

Gervais School District English Language Learner Plan

*2017-2019
(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, deshabilidad, estado civil, orientación sexual o edad en proveer o tener acceso a beneficios de servicios de educación actividades y programas de acuerdo con Título VI, Título VII, Título 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 Título II, Coordinador de Título 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 1006 students according to the fall 2017 membership, and consists of 5 schools, including Frontier Charter School. 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.

2017/18 District Membership													
Grade	White	%	Black	%	Hispanic	%	Asian	%	Indian/Als	%	Pacific Is.	%	Total
K	20	32.8	1	1.6	39	63.9	1	1.6	0	0.0	0	0.0	61
1	22	32.4	1	1.5	42	61.8	1	1.5	2	2.9	0	0.0	68
2	18	25	0	0	54	75	0	0.0	0	0	0	0.0	72
3	13	18.3	0	0.0	54	76.1	0	0	4	5.6	0	0	71
4	22	30.1	0	0.0	50	68.5	0	0.0	1	1.4	0	0.0	73
5	29	36.2	0	0	49	61.2	2	2.5	0	0	0	0.0	80
6	19	23.2	0	0	62	75.6	0	0.0	1	1.2	0	0.0	82
7	27	31.8	1	1.2	54	63.5	2	2.4	1	1.2	0	0.0	85
8	16	22.8	3	4.2	49	70.	0	0	1	1.4	1	1.4	70
9	35	36.5	2	2.1	55	57.3	2	2.0	1	1.0	0	0.0	96
10	20	31.2	0	0.0	39	61	2	3.1	2	3.1	0	0	64
11	24	29.3	0	0.0	54	65.9	1	1.2	2	2.4	1	1.2	82
12	34	33.3	0	0	63	61.8	0	0	3	2.9	2	1.96	102
Totals	341	33.9	8	.8	665	66.1	11	1.1	18	1.8	4	.4	1006
Student count as of 10/2/2017													

Language Breakdown for Gervais School District:

<u>Language</u>	<u>All</u>	<u>Spanish</u>	<u>Russian</u>	<u>Mhong</u>	<u>Chinese</u>	<u>Other</u>
<u># of students</u>	<u>240</u>	<u>227</u>	<u>8</u>	<u>3</u>	<u>1</u>	<u>1</u>

The Gervais School District has 242 of 1006 students that qualify for the EL Program services. Below find the breakdown by building. 24.1% of district students currently receive EL services.

Building (as of 10-02-17)	Grades	Enrollment	# of EL	% of EL	Students on waiver	Title IA	Status
Gervais Elementary	K-5	425	159	37.4%	0	SW	Focus
Gervais Middle School	6-8	237	53	22%	0	SW	
Gervais High School	9-12	306	24	7.8%	0	SW	
Sam Brown School	6-12	38	6	15.8%	0	SW	Focus
District Total (data as of 10/2/17)	K-12	1006	242	24.1%	0%		

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

Special programs	# of dist. students	# of ELSWD student by disability code/number of EL on 504 plans	% of EL students in program	% of district students in program (1006 on 10/2/17)
Talented and Gifted	18	0	0%	1.7%
Special Education	42	Total SPED = 20; 504 = 4 Code 50=10; 90=8; 80=1; 82=1	17.8%	13.6%

EL AMAO Results - Gervais School District

STATE GOALS	35%		50%		CCSS	
	15/16	16/17	15/16	16/17	15/16	16/17
AMAO#1: The number and percentage of ELs showing growth on ELPA21?	All:44.81% (82) ELSWD: 7 (29%) +5:	All: 42.73% (94) ELSWD: 4 (19%) +5:				
AMAO #2: a & b Number and Percentage of students reaching proficiency and exiting ELD.			b) 0% (0)	a)19.34% (35)		
			b) 13.16% (10)	b) 11.11% (10)		
AMAO #3: Did EL students pass SBAC in Language Arts?					Not Met	Not Met
	# of students in district	# of students passing SBAC	% of students passing SBAC	# of ELSWD students passing SBAC	% of ELSWD passing SBAC	
Monitoring year 1	66	17	26%	1	50%	
Monitoring year 2	0	0	0	0	0	
Monitoring year 3	63	17	27%	0	0	
Monitoring year 4	40	15	36%	0	0	

Former ELs	105						
ELs re-entered into program	5						

The number and percentage of ELs who have not reached English proficiency having been identified for 5 years or more year.

