rate for students participating in an English language development program is ____%. If your child has a disability and an Individual Education Program (IEP), improvement in his/her ability to speak and write in English will help meet the objectives of their IEP. Although you may request to have your child exit the English language development program at any time, students normally participate for a period of ____ to ____ years.

Your child's level of English proficiency was measured using the following test (s):

- Woodcock-Munoz Language Survey
- English Language Proficiency Assessment (ELPA)
- Other _____

Level of English Proficiency: _____

If applicable, your child's level of academic achievement was measured using the following test (s):

- Oregon Assessment of Knowledge and Skills
- Other _____

Level of Academic Achievement: _____

The method of instruction used in your child's English language development program is : English Language Learner (ELL)/English as a Second Language (ESL): Instruction is provided in English only and adapted to student's level.

Your child's program is the district's only English language development program.

Please contact the person below if you would like to request: (a) immediate removal of your child from the English language development program; (b) options available for your child if you decline enrollment or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name : Sylvia Garcia _____ Telephone Number: 503-792-3803 ext. 2341
Title: ELL Coordinator _____ Email Address: sylvia_garcia@gervais.k12.or.us

Gervais School District #1
Notificación de asignación al programa de desarrollo de ingles
 Asignación inicial Continuación de asignación

Nombre del estudiante: _____ Fecha: _____

Ubicación de la escuela: _____

Estimados padres:

Según los puntajes en las pruebas de aptitud en ingles y el nivel de rendimiento académico de su hijo/s, nos complace informarle que su hijo/a recibirá instrucción en el programa de desarrollo de ingles del distrito. La meta del programa de desarrollo de ingles es ayudar a que su hijo/a aprenda ingles a fin de que pueda cumplir los criterios académicos pertinentes para su edad, y así pasar de curso y graduarse. El porcentaje de graduación de estudiantes de secundaria que participa en el programa de desarrollo del idioma ingles es ____%. Si su hijo/a tiene alguna discapacidad y esta en un Programa de Educación Personalizada (IEP), un mejoramiento en su capacidad para hablar y escribir en ingles le ayudara a cumplir los objetivos de su programa IEP. Si bien usted puede solicitar que su hijo salga del programa de desarrollo del idioma ingles en cualquier momento, los estudiantes normalmente participan por un periodo de ____ a ____ anos.

Se utilizaron las siguientes pruebas para medir el nivel de aptitud en ingles de su hijo/a:

- Woodcock_Munoz Language Survey _____
- English Language Proficiency Assessment (ELPA) _____
- Other _____

Nivel de aptitud en ingles: _____

Si corresponde, se utilizaron las siguientes pruebas para medir el nivel de rendimiento académico de su hijo/a:

- Oregon Assessment of Knowledge and Skills (OAKS) _____
- Other _____

Nivel de rendimiento académico: _____

El método de instrucción que se utilizaron en el programa de desarrollo del ingles de su hijo/a será: Enseñanza en ingles basada en contenidos (ELL – English Language Learners)/Ingles como segundo idioma (ESL – English as a Second Language): La instrucción solo se entrega en ingles y se adapta al nivel del estudiante.

El programa de su hijo/a es el único programa de desarrollo de ingles del distrito.

Por favor comuníquense con la persona se indica a continuación si desean solicitar: (a) el retiro inmediato de su hijo/a del programa de desarrollo del ingles; (b) las opciones disponibles para su hijo/a en caso que ustedes no acepten la inscripción en el programa o deseen otro método de instrucción; o (c) ayuda para seleccionar otros programas o métodos de instrucción del distrito, si estuviesen disponibles.

Nombre : Sylvia Garcia _____ Numero telefónico: 503-792-3803 ext. 2341
Cargo: ELL Coordinator _____ Dirección de correo electrónico: sylvia_garcia@gervais.k12.or.us

SIOP DROP IN FORM

Staff Member: _____ Date: _____ Time Arrived: _____ AM PM
Number of students in class _____ Subject: _____ Left: _____

Lesson Preparation

Language Objective:

Content Objective:

Supplementary Materials Used:

SKILLS/ABILITIES

- Greeted students entering classroom
- Pleasant conversation with all students
- Introduced daily objectives
- Randomly selected students to participate
- Responds to students with encouragement
- Instructed students with encouragement
- Used HOTS for questions
- Differentiated Instruction

Evidence of Instruction

- Building Background
- Comprehensible Input
- Strategies Used
- Classroom Interactions
- Lesson Delivery
- Practice and Application

Evidence of Review and Assessment

- Review vocabulary
- Review content concepts
- Assess student learning
- Provide student feedback

Recommendation(s) for staff member (On back of form):

Your signature indicates this SIOP Drop-In Form has been reviewed with you, and that you have received a copy.

ADMINISTRATOR

DATE

STAFF MEMBER

DATE

ELD Options for Special Education/ELL students Meeting Minutes

Name _____	Grade _____	Homeroom Teacher _____	Date _____
Primary Disability: _____		WM: S: _____	E: _____
		Current ELPA: _____	Current Adept: _____
Type of Meeting (Circle One): Other _____	Parent Meeting	IEP Meeting	Staffing Meeting

Facilitator _____ **Recorder** _____

Present: (Name and Title)

If being in special education opportunities for services is more beneficial for language development than an ELD class, then a building team will meet to review and determine his/her best placement using the chart below.

Question: Which area of language development is affected by SPED issues or ELL issues?

Area	SPED		ELL	
		Reasoning		Reasoning
Speaking				
Listening				
Reading				
Comprehension				
Writing				

Decision:

Process Manager: (Scheduling/parent-staff contact): __ _

Follow-Up meeting: _ _____