Not Proficient	Yr. 5	Yr. 6	Yr. 7	Yr. 8	Yr. 9	Yr. 10	Yr. 11	Total %
All	22	11	10	9	5	3	2	62/ 25.6%
ELSWD	6	3	0	2	2	1	0	14/ 5.7%

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 (EL) Sheltered Instruction and Co-teaching models, and every student receives English Language Development (ELD) class. In grades K-12 GSD provides all EL 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	<p>Students in ELD will be grouped by grade level and then by small groups according to language domain level or skills needed. Groups would be taught by teachers and Instructional Assistants to support small groupings for 45 minutes of ELD instruction. In addition, students with higher language needs (newcomer, emerging and any domain with a 1 or 2) will receive extra time to support language needs through pull out or push in support.</p> <p>All Newcomer English language learners have additional ELD time throughout the week 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.</p> <p>All teachers in grades K-5, have received (or will receive) 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 ELs) and target specific Tier 2 and Tier 3 academic language sentence frames. Response to Intervention (RTI) ELs/ SPED/TAG is tailored and reinforced through modeling in whole group, small group work, and individual student lessons.</p>
Gervais Middle School	<p>Students will receive ELD class (45 minutes). Students who have greater language acquisition need (based on ELPA21) may receive additional ELD class time to support their English development. The ELD class will focus on supporting student's language needs and groupings will be developed by domain data from ELPA21. At the middle school a student will receive a minimum of 45 and a maximum of 135 minutes a day of ELD instruction. The amount of time a student is supported is determined by data gathered and EL/GMS team.</p>

Gervais High School	In grades 9-12 students receive 1 class period daily (80 minutes). Newcomer students are provided with additional ELD time with the district ELD intervention teacher, as well as classroom support. In addition, at the secondary level students are often placed according to needed support intervention classes as indicated by ELPA21 strand data and district and state assessments. This is in addition to the students Language Arts classes.
Samuel Brown Academy	In grades 6-12 students receive 1 class period daily in GHS. 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 EL 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 EL 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 provide faster English acquisition.

All of the 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 EL team, EL Coordinators/Teachers, Building Principals, and mainstream Teachers. Counselors, EL 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 EL students.

Support for the District's EL Instructional Models:

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

"Sheltered Instruction: Best Practices for ELs 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, MaryELen 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 MaryELen 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 EL 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 EL students in classes show 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

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

Program Goals

The primary goal of the Gervais School District is to provide a program for EL 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. EL students are ultimately held to the same standards as non-EL students. It is the responsibility of the district to provide appropriate and sufficient support so ELs can meet those standards. We believe our program design provides this support.

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

SMART Goals	Measure of Success
Equal access to comprehensible grade level instruction in all academic areas;	Classroom support through teachers practicing SIOP strategies and Instructional Assistant support in classroom. Teacher formative assessments and district level assessments 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 teacher and ELD dept. observation and work samples, formative assessments, district building screener testing, and the ELPA21.
Increased depth of knowledge and increased academic language and vocabulary in common core/subject matter content.	Teacher formative assessments 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.

Our goal for EL students is to show academic growth in the median percentiles on the state report card to be equal to the median percentiles of the category of "all students." For the 2016-2017 school year, Gervais Elementary Schools showed EL median academic growth percentile in Language Arts to be 53% while the same for all students was 54%. We believe that this shows strong success in academic growth for EL students at the elementary level. However, the math percentiles are showing that EL students (56%) are a bit behind "all students" (61%).

Making sure that EL students' academic growth is comparable to all students is important for freshman on track and graduation rates due to the probability of success as an EL progresses through their school career and gives them a strong base for academic success after exiting the EL Program.

Section 3: Identification of Potential English Learners

Upon registration at the Gervais Welcome Center each student is given a Home Language Survey (Appendix). Beginning in the 2018/19 school year, the district will use the state approved “Language Use Survey,” as well as begin using ELPA21 operational screener to determine eligibility for the EL Program.

For the 2017/18 school year, when the Language Use Survey indicates a student’s first language is a language other than English, and/or the student is reported to frequently participate in cultural activities that are in a language other than English, a trained person on the EL Team administers a Woodcock-Muñoz Language Survey. For the 2018/19 school year, when the Language Use Survey indicates a student’s first language is a language other than English, and/or the student is reported to frequently participate in cultural activities that are in a language other than English, a trained person on the EL Team administers the ELPA21 screener. The score on these measures will determine eligibility for the EL Program.

At the beginning of the year, new students are tested for eligibility within the first 30 days of attendance. After the year has begun, new students are tested for eligibility within 10 days of enrollment. If a student scores less than a Level 4 Broad English Overall Woodcock-Munoz test they are entered in the EL program. For the 2018-2019 school year, Gervais will use the ELPA21 Screener to determine entrance into the EL Program based on the domain levels set by the state.

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 Language Use Survey to fill out.	Registrar/ Title III data support	Same day.	Registration, Immunization, TB Test, Computer consent, Release of student records, and Language Use Survey are kept in the student’s CUM folder.
If the Language Use Survey indicates that the student’s first language is other than English, and/or the student is reported to frequently participate in cultural activities that are in a language other than English, a testing request is sent to the EL team at the school of the student.	Registrar/ Title III data support	Within 48 hours. (not including weekends and holidays)	Copies of registration form and LUS are filed in each student’s CUM file. Copies of Language Use Survey for each student are also kept on file with the EL Dept.

Administers assessment	Properly trained EL Team member	Within 30 days of the beginning of the school year or within 2 weeks once the year is underway.	A copy of the test is printed and given to the Title III data support person. A copy of the test is printed and given to the teacher(s).
Complete record keeping and notification of testing results.	Title III data support person	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. If ineligible, test scores and student information are entered into the student accounting system as tested but not eligible. Notification of eligibility is sent to parent.
What step is taken? [2]	Who is responsible?	When is it completed? [3]	What documentation is kept and where? [4&5]
Determination of type and amount of EL services.	EL Coordinator /building principal/ EL teacher.	Within 2 school days of testing results.	Best program placement and design is decided by the EL team and notification is sent to parent.
Cum file review to collect information on previous schooling/EL placement.	EL Coordinator/ EL personnel/ ELD teacher.	Upon receipt of school records.	Information is recorded on the CUM file review form and placed in student CUM file. Some information may be recorded in the student accounting system.
Parent/guardian is notified of assessment results, the assessment tool used, the student's English language level, intent to provide EL services or result of no EL qualification, and the right to refuse services. Written information provided in parents' home language unless language has no written form.	EL test administrator and EL 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 (2018 the ELPA21 Screener). For annual measures as well as exit readiness the district uses the English Language Proficiency Assessment(ELPA21), State Reading Assessment, and possibly a portfolio of work samples.

There are several 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 Language Use Survey indicates that their first language is any language other than English, they are given this test within the first 30 calendar days from the beginning of the school year or within 14 calendar 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 EL 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. A letter is sent home to the parents notifying them of test results, placement (in program or not), and program of service if the student is placed in the EL Program. Student data is also provided to the classroom teacher to help guide and inform instruction.

The English Language Proficiency Assessment²¹ (ELPA21) 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 ELPA21 testing. The ELPA21 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 ELPA21 scores come back to the district, the district team convenes to go over the data. The data is broken down by building, language proficiency level, domain scores, 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 EL 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.

EL 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 EL on the Site Councils so they are able to share the data and explain the recommendations of the EL 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 EL 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 (the building is looking at various screeners so this may change for 2018). 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. 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. EL 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. 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. (Lessons are 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 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 as indicated through observations or requested by teacher. Response to Intervention (RTI) ELD/ SPED/TAG is tailored and reinforced through modeling in whole group, small group work, and individual student lessons. All Emerging English language learners have additional ELD time throughout the week (1-2x) of at least one additional half hour for targeted transfer of language, reading, and writing skills. Additional 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-EL students. • Adopted curriculum is National Geographic Cengage.
Gervais Middle School	<ul style="list-style-type: none"> • In grades 6-12 students receive 1 class period daily. “Emerging” 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 EL students have equal access to special programs as non-EL students. Classroom teachers have district provided opportunities to participate in professional development in SIOP and ELD strategies. • Adopted curriculum is EL Achieve
Gervais High School	<ul style="list-style-type: none"> • In grades 6-12 students receive 1 class period daily. “Emerging” 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 EL students have equal access to special programs as non-EL students. Classroom teachers have district provided opportunities to participate in professional development in SIOP and ELD strategies. • Adopted curriculum is EL Achieve
Samuel Brown Academy	<ul style="list-style-type: none"> • In grades 6-12 students receive 1 class period daily. “Emerging” 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 EL students have equal access to special

	programs as non-EL students. Classroom teachers have district provided opportunities to participate in professional development in SIOP and ELD strategies. Adopted curriculum is EL Achieve.
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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.

There are some students that arrive in the district with interrupted formal education (SIFE). These students need additional academic support as well as language support. In these cases the EL Team and the building teams work together to construct an individual plan for each individual student. Each plan contains both language acquisition support and academic intervention support. The needs of each SIFE is assessed using district screeners, entrance measures, classroom and ELD teacher assessments, and at times assessments developed specifically to measure needs for a specific individual student.

Recent Arriver English Learners (RAELs) are students that arrive in the district, at any grade level K-12, that may have very little experience in U.S. schools. These students are assessed for service in the EL Program the same as other potential EL students. Depending on need these students may receive additional support that would include areas such as: language acquisition, acculturation, education system and expectations, support for the family, etc. Gervais School District has a family support liaison that helps support the families and provides resources and support for both school and cultural needs. Students that need additional academic support and/or language support will have an individual plan. Each plan contains both language acquisition support and academic intervention support. The needs of each RAEL is assessed using district screeners, entrance measures, classroom and ELD teacher assessments, and at times assessments developed specifically to measure needs for a specific individual student.

Mainstream ELSWD students are served and supported by both programs as they would be in each individual program with the exception that the SPED and EL teams work together to support the IEP goals and language acquisition needs. ELSWD students with emotional and/or behavior disabilities are served for their primaru disability and EL services are delivered in the ELD classroom, small group setting, or at times, individually, depending on student need and team decisions. The district has no students that are hearing or visually impaired at this time that is served in the district. Should a student with this type of disability enter the district, a plan of language acquisition services would be developed according to their need. The ELD teacher is on the IEP team for all ELSWD.

ELSWD with significant cognitive disabilities are served through SPED services. Many times these students are unable to complete a test that would determine EL needs, however, students with significant cognitive disabilities that may qualify for the EL Program are served by the EL Team according to the specifications on the IEP of the individual student.

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	(Ruby) Wynelle Dettwyler (Teacher - Language Acquisition and staff PD) ESOL Manuela Rojas (Bilingual Inst. Assistant - small group support of teacher lessons) (Instructional assistant for access to core content)
GMS	Elizabeth Lopez (Teacher – Language Acquisition) ESOL Adelita Ruiz (Bilingual Instructional assistant to ESOL)
GHS	Elizabeth Lopez (Teacher – Language Acquisition) ESOL Adelita Ruiz (Bilingual Inst. Assistant for access
SBA	Elizabeth Lopez (Teacher – Language Acquisition) ESOL Adelita Ruiz (Bilingual Inst. Assistant for access to ESOL)
GSD	Monica Fuentes-Schott (Bilingual Instructional Assistant with BA in Spanish Language – District-wide EL Monitoring Specialist)

Additional personnel that are trained to support ELs are:

GES	Inst. Assistants Esther Oropeza Sofia Guzman Myra Vasquez Teachers w/ ESOL Endorsements (Ruby) Wynelle Dettwyler Cindy Smith Lisa Sanderlin
GMS	Teachers w/ ESOL Endorsements Helen Warberg Robert Tavares Michael Mulkerin Kristin Kamat Elizabeth Lopez
GHS/SBA	Teachers w/ ESOL Endorsements Amber Enfield Elizabeth Lopez Ken Stott

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 EL services changes, the district will review current staffing levels and determine whether additional EL personnel are necessary. This review will be conducted annually.

The teachers instructing EL 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 EL 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 EL students in the areas of English Language Development (ELD) and Sheltered Instruction Observation Protocol (SIOP), as well as co-teaching training. 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 is doing classroom modeling and observations. The EL Team 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 EL Achieve ELD training in the district or area.

Currently the districts adopted materials are K-5 National Geographic, 6-12 EL Achieve. These are used along with other resources 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. We continued use of EL Achieve grades K-12, SIOP, and district resource materials from the last adoption cycle. IN the fall of 2018, the district will begin using National Geographic materials purchased during the spring of 2018. Training for the National Geographic materials was purchased as part of the adoption process and will begin in August of 2018 and be ongoing through the school year.

Section 6: Transition from English Language Development Program

All EL students in the Gervais School District participate in the English Language Proficiency Assessment (ELPA21). 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 EL 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 EL Program is to score a "Proficient" on the ELPA21 (the district does not retain students in the EL program if they score proficient on the ELPA21), to pass the state test in English Language Arts (currently the SBAC) or have a portfolio of evidence showing that they have attained proficiency equal to that of their peers. NOTE: The district will amend their exiting procedures as directed by ODE.

The EL team discusses the students that score a just below a "Proficient" on the ELPA21 (for most standardized tests there is a 15 point margin of error. We discuss students who in only one domain may have fallen within 15 points of passing the domain and this has kept them from being Proficient) to be sure they agree that the student should not be exited from the EL Program. If the EL team believes the student may be ready to exit the program, they will gather a portfolio of evidence that demonstrates the student is linguistically ready to exit the program. This gathering of evidence will be kept in a portfolio in the EL portion of the students CUM file. NOTE: "The Team" discussing student exits by portfolio must always include: a content-area teacher, an English language development teacher familiar with the student's language ability, a school or district level administrator; parent/guardian, a special education teacher if the student is ELSD. (If the parent/guardian cannot attend the meeting, their input will be obtained prior to any decision on the student's EL program being made and included in the meeting notes.

After a student is exited from the EL Program, they will be monitored for success for 4 years. The monitoring is done by the district EL team and content teachers. Each grading or progress report period teachers are to send updates for each of their EL monitoring students to the EL team (the EL team disseminates monitoring document to the teachers). Each building EL team meets to review the information, noting students that need to be put on a "follow-up". Any students on the follow-up list are assigned to a person on the EL team. That person then confers with the teacher to gather more detailed information, talks to the student about possible issues, and, if determined necessary, a classroom observation will be made. If it is determined there is a possible need for further language support, parents are notified for further input. If it is determined that the lack of school success is not related to language acquisition, the appropriate school personnel are notified. All notes, paperwork, communications, and final determinations/results are placed in the monitoring notebook behind the students cover page. Should it be determined that a student may require additional language support they would go through the identification process for that determination.

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. Our process for a request to waive services is as follows: Parent requests waiver, a meeting is set Title III Director, building principal, ELD teacher, parent, and the student if appropriate. At the meeting the school staff and parents will discuss data from test results available, work samples if appropriate, explanation of the program and its benefit to the student, and any other important information. Should the parent still wish to withdraw their child from services, They will receive Request for Change in English Learner Program and Explanation of Consequences for Refusing English Learner Services forms.

All documents pertaining to EL 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 IGBBA. Interpretation and translated documents are provided to all parents for language accessibility during all IEP/TAG meetings as well as after meetings should they have questions later.

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 considered for referral for Special Education an instructional team, a content-area teacher, an English language development teacher familiar with the student's language ability, a school or district level administrator, and a special education teacher, considers each ELs progress. The team considers both academic progress/performance and English language proficiency/growth in making any Special Education referral determination. If the student is referred for SPED services the process the same as all other referred 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 as necessary. The meeting and all documents are interpreted and translated into a language that parents can understand.

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 EL 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 ELs have an equal opportunity to participate in extracurricular and non-academic activities and process by which ELs and their parents are notified of the available programs and activities in the school district:

Other Programs:

To ensure that ELs 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.

Graduation Plans: See appendix at end of document.

Section 8: Parent and Community Involvement

Process to communicate ESSA 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	
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:

In the District Lau Plan evaluation process the team uses various sources of information to analyze the elements in the chart below and rates the each element. Under the chart is an explanation of the data used in establishing successful implementation of the element and recommendations for improvement as needed.

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	X		
determines if staff have followed applicable procedures and service requirements	X		
list of reviewed items taken into consideration as part of	X		
Evaluation of the district's identification process.	X		
Evaluation of the student initial identification assessment	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		X	
Rate of language development progress compatible with the district's objectives for		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		X	
How the former (not monitored, nor current) ELs continue to demonstrate English language skills that enable them to successfully handle			X
How the EL students, who are currently receiving English language development services, are progressing academically relative to program goals or		X	
Evaluation of EL parent participation in school/ district decision making groups and the district's recruitment		X	

The district has followed the established plan: This piece of the plan was scored as Needs Improvement. Although we fully implement our LAU Plan, we believe every program is implemented has strengths and weaknesses. Our goal in this process is to strengthen any areas of our plan that need improvement or change.

The District has met applicable procedures and service requirements: The District has met all procedural and service requirements in the plan. That being said, we realize there will be changes as ESSA is coming into play during the new plan that will require revision of the 2017-2019 plan to stay within the new requirements. These requirements include the procedures around identification, notifications, timelines, student support, equal access, parent involvement, exiting, and monitoring.

Staff has followed applicable procedures and service requirements: This piece of the plan has been fully implemented. To insure that the plan is being followed we run reports out of the student accounting system that gives us the enrollment date, testing date if the Language Use Survey (LUS) indicates need, and program entry date (if applicable). The Welcome Center Registrar keeps all Language Use Survey information on file and enters the information upon registration. If the LUS indicates a need for testing for EL Program, the Welcome Center scans a copy of the LUS to the EL teacher in the correct building along with the start date, and classroom assignment. The Registrar then puts a notification on her own calendar (4 school days out) to insure that the WM Survey or ELPA21 Screener (2018-2019) has been given and to follow up if she has not been notified of the result. The Registrar also keeps a spreadsheet with all results of the program entry testing. Once a student qualifies for the EL Program they are scheduled into the ELD class/es. Secondary students are scheduled by the school counselors and EL team to insure the best placement for language and academic levels (using the information available to us at that time).

List of reviewed items taken into consideration as part of review: Language Use Survey, reports out of the student accounting system, students grades and behavior (as they may pertain to language issues), ELPA21 results, SBAC reading and math, and OAKS science testing, district level testing and screeners. When considering student performance and need we also confer with teachers and parents. Some of this data may be used in the evaluation of the plan and program. We do not have any families opting out of services, but we have had families express a desire for a different instruction model. We have been in discussions with our families about service models and their desires for learning language of origin.

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. 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 best/appropriate placement at these levels by helping counselors and administrators understand language acquisition and providing more services at those levels so students are able to access core curriculum.

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. With the addition of the 4-year monitoring requirement, the district is working to fund an additional 1.0 classified FTE to the EL Team. The Title III Director will be reporting to the School Board and Superintendent in the fall of 2018 on the number of EL students in the district that are active ELs, ELs in monitoring status, and Ever ELs and give a recommendation for budget and staffing for the upcoming budget year.

The district's exiting/reclassification process for students transitioning from the EL program: The process for exiting/reclassification is being followed and a system for records and storage of meeting notes has now been established. These records are now being filed in the office of the Secretary to the Director of Special Programs. Criteria for exit from the EL Program is to score a "Proficient" on the ELPA21 (the district does not retain students in the EL program if they score proficient on the ELPA21), to pass the state test in English Language Arts (currently the SBAC) or have a portfolio of evidence showing that they have attained proficiency that provides access to core content. The EL team discusses the students that score a just below a "Proficient" on the ELPA21 (for most standardized tests there is a 15 point margin of error. We discuss students who in only one domain may have fallen within 15 points of passing the domain and this has kept them from being Proficient) to be sure they agree that the student should not be exited from the EL Program. If the EL team believes the student may be ready to exit the program, they will gather a portfolio of evidence that demonstrates the student is linguistically ready to

exit the program. This gathering of evidence will be kept in a portfolio in the EL portion of the students CUM file. NOTE: "The Team" discussing student exits by portfolio must always include: a content-area teacher, an English language development teacher familiar with the student's language ability, a school or district level administrator; parent/guardian, a special education teacher if the student is ELSWD. We believe we have a sound process for exiting as we have not returned any exited ELs to the EL Program to date.

The district's monitoring practices for students who have transitioned from the EL program: The monitoring process for exited student is still in process. We have hired a classified staff to assist in monitoring exited EL students. This person is checking grades and speaking with any students that have "D" or "F" grades. After that conversation she will talk with the teacher about how that teacher (by EL staff) and student (by teacher and/or EL staff) can be supported. In addition, she may set times with the student to work individually. All of this gives a better idea of the issue being language related or some other problem. If it is something outside of language, she will look for support for the student in the appropriate place.

However, we are working on a better system for monitoring. We have built queries into our student accounting system that will enable us to pull lists of monitoring students by year with credit counts, grades, attendance, special programs, etc. We are working on a system that will include involve all teachers and the EL Team so that monitoring students have a support system that is a network of adults rather than a single person. This new monitoring system is going to be implemented in fall of 2018.

Rate of language development progress compatible with the district's EL Program goals or expectations:

The District EL Program goals have always been guided by the state AMAO measurements. We have always met and/or exceeded AMAO goals A and B in all categories. We have not been able to meet the academic goal except for 1 year. However, at the time of this evaluation the state report card LA scores show that in the K-5 group ALL student growth was at 54% and the EL subgroup was at 54% as well, in the 6-8 grouping ALL student growth was 46.5% while EL subgroup was at 48%. There were too few students at the 11th grade level to have a score on the state test. Program goals for our students are that they are able to access content at the level of their peers and show growth on the ELPA21. They are doing very well on both. Any students that are not doing making gains are evaluated for additional support.

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. At the K-8 levels we are retraining teachers in SIOP. Our EL teachers are attending EL Achieve professional development to be updated in that system.

How are EL students progressing on the ELA SBAC test: At the time of this evaluation the state report card LA scores show that in the K-5 group ALL student growth was at 54% and the EL subgroup was at 54% as well, in the 6-8 grouping ALL student growth was 46.5% while EL subgroup was at 48%. There were too few students at the 11th grade level to have a score on the state test.

How are EL students progressing in language skills so they are able to handle regular coursework: The District EL Program goals have always been guided by the state AMAO measurements. We have always met and/or exceeded AMAO goals A and B in all categories. We also understand that with ESSA the goals for our program may be different in the year to come. We will need to evaluate our goal setting at that time.

How the monitored ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework: State tests in reading and the building screener 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. The monitoring process for exited student is still in process. We have hired a classified staff to assist in monitoring exited EL students. This person is checking grades and speaking with any students that have "D" or "F" grades. After that conversation she will talk with the teacher about how that teacher (by EL staff) and student (by teacher and/or EL staff) can be supported. In addition, she may set times with the student to work individually. All of this gives a better idea of the issue being language related or some other problem. If it is something outside of language, she will look for support for the student in the appropriate place.

However, we are working on a better system for monitoring. We have built queries into our student accounting system that will enable us to pull lists of monitoring students by year with credit counts, grades, attendance, special programs, etc. We are working on a system that will include involve all teachers and the EL Team so that monitoring students have a support system that is a network of adults rather than a single person. This new monitoring system is going to be implemented in fall of 2018.

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. However, with the new data requirements we will be working to implement this piece of the EL service plan. Unless there are differing guidelines for former ELs, I would anticipate that we would add this group to the monitoring plan but check on them less often unless they are struggling academically.

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.

Evaluation of EL parent participation in school/ district decision making groups and the district's recruitment practices: parents of EL students are invited and encouraged to participate in the district decision making groups. One of the areas that the Title III Director watches closely is the use of translation on all documents and interpretation at all meetings and family activities. All district handbooks, parent information, robo calls, school fliers are to be distributed in a bilingual format. All District Special Education meetings and documents, expulsion hearings and documents, are translated and interpreted as practice and do not need to be requested. If we are unsure of need we call and ask the parents involved or schedule an interpreter in case they are needed. We have a process for events that includes translation of documents for the event, hiring of translation, sign in sheets, and collection of all paperwork at the end of the event to insure that parents are able to access all information in a language they understand. There are some recommendations that have been made to the Superintendent's Office for improvement that includes translation of; the most often used policies and policy ARs, Board meeting notices, and Board and Budget Committee openings. However, we are making progress by recruiting EL and or Spanish speaking parents for these groups as the opportunities arise.

Based on this evaluation we are aware that our student load has more than doubled in size. We are going to be requesting more staff. With the new requirement of 4 years of monitoring rather than 2 years of monitoring and the need to plan for supporting Ever ELs and keeping data for them as well, this staff may include both classroom and data keeping personnel.

Additionally, we are having more secondary students arriving with no English skills and some have very little Spanish (the most prevalent first language in our district) due to having their first language identified as an indigenous language. We are recommending a better way to support Newcomer students with high language needs.

Appendix

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 (EL)/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: EL 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 ___ años.

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 (EL – 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: EL 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/EL 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 EL issues?

Area	SPED		EL	
		Reasoning		Reasoning
Speaking				
Listening				
Reading				
Comprehension				
Writing				

Decision:

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

Follow-Up meeting:

