

# **Estacada School District English Language Development Improvement Plan**

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## BILINGUAL EDUCATION

Code: **IGBI**  
Adopted: 3/13/02  
Orig. Code(s): **IGBI**

### **ESTACADA SCHOOL DISTRICT 108**

## BILINGUAL EDUCATION

Students whose primary language is a language other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their students will be provided relevant written, verbal or signed communication in a language they can understand.

### **END OF POLICY**

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**Legal Reference(s):**

ORS 329.465  
ORS 336.074  
ORS 336.079

OAR 581-021-0046  
OAR 581-022-1140

Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. Section 2000(d)

**Cross Reference(s):**

The Estacada School District English Language Learner/English as a Second Language Handbook

## STATEMENT OF PURPOSE

The Estacada School District 108 (D-108) prepares ELLs (English Language Learners) to integrate, both academically and socially, into the mainstream school community. This is accomplished by fostering in second language learners a sense of pride in the knowledge and skills they develop, in both English and in their native languages. To reach this goal, ELL students need specific instruction and time to make connections between their first language and English.

District sites work to meet the range of needs that their ELL students present. These needs vary greatly from school to school, since populations of ELL students are diverse in numbers, academic background, and native language(s) spoken. D-108 develops English communication and literacy skills, and helps achieve independence in the ELL students' participation in appropriate district academic and non-academic programs.

D-108 uses a variety of English Language Development (ELD) approaches and accommodations designed to meet the fundamental goals of:

- providing appropriate academic models and instructional support to assist ELL students in order that they may meet the same high academic standards required of all students.
- building confidence and motivation in ELL students to learn and use English that will enable them to become proficient in speaking, reading, writing, and understanding the English language.
- enhancing ELL students' abilities and opportunities to participate meaningfully in all aspects of the district's programs.

In achieving these overriding goals, D-108 uses specially trained English Language Development staff, other district personnel, and representatives from local agencies to:

- appropriately identify, assess, and place ELL students in district programs.
- notify parents, in a language they can understand, about services available to ELL students, school activities, special meetings and events, student progress reports, and extra-curricular activities, so that they can make well-informed decisions about their children's participation in district programs.
- provide ongoing staff development and training in cultural awareness, sheltered instruction, and assessment of ELL students' progress with English language acquisition.
- provide appropriate assistance, interventions, and referrals for academic, behavioral, and other issues that negatively affect ELL student achievement.

- monitor ELL student progress, and continued academic success after a student is reclassified as non-ELL.
- facilitate ELL parent and community involvement in schools.
- Provide a process for ongoing evaluation and improvement of ELL services.

### **Definitions**

AMAO	Annual Measurable Achievement Objectives (for English Language Proficiency)
AYP	Adequate Yearly Progress
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
Cohort	A group of ELL students representative of the overall ELL student population that is monitored for program evaluation as indicated by English proficiency and academic achievements
ELD	English Language Development
ELL	English Language Learner
ELL Committee	A group of educators representing both the building ELL programs and services and the regular education program
ELD Instruction	Instruction intended to help students become proficient in both spoken and written English in order to use it to increase means of learning.
ELL Program	A program that assists students in content learning and in the acquisition of increasing levels of proficiency in the use of the written and spoken English language. Emphasis is on English development to access subject matter instruction.
ELL Student	Student for whom English is a second language and is not proficient, and who receives ELD instruction and/or supporting order to increase academic and school success. The student comes from an environment where a language other than English is dominant. The student may also be Native American and comes

	from an environment where a language other than English has had a significant impact on his or her level of English proficiency.
ELP Standards	English Language Proficiency standards as outlined by the Oregon Department of Education
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
FEP	Students identified as Fluent English Proficient; i.e. they are not limited in English proficiency or in need of ELD instruction.
GLAD	Guided Language Acquisition Design
IEP	A plan for services provided to students with identified disabilities. These students are eligible to have special education services as delineated in their Individualized Education Plan (IEP).
LEP	Limited English Proficient
NCLB	No Child Left Behind
NEP	Non-English Proficient
OAKS	Oregon Assessments of Knowledge and Skills
PHLOTE	Primary or Home Language Other Than English
PLC	Professional Learning Community
RPI	Rank Percentile Indicator
Sheltered English	Instruction delivered primarily in English, using strategies to enhances comprehension and learning, with the dualpurpose of teaching subject matter and developing English proficiency.
SIOP	Sheltered Instruction Observation Protocol
TAG	Talented and Gifted
TESOL	Teachers of English to Speakers of Other Languages

## I. A. Introduction: School District Information

The Estacada School District has six schools - three elementary schools: Clackamas River Elementary, Eagle Creek Elementary, and River Mill Elementary; one junior high school: Estacada Junior High School; two high schools: Estacada High School and Estacada Alternative High School; and one charter school: Estacada All Prep Academy. The total student enrollment is 2,594. The district's ethnic diversity is predominantly White with small populations of Hispanics and Asians

The total number of ELL students enrolled in the Estacada School District is 216 (8.3 % of our student population K-12).

### School Enrollment:

SCHOOL	NO. OF STUDENTS	ELL STUDENT #S	% ELL STUDENTS
Clackamas River	338	24	7.1%
Eagle Creek	355	61	17.2%
River Mill	345	18	5.2%
Junior High	348	21	6%
High School	722	33	4.6%
Alternative High School	156	16	10.3%
Estacada All Prep	330	43	13%
<b>TOTAL</b>	<b>2,594</b>	<b>216</b>	<b>8.3%</b>

ETHNICITY	Percentage
White	83%
Hispanic	11.1%
Asian/Pacific Islander	1.4%
American Indian/Alaskan Native	1.4%
Black, Non-Hispanic	1.6%
Unspecified	1.5%

### State Assessments (LEP Students):

School Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Reading	58.3%	58%	37.3%	45.1%	37.5%
Math	70.2%	57%	35.5%	46.3%	40.9%
Science	51.6%	31.7%	Suspended	24.5%	13.2%
Social Science	--	--	--	--	--
Writing	8.7%	16.7%	17.9%	11.7%	17.9%

\*2007-08 data – 2008-09 AMAO data not yet available

	Number	Percent
Students progressing to a higher proficiency level	58	42.3%
Students exited from a five-year program	16	19.5%
Students on monitoring status Year 1	17	N/A
Students on monitoring status Year 2	11	N/A
Students who have been re-entered into the program from monitoring status	1	Less than 1%
Students whose parents decline services	7	4%
Oregon State Assessment results for LEP students (AMAOs criterion 3)		
1. Participation: English/Language Arts	Met	N/A
2. Participation: Math	Met	N/A
3. Achievement: English/Language Arts	Met	N/A
4. Achievement: Math	Not Met	N/A

Programs	Number of LEP students	% of LEP students
Special Education		
• Clackamas River	2	8.3%
• Eagle Creek	8	13.1%
• River Mill	5	27.8%
• Estacada Junior High	6	28.6%
• Estacada High School	7	21.2%
• Estacada Alternative HS	1	6.3%
• Estacada All Prep	0	0%
• Total	29	13.4%
Talented and Gifted		
• Clackamas River	0	0%
• Eagle Creek	0	0%
• River Mill	0	0%
• Estacada Junior High	0	0%
• Estacada High School	0	0%
• Estacada Alternative HS	0	0%
• Estacada All Prep	0	0%
• Total	0	0%

## I. B. Introduction: School District Information on Program Goals and Philosophy

The ELL Program is based on the District’s mission statement, “Continuous Achievement in a Respectful Environment for all Students (D-108 C.A.R.E.S.).” The District recognizes that many students enter school with limited proficiency in English,

and that such limits present obstacles to the students in attaining District educational and program goals. Therefore, it is the goal of the Estacada School District to prepare students, as soon as it is possible, for full participation in the regular educational program. For those students who enter with limited English proficiency, the District develops an instructional program that allows the students to participate meaningfully in the core curriculum while simultaneously developing English language proficiency.

The District uses appropriate programs and services for content and second language learning needs of limited English proficient students. Such programs and services include:

1. Specific courses in English Language Development (ELD) to teach speaking, listening, writing, and reading in the English language, grades K-12, for Limited English Proficient (LEP) students. Students are grouped according to their proficiency level as indicated by the ELPA. K-5 ELD courses use the “Moving Into English” curriculum. 6-12 ELD courses use the “Visions” curriculum. Both curriculums are delivered using Susana Dutro’s Systematic ELD instructional framework.
2. Staff development (in GLAD, SIOP, and Cultural Competency) for teachers of ELL students.
3. ELL staff assistance will be provided in classrooms.

## **DEFINITIONS**

1. An ELL student is one who has difficulty speaking, reading, writing, and/or understanding the English language because of one or more of the following:
  - a. The student’s native language is not English
  - b. The student comes from an environment where a language other than English is dominant
  - c. The student is Native American and comes from an environment where a language other than English has had a significant impact on his or her level of English proficiency
2. The ELL program assists students in the acquisition of the English language (increasing levels of proficiency in the use of the written and spoken English language). Emphasis is on English development to access subject matter instruction.
3. Sheltered mainstream classes occur in the core curriculum areas in which the English language requirements of the curriculum have been reduced through a variety of techniques, such as the use of manipulative materials, visuals, graphic organizers, realia, and cooperative learning while addressing both language and content objectives.
4. The ELL Building Committee is a group of educators representing both the building ELL programs and services and the regular education program.

## **OBJECTIVES**

1. To provide instruction in English as a second language adapted to meet the needs of identified Limited English Proficient (LEP) students. This instruction will include development of basic interpersonal communication skills and cognitive academic language proficiency.
2. Implement a “sheltered” mainstream program providing assistance in content areas to students within the mainstream classroom for attainment of district educational and program goals.
3. Provide a supplementary tutorial program to improve the ability of identified students to function effectively in a variety of subjects in the regular classroom and to remain on track for graduation. Basic skills instruction in reading, writing, and math will be included on an individual and/or small-group basis.
4. To provide staff with training in instructional strategies that are effective for English Language Development (ELD).
5. To provide opportunities for increasing staff effectiveness through curriculum development and training in appropriate strategies for Limited English Proficient students in mainstream classes.
6. To increase ELL parental participation in and out of classroom activities.
7. To promote ELL student involvement in extra-curricular school activities.

## **EXTERNAL GOALS:**

AMAO 1 - 65% of LEP students will move one proficiency level higher at the end of the school year.

AMAO 2 - 70% of the group described below will achieve proficiency (be promoted/exited from the ELL program):

- Students in US schools less than 4 years who reach proficiency in less than 4 years.
- All students who have been receiving services for 5 years or more and have reached proficiency.

AMAO 3 - Language Arts and Math Achievement in AYP reporting for LEP students' data will equal “Met.” A rating of “Not Met” will mean we did not reach our goal. The designation for each of the three grade spans, Elementary, Middle School, and High School, are included to determine if Academic Achievement for the LEP sub-group is Met, Not Met, or Not Rated. If any of the three designations are “Not Met,” then the designation for LEP in Language Arts or Math Achievement is “Not Met.” If all three designations are “NA,” then a “No Rating” is assigned.

## **INTERNAL GOALS**

Our Current Reality:

AMAO 1: Students moving up one proficiency level by the end of the year.

2004-05 – 64.7%

2005-06 – 54.2%

2006-07 – 53.2%

2007-08 – 42.3%

2008-09 – No data yet

AMAO 1 Internal Goal for District – 62% (118 of 191 students)

AMAO 1 Internal Goal for Eagle Creek Elementary – 83% (49 of 59 students)

AMAO 1 Internal Goal for River Mill Elementary – 92% (12 of 13 students)

AMAO 1 Internal Goal for Clackamas River Elementary – 72% (18 of 25 students)

AMAO 1 Internal Goal for Estacada Jr. High – 100% (16 of 16 students)

AMAO 1 Internal Goal for Estacada High School – 30% (10 of 33 students)

AMAO 1 Internal Goal for Estacada All Prep Academy – 26% (10 of 38 students)

AMAO 1 Internal Goal for Estacada Alternative High School – 43% (3 of 7 students)

Our Current Reality:

AMAO 2: Students being promoted/exited from the ELL program.

2004-05 – 14.8%

2005-06 – 21.1%

2006-07 – 30.1%

2007-08 – 19.5%

2008-09 – No data yet

AMAO 2 Internal Goal for District – 24% (45 of 191 students)

AMAO 2 Internal Goal for Eagle Creek Elementary – 27% (16 of 59 students)

AMAO 2 Internal Goal for River Mill Elementary – 8% (1 of 13 students)

AMAO 2 Internal Goal for Clackamas River Elementary – 20% (5 of 25 students)

AMAO 2 Internal Goal for Estacada Jr. High – 31% (5 of 16 students)

AMAO 2 Internal Goal for Estacada High School – 15% (5 of 33 students)

AMAO 2 Internal Goal for Estacada All Prep Academy – 32% (12 of 38 students)

AMAO 2 Internal Goal for Estacada Alternative High School – 14% (1 of 7 students)

Our Current Reality:

AMAO 3: LEP subgroup will meet AYP in Language Arts and Math.

2004-05 – No data

2005-06 – Met in LA, Met in Math

2006-07 – Met in LA, Met in Math

2007-08 – Met in LA, Not Met in Math

2008-09 – Not Met in LA, Met in Math

AMAO 3 Internal Goal – All schools' LEP subgroups will meet AYP in Language Arts and Math, either through traditional measures or by making Safe Harbor.

## **II. Identification of the Primary Language Other Than English (PHLOTE)**

### **1. Identification**

The school secretary shall notify the ELL building level staff of all students whose registration process indicates that a second language is spoken in the home. A Home Language Survey is included in the registration process for all students. A Home Language Survey indicating a second language is spoken at home will be forwarded to the ELD teacher. All students who speak a second language at home will be screen for English language proficiency within the first 30 days of school or within two weeks if enrolled after September 30<sup>th</sup>. In addition, any student identified as being a Native American student will be screened for English proficiency. The screening will include:

- a. A review of student records
- b. A comprehensive language assessment (Woodcock Munoz Language Survey Revised or Pre Las for Kindergarten students)
- c. A determination of further testing (for example - special education testing – in first language – through the county ESD).

All students registering in the district will be asked to complete the Home Language Survey as part of the registration process. “Trigger” questions to determine if a language other than English is spoken in the home are part of the Home Language Survey. The building level secretaries will supply the building ELD teacher with a list of students who have a language other than English spoken in their home.

The ELD teacher will review the Home Language Surveys to determine which students will be assessed for possible placement in ELL services. The review will identify ELL students, including Native Americans, for program participation. The Woodcock Munoz Language Survey – Revised will be administered for appropriate placement in ELL programs and services (if sufficient – if no further testing is needed).

The district ELD Assessment Team will be responsible for completing assessments in the individual buildings. Assessment data will be collected and entered in the student’s ELL file at the building level, and a copy will be maintained on file at the district office. Only district ELL staff will enter ELL information into Power School and/or Teacher Solution.

The Estacada School District is committed to enrolling students in accordance with guidelines set forth by the Oregon Department of Education, which states:

*. . . Denial of prompt enrollment to eligible children and youth solely because they, or their parents or guardians, do not speak English, would constitute discrimination on the basis of national origin, in violation of state and federal civil rights laws.*

All schools in the Estacada School District have access to bilingual staff trained to complete the intake and assessment process with English Language Learners.

### **III. A. Assessment of LEP Students**

ELL personnel in each building will review the Home Language Survey for students who indicate another language is spoken in the home. The purpose of the review will be to identify ELL students for program participation and to schedule a comprehensive evaluation for appropriate placement in ELL programs and services. The evaluation will be necessary if the survey indicates the student speaks a second language or a second language is spoken in the home. The comprehensive evaluation shall assess the student's:

- a. English proficiency, both oral and written modes with the Woodcock Munoz Language Survey Revised testing tool or the Pre Las for Kindergartners;
- b. Academic background (when possible through native language).

In order to administer these tests, personnel must be appropriately trained through the Clackamas ESD. The ELD teacher will disseminate assessment data (including Woodcock Munoz Language Survey Revised, Pre Las, and ELPA) to administrators, teachers, and parents.

Testing of ELL students in the Estacada School District is set at reasonable intervals in order to place/track student progress and to establish and maintain proper instructional placement.

#### **Initial Placement:**

Information on students' English language level and prior academic experience is gathered from prior educational institutions and in-district assessments. The ELL building-level staff works with the building administrator to determine initial program placement.

Students who do not have valid language assessment information will be assessed using the Pre-LAS for kindergartners and the Woodcock Munoz for grades 1 – 12 within thirty days of the beginning of the school year (or within two weeks if the student enrolls after September 30<sup>th</sup>) by staff certified on these instruments. Evidence of this certification is maintained at the district office. Test data will be on file at the building level and at the district's central office. Students' specific information will also be provided to each teacher responsible for educational services.

If only English is indicated on a Native American's Home Language Survey and no prior academic records are available, the student will be assessed with the district's assessment tools and the same procedures will be followed as with any "second language" student.

ELL staff will be re-trained at the beginning of the school year for re-certification in the Woodcock Munoz Language Survey - Revised and Pre Las assessments. If staff members need initial certification (if they are a new staff member) or re-certification, arrangements will be made through Clackamas ESD or the Canby School District.

The parents will be informed of assessment results and program of instruction within thirty days of initial enrollment. This notification will be in the language the parent has chosen to receive communications. This will be done through a Placement Letter (see Appendix). Parents will have the right to refuse services, and if they exercise that right, a signed Refusal of Service Letter (see Appendix) will be on file at both the building level and district office.

ELD teachers will distribute the assessment results to all teachers involved with the student's education. The ELD teacher will provide teachers with information regarding interpretation of test results and implications for instruction. Information regarding appropriate strategies and modifications are provided to individual teachers and through staff development opportunities.

### **Ongoing Assessment:**

At any point during the school year, school personnel involved in a student's education may request a re-evaluation of placement status by the building I-Team (Intervention Team). These re-evaluations may include student work samples, formative assessments, teacher observations, parent input, as well as the possibility of re-assessment of language. To get the process started, staff members fill out an I-Team Referral Form, which is sent to the building I-Team Coordinator. The I-Team will meet to discuss next steps for the student's education.

### **ELPA:**

The ELPA test will be administered to all currently enrolled ELL students and students that have "refused ELL services." The ELL building level staff (and all staff involved with the students' education), as well as District ELL staff, will review this information. This information will help assess students' progress, as well as the program's overall effectiveness. This will take place at each building in a staff meeting at the beginning of the school year (or as soon as they receive their ELPA data). At the district level, it will take place at the first ELL PLC/Department meeting at the beginning of the year (or as soon as the new ELPA data is available). Students who have achieved an overall score of at least "4" on the ELPA will be moved to monitor status and exited from direct services. Other evidence including teacher/parent recommendations and student worksamples will be considered. If the building I-Team (with parents included) feels that the student will be successful in classes taught exclusively in English, the student will be put on monitor status. If the opposite is true, the I-Team would choose to keep the student in the ELL program. All ELL Building/I-Team meetings are documented.

After spring ELPA testing is complete, each ELL Building Coordinator will review their students' progress and test results. Reclassification worksheets for all students meeting the qualifications for exiting the ELL program (an ELPA score of 4) will be completed and sent to classroom teachers for completion. The ELL teacher will also complete a reclassification worksheet for each qualifying student. Once all sheets are completed, an I- Team meeting will be held to review the student for a recommendation. A review of

the student takes place, and a recommendation is made to exit or not exit the student. The building ELD teacher will forward all reclassification worksheets to the District Office for final review and approval by the District ELL Coordinator. The ELL District Office secretary will send out a letter to the students' parents informing them that their student has been exited from the ELL program and reclassified to monitor status.

### **III. B. Assessment of LEP Students**

#### **Procedures to set standards and objectives for raising the level of English proficiency:**

The ELL staff will review progress of individual students, school sites, and district-wide progress towards growth in English language development through their professional learning community work and department work. An hour of uninterrupted time each Wednesday afternoon during the school year is dedicated to these types of conversations and analysis. Placement and instructional decisions will be made based on these reviews. The ELPA test results will be used to ensure that the level of English language proficiency will progress at a rate to meet or exceed D108 and ODE AMAO targets. Information regarding appropriate strategies and modifications are provided to individual teachers and through staff development opportunities.

A review was conducted on 10/28/09 of our curriculum and the test results of our ELL students. Surveys from ELD teachers, classroom teachers, and ELL students were reviewed for program effectiveness. The District ELL Coordinator, ELL District Staff, and ELL Building Staff will conducted the review (both on their own and together as a whole group). All surveys are available upon request.

The district has procedures in place (via our professional learning communities protocol) to ensure that ongoing formative assessments are given (both in ELD classes, and in content area classes – with language objectives). This data is used to make decisions about instruction so that LEP students have the best possible chance of meeting the Annual Measurable Achievement Objectives, as well as Adequate Yearly Progress.

The district will also use the data gathered through screenings to place ELL students in appropriate levels of service to meet their language needs and increase the number of ELL students meeting NCLB standards for Adequate Yearly Progress. All students (grade 3-12) participate in the Oregon Assessment of Knowledge and Skills (OAKS). ELL students attending school in the United States more than a year are included in the Oregon Reading/Literature Knowledge and Skills test. Bilingual versions of Math Knowledge and Skills, Science, Social Studies, and Writing are provided.

### **IV. Instructional Program & Educational Approaches for LEP Students**

The ELL program will offer a range of programs and services for identified students.

All ELL students will have equal access, and will participate in, regular and special programs (core classes, music, PE, technology, vocational education, etc.).

ELL students will attend, and participate in, pullout ELD classes. These ELD classes will not occur when new core content is being introduced, but rather, during reinforcement time (silent reading, journaling, etc.). It will also not occur during a child's "specials" (music, PE, technology, etc.). The most common time for ELD pullout will be at the tail end of a literacy block. The time frames for ELD pullout include: 35 minutes at the elementary level (K-6) and 55 minutes at the secondary level (7-12).

Parents are notified (in a language they understand) of the availability and type of program services and other options for ELL students. This notification is the responsibility of the building ELD teacher.

Items in the appendix are used to help parents make well-informed educational decisions about the participation of their children in the district's ELL program and the service options that are provided for parents.

**1. General program considerations:**

The goal of this program is to assist second language learners in becoming proficient English speakers. An annual calendar of ELL staff training in effective ELL techniques for staff will be provided at the beginning of the school year (in coordination with the Clackamas County ESD) to enhance the effectiveness of instructional personnel. At all levels, curriculum and proficiency indicators will be adapted to meet the unique needs of ELL students. Training at Clackamas ESD and in the Estacada School District by CESD and other certified trainers will be provided annually for licensed and non-licensed staff.

**2. Elementary level program considerations:**

The District ELL Coordinator is responsible for coordinating programs at the elementary level.

Sheltered Mainstream – Through the Clackamas ESD, selected classroom teachers will be provided with training in effective teaching practices for ELL and students (GLAD & SIOP). The current District Title IIA professional development plan indicates a three-year commitment to GLAD training for elementary teachers (K-2 in 2008-09, 3-4 in 2009-10, and 5-6 in 2010-11). The District also regularly sends teachers to SIOP trainings (both initial trainings, as well as follow-up trainings). We have been collaborating with the CESD to allow for appropriate follow-up to GLAD and SIOP so that the practices are actually implemented back at the school sites. For example, Erick Herman is coming back to the district this year (2009-10) to observe K-2 teachers who received GLAD training (in 2008-09). He will look to see that GLAD strategies are in fact being implemented, and he will provide feedback to the teachers in a debriefing session at the end of each observation.

Schools group identified ELL students as is developmentally appropriate – by proficiency level. Methods and techniques for effective and developmentally-appropriate instruction may include: frequent use of visuals; use of total physical response techniques; regular use of manipulative materials; cooperative learning experiences; use of communicative and enriched language activities; activity-based instruction; pre-teaching/frontloading, teaching, and reviewing content-area vocabulary; use of realia and graphic organizers; and an emphasis on the mastery of the essential knowledge, concepts, processes skills, and applications.

ELD Pullout Classes – All “pullout” classes will be taught by a licensed teacher with an ESOL endorsement along with the assistance of a highly qualified instructional assistant. ELD classes are daily 35 minute periods. The ELL building level staff will use the *Moving Into English* curriculum, published by Harcourt (and on the State of Oregon’s approved curriculum list). ELL staff has aligned the curriculum with Oregon ELP standards (alignment materials are available upon request). This program provides:

- Phonology, rhythm, cadence
- Vocabulary (basic, general utility, low utility/content specific)
- Syntax (word order)
- Language forms (structures, verb tenses, grammar)
- Functions of language use for both social and academic purposes
- Formal and informal discourse styles for speaking and writing and
- Cultural contexts
- Idioms

Tutorial Assistance – Students may receive extra tutorial assistance in language, basic skills, and/or help with understanding and completing classroom assignments. This option will not replace their ELD time, but will focus on providing students with English language survival skills, and provide the language concept building necessary for basic education, such as language structure, vocabulary, special concepts, and general knowledge. The support may take the form of additional time and resources focusing on specific areas of instruction. For example, additional reading time could be delivered through the Title 1 school wide program. It could also take place in the form of a before or after school homework club.

ELPA	Cut Scores												
	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Beginning</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Early Int.</b>	482	492	495	501	497	497	497	497	499	491	493	494	498
<b>Int.</b>	492	507	508	514	508	508	506	507	508	501	501	501	504
<b>Early Adv.</b>	498	514	514	521	514	516	515	517	518	515	516	515	516
<b>Advanced (Proficient)</b>	507	523	523	529	521	523	522	524	526	526	527	528	530

### 3. Secondary Level Program Considerations

The District ELL Coordinator shall be responsible for coordinating programs across the District. ELL personnel at the building level will screen incoming students for placement. The focus of ELD classes will be for students to become proficient in the English language.

Sheltered Mainstream – At this point, 70% of the secondary teaching staff is trained in SIOP (all content areas except electives). Teachers modify their basic curriculum to become optimally useful to ELL students, using sheltered techniques. The key concepts of the core curriculum will be emphasized to enable efficient learning. ELL students are a priority when scheduling, as they are grouped for placement in sheltered mainstream courses. Students receive primary instruction from the classroom teacher. Sheltered content classes will be on the master schedule for all graduation requirements. Teachers for these classes will have received specialized training in preparation for these assignments. The training of SIOP is ongoing through the Clackamas ESD and other college level programs.

ELD Class – ELD classes will be taught by a licensed teacher with an ESOL endorsement. The ELD class period is 55 minutes long. These time periods are equal to all other core class time periods. The VISIONS curriculum was adopted by the School Board and is currently being used in the secondary schools. This curriculum is on the State of Oregon's approved list for ELL curriculum. The curriculum was recently aligned to Oregon ELP standards by ELL staff. This curriculum includes:

- Phonology, rhythm, cadence
- Vocabulary (basic, general utility, low utility/content specific)
- Syntax (word order)
- Language forms (structures, verb tenses, grammar)
- Functions of language use for both social and academic purposes
- Formal and informal discourse styles for speaking and writing and
- Cultural contexts
- Idioms

Tutorial Assistance – During the regular class day, students will be provided tutorial assistance focusing on the language issues associated with the content curriculum (a guided and focused study hall or seminar). This tutorial assistance does not take place during new regular classroom instruction, nor does it take the place of ELD class. The support may take the form of additional time and resources focusing on specific areas of instruction.

#### **4. Compensatory (Supplementary) Education Support**

Qualified ELL students may receive services provided through Federal funding. Migrant dollars, for example, can provide support to supplement the District program for eligible students. The curriculum provided by the Mexican Consulate, which is aligned with the State of Oregon's Standards, can be used to help support secondary students in core class work if the student is a newcomer and very limited in English as to be unsuccessful in an all-English classroom. Supplementary programs cannot be the primary source of ELL support. Students also have access to Rosetta Stone and ELL Interactive via our All Prep Academy (primarily during tutorial assistance time – or during structured before/after school programs), as well as ELL summer school (K-12).

#### **5. Academic Monitoring**

Students who have been placed in the regular classroom, without continued ELL eligibility, will be closely monitored for at least two full academic years by the ELD building teacher and ELL District staff. Monitoring will include review of ELL students' ongoing academic success/challenges, and attendance/absence patterns.

Research has shown that the Sheltered Mainstream model will assist students in mastering content knowledge (including heavy usage of the “I do it, we do it, you do it” methodology), while the ELD pullout classes and tutorial assistance are effective with students and their language acquisition. Research based models and successful methods from the No Child Left Behind law (2002) have been incorporated into the selection of ELL instructional approaches. The ELL Program is based on the assumption that language minority students must be provided the same challenging content and skills that are required of all children in order to progress academically and participate in statewide assessments. Graduation of bilingual students who are competent and prepared for higher education and the global market place is the end result of an effective ELL program.

The district has created a bank of school activity notices (in other languages) to communicate with parents (student progress reports, school schedules, information provided in student handbooks, extracurricular activities, special meetings and events such as Parents' Club meetings, and fund raising events). The district also uses Via Language, Transact, and ELD & Foreign Language teachers to translate documents to send home to parents (or to make calls home to parents).

#### **“PROMOTION” (EXIT) CRITERIA**

Students may be promoted from the ELL Program with academic monitoring, and decertified as ELL students, when the building I-Team determines that the student has attained performance levels in language which ensure full ELL students' participation in curriculum without ELD support. The following is the procedure to be followed for consideration of promoting/exiting students from the ELL program:

- Student is scoring a 4 on their annual ELPA test. Observation from the classroom teacher and ELD teacher (observation forms are filled out by one classroom teacher at the elementary level and two or more classroom teachers at the secondary level).
- The building I-Team (team will consist of the ELL teacher, one or more classroom teachers, and one building administrator) will meet and discuss the results of the assessment scores, observation notes, and the student's portfolio (note: academic success (grades) and OAKS scores are a small piece of the puzzle – not the gateway. The focus is on language proficiency.).
- If the I-Team determines the student should be promoted/exited, the assessment scores, observation notes, portfolio samples, and any other pertinent information will be forwarded to the District Office for final approval. The I-Team may also decide to retain the student in the ELL program.
- If the District Office approves the promotion/exit of the student, a letter will be mailed to the student's parents (in a language they understand) with a copy to the ELD teacher indicating the student has reached English language proficiency and will be promoted from the ELL program.
- Copies of all information will be kept at the District Office and in the student's CUM file at the building level.

## **V. Staffing and Professional Development**

The Estacada School District supports the earning of the ESOL endorsement by working in conjunction with regional institutions of higher education such as Portland State University in a “grow-your-own” program called the Bilingual Teacher Pathway (BTP). Through this program, D-108 assists staff to obtain licensure and become qualified bilingual, ESL, and/or sheltered teachers. Both this program and the “Pathways to Progress” program at Clackamas Community College prepare paraprofessionals to work in ELL programs. All District ELL paraprofessionals are eligible to participate in college coursework or trainings that would enhance their skills in working with the ELL population. The district also offers effective training in GLAD, SIOP, and A Focused Approach: Systematic English Language Development. In addition, new ELD positions (as well as other general positions) are posted as preferring bilingual staff and requiring professional competency.

The District recognizes that the ELL student population is larger than can be served adequately by specific resource specialists. While this educational approach is still in use at certain sites, D-108 is training all district staff to ensure their ability to provide services to English Language Learners. This is an ongoing process, as we continually experience staff turnover. Further, the District recognizes that just because a teacher is bilingual or bicultural does not ensure that he/she is able to teach complex cognitive concepts and skills to ELL students.

Training is required if an instructor's experience is not sufficient to teach the curriculum effectively to all students. Training is ongoing and scheduled periodically to ensure quality instruction and an awareness of current research, best teaching, and best

assessment practices. It is a goal of D-108 to provide this training in order to promote facilitation of English language development throughout ELL students' entire day.

The D-108 administrative team and teachers have identified staff development to support ELL students' success as a priority. A number of staff members are trained to ensure sheltered mainstream in all elementary schools and sheltered classrooms in core curriculum areas in the secondary schools. For example, the D-108 has committed to GLAD training via its Title IIA grant money, and SIOP using Title III (as well as other sources). This training will be supported through the district's professional development program via workshops, model lessons, and courses through intuitions of higher education. The timeline currently in place is to get everyone trained by the end of the 2010-11 school year. The ultimate measure of success of these and other professional activities is the performance of the students. School ELL teams and the ELL District Coordinator annually review student assessment data and teacher surveys as a part of the professional development program. This year's annual review was held on 10/28/09 (evaluation results are included). This will better enable the District to provide equitable access to curriculum and non-academic district programs for this rapidly growing segment of the student population.

In order for teachers to effectively plan lessons and work with curriculum to better meet ELL student needs, they must have scheduled time together. Schools schedule common planning time daily and/or weekly. In addition, all schools have a one-hour early-release on Wednesday so that staff can participate in Professional Learning Communities (PLCs). There is a PLC dedicated to ELP & Sheltered Instruction. Teachers (including ELD teachers) meet during PLC time to create common formative assessments, analyze data, and plan interventions and enrichment.

The Estacada School District maintains a high degree of accuracy and consistency in data collection specific to the ELL student population. As essential components of meaningful reporting of information and as a means by which to evaluate the effectiveness of ELL service provision, the District takes care to ensure that all staff that evaluates ELL students for English language proficiency is trained to do so.

In addition to professional development offered to its teachers and other staff, D-108 recognizes the need for provision of appropriate materials to ELL students. In consultation with staff, and working with curriculum adoption committees, the Director of Curriculum ensures that consideration is given to the need for native language materials with new adoptions. Additional monies are allocated to sites in accordance with the demographic make-up of the district's student population. Sites with ELL students will receive appropriate instructional materials. Additionally, funds are used to ensure acquisition of materials that reflect the diverse cultural background of our ELL student population. The district uses an annual online-based survey ("Survey Monkey") to conduct a needs assessment of professional development district-wide.

The process to evaluate the professional development program's impact on the teacher's performance in the classroom is to ensure that the ELL staff development program is of

sufficient intensity and duration to have a positive and lasting impact on teacher performance in the classroom through its annual administrative observations and evaluations of certified teachers (as well as the responses teachers provide in follow-up surveys). The Curriculum Department reviews the effectiveness of each professional development activity through staff evaluations completed at the end of the training (see appendix). The results of these evaluations, along with annual staff needs assessment provide staff feedback for program evaluation and planning. Furthermore, teacher effectiveness is measured through the evaluation process with administrators using Charlotte Danielson's framework for teacher evaluation. Student progress data is another key component to the evaluation of the ELL Professional Development Program (evaluation is included). On an annual basis, administrators review and summarize ELL subgroup and cohort performance relevant to state and district-wide assessment results, English Language Proficiency levels, and adequate yearly progress. Subgroup data summaries are also completed each year. Professional development planning for the following school year is guided by these multiple factors. The Curriculum Department also asks staff to fill out a comprehensive needs assessment regarding professional development needs (district needs assessment is included).

To hire adequate personnel, positions are advertised in and out of district. Job opportunities in the Estacada School District are communicated through the newspaper, the District's website, and EdZapp. Estacada School District also recruits at various educator fairs.

## **PROFESSIONAL DEVELOPMENT GOALS**

**Goal 1:** To train 100% of elementary teaching staff in GLAD strategies and teaching methods by the end of the 2010-11 school year. So far, 75% are trained.

**Goal 2:** To train 100% of secondary teaching staff in SIOP strategies and teaching methods by the end of the 2010-11 school year. So far, 80% are trained.

**Goal 3:** To train 100% of ELD teachers in A Focused Approach: Systematic ELD (Dutro's instructional framework) by the end of the 2010-11 school year. So far, 83% are trained.

### **ELD PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SUMMARY CONDUCTED BY CESD (2008-09) FOR THE ESTACADA SCHOOL DISTRICT**

1. SYSTEMATIC ELD
  - A. All staff current. No anticipated hirings. The only need is for Holly Sancomb. She missed Day Two; attended Day One and will attend Day Three. Request is for Lori or Elaine to provide one-on-one for Day Two content, so that she can be certified. Past that, no needs during the 09/10 school year.
2. Project GLAD—Are currently inservicing Grades K-2 staff. Will inservice Grades 3-4 staff in 09/10. Finally, Grades 5-6 staff will be inserviced in 10/11. Committed to this model.

- Would like to have a Project GLAD trainer at the ESD level to be able to offset costs for trainers going forward.
3. Elementary SIOp—No
  4. Secondary SIOp
    - A. Project 12 staff (elective teachers).
  5. Follow Up to SIOp
    - A. We discussed the various components that will be carried forward to ELL Workgroup. Once a decision has been made in terms of which pieces to carry forward, Estacada participation can be mapped.
  6. SIOp for Administrators—100% trained. Might be interested in the more advanced administrator workshop offered under the “Follow Up to SIOp” umbrella.
  7. Interpreter Training—No.
  8. Interpreting in SPED Environment
    - A. Project 5 staff.
  9. How to Make Use of an Interpreter
    - A. In favor of a two-hour workshop that could be delivered at the building level.
  10. ESOL/Bilingual Endorsement—No. All staff either up to date or currently in program.
  11. Woodcock Muñoz Recertification—No.
  12. Woodcock Muñoz Initial
    - A. Tanya Cochran will participate in WLWV Initial on May 22<sup>nd</sup>. ESD will then lend administrator easels to Tanya to use during September and other times of the year as needed. Tanya will need to schedule her test administration dates, and communicate needs to ESD. Those will need to be mapped “around” any ESD workshops specific to the WLMS-R.
  13. Woodcock Muñoz Observations—No.
  14. Woodcock Muñoz Spanish
    - A. Project 3 staff.
    - B. Additionally interested in PreLAS training going forward. This is used with kindergarten students.
  15. ELD/ELA Alignment—No.
  16. Frank Bender—No. This was an excellent offering, but no needs going forward.
  17. Coaching to Improve Outcomes for Diverse Learners—No.
  18. Step Up to Writing
    - A. Already have flyers, and staff is registered for the training.
  19. Title III Tech Assistance
    - A. Content was useful this year. Not a need for next year. In favor of suggestion of a countywide dialogue at ELL Workgroup meetings (or set aside another block of time) around specific topics under the umbrella of the LAU Plan—examples would be Initial Identification and Assessment.
  20. Dual Identified ELL/SPED Students
    - A. Possible interest in participating in workgroup. Dan, Cheryl and/or Shannon.
  21. Cultural Competency
    - A. It has been a few years since Larry Tucker provided this at all-staff.
    - B. Might be interested in revisiting. Cheryl will work with Brad on this.
  22. OTHER: Salem-Keizer Parent Organizing Project
    - A. May be interest in replicating this training in Estacada during 09/10.

## **VI. Reassessment, Reclassification, and Exiting**

The District’s procedure for determining ELL students’ readiness for reclassification (as non-ELL) is to evaluate their proficiency in listening, speaking, reading, writing, and comprehension of English. The Estacada School District uses ELPA results as the primary assessment in conducting this evaluation.

ELL students' English proficiency will be evaluated in the spring during the ELPA test window of 1/21/10 – 5/10/10. We try to have all students finish the ELPA by the beginning of April to ensure that the district receives the test results no later than May 30<sup>th</sup>.

**Annual Reclassification Testing Timeline:**

<b>To be completed by:</b>	<b>Action:</b>	<b>Person Responsible</b>
Completed by early April	Annual spring ELPA assessment for all ELL students	ELD Teacher
Completed by May 30	All test results will be forwarded to the District Office from the ELPA testing	ELL District Coordinator
Completed by June 10	All test results will be reviewed at the District level and sent out to the individual buildings for review	ELL District Coordinator
June 15	Building Team meetings will be held to determine which students will be exited from the program	ELD Teacher (along with ELL Team)
June 15	LEP Report will be submitted to the State	ELL District Coordinator
June 15	Recommendations of students for exiting the program will be sent to the District Office	ELD Teacher
June 30	Letters will be sent to the parents of the students exiting the ELL program	ELL Secretary

A student may demonstrate English proficiency sufficient to be reclassified as non-ELL and still not meet current benchmark standards on the statewide assessments. If this happens, the student will receive supplemental tutorial assistance to make academic gains on OAKS and/or report card grades. If the student's academics continue to suffer, the I-Team will need to meet in order to determine if language is a reason for the student not meeting academic standards.

Documentation of reclassification of ELL status is achieved through completion of the District **ELL Reclassification Form** (see appendix), which asks for pertinent information about the student's history of ELL services received, degree of English fluency, performance on various academic ability measures, and student work samples. Information is also gathered from classroom performance, teacher observations, and

parent input in making reclassification decisions. This form is completed by the ELL building staff and forwarded to the school secretary for inclusion in the student's CUM file. A copy is also sent to the ELL District Coordinator and maintained at the District level.

The district ELL district support staff will send an **ELL Reclassification Notice** (see appendix) to parents to inform them of a change in their student's academic program and to provide an opportunity for parents to express any concerns or to ask any questions they may have regarding the process or the new placement. Students reclassified as non-ELL are referred to their counselor and/or the Principal for scheduling. Building ELD teachers and District staff will monitor these students for two years. During this two-year period there will be an annual assessment of their English proficiency.

The primary factor in determining whether or not a student should be exited from the ELL program is the student's ELPA scores. The District's ELL Coordinator will review these results annually. Students attaining a 4 in all areas of the ELPA testing are recommended for promotion from direct services and monitored for two years. No students on monitor status will be ELPA tested. Students receiving ELL services and promoted during the current school year will have to participate in the ELPA testing in the spring. Also, students whose parents refused services, but were eligible for services, will have to participate in the ELPA testing in the spring. Teachers may request that the I-Team meet to reclassify students when students' performance (work samples, teacher observations, parental input, etc.) merits a change (note: students will only be promoted if they will profit from English-only instruction).

Former ELL students who are not receiving direct services are monitored for two years for success in mainstreaming. The school's ELD teacher and District staff will facilitate this monitoring. Monitoring is accomplished through the completion of the **Reclassification (Promotion/Exit) Monitoring** form (see appendix) and includes an evaluation of the student's portfolio (performance on worksamples, teacher observations, and parental input). If monitoring indicates a need for reinstatement of services, the I-Team will decide and implement appropriate intervention. ELD teachers and parents are informed within one week of the decision and appropriate paperwork will be on file at both the building level (CUM file) and district level. Parental notification will be sent in the language that the parent indicated they wish to be notified in. ELD teachers will distribute the assessment results to classroom teachers.

## **RECORDS MANAGEMENT**

The ELL District Administrative Assistant will update the student database, entering all information for ELL and Migrant status of students in Power School and Teacher Solution. This person will also update information for promotion/exiting and Woodcock Munoz and/or ELPA test scores. This person also maintains the District's files for all ELL and Migrant students.

## VII. Equal Access to Other School District Programs

ELL students have access to all district programs. To ensure that staff is aware of district policy regarding equal opportunities for ELL students to participate in programs made available to “traditional” students, the ELL District Coordinator distributes the district’s ELD District Improvement Plan to all schools and notifies all district staff how to access this document (via the district website).

In order to facilitate screening of ELL students for Special Education (SPED) and Talented and Gifted (TAG) programs, the District uses a process that takes into account linguistic and cultural factors (these are also accessible via the web).

### **Special Education:**

A strategy outlining the step-by-step procedure for screening ELL students for special education services can be found in a flowchart that provides information regarding who is responsible for the various stages of a referral and is followed by copies of the various forms and checklists associated with referral of students enrolled in ELL for special education programs. This flowchart can be viewed in the Special Education Manual available in every building and case manager’s office. Assessments for special education screening are conducted either in the student’s native language (when possible) at Clackamas ESD and/or in English at the District office or at Clackamas ESD and may include use of non-verbal intelligence measures. School psychologists, in conjunction with trained ELD teachers, may assist with these assessments. Assessments include Socio-Cultural checklists, acculturation screens, developmental history, and a variety of standardized tests used to assess students’ cognitive and academic abilities.

Total number of students served: 352 (14.7% of total student body K-12). ELL students served: 29 (13.4% of total ELL student body).

### **Talented and Gifted:**

Students may be referred for TAG by District staff members, family, or by others at any time in any grade. Forms associated with TAG referrals and screenings have been translated into Russian and Spanish. TAG staff gathers information with assistance from ELL personnel as necessary, as well as from parents, teachers, and student test scores. A complete outline of the screening process for this program is contained in the **Talented and Gifted Program, Information for Parents** (Appendix VII).

Total number of students served: 160 (6.6% of total student body K-12). ELL students served: 0 (0% of total ELL student body K-12).

### **Extracurricular and Non-academic Activities:**

The ELL District Coordinator assists schools in providing interpreters and translation services to inform students and their families of opportunities to participate in

extracurricular and non-academic activities. This is done through a variety of methods such as translation of school newsletters, phone calls to parents in their native language, and the facilitation of regular parent meetings for which notification is sent to parents in their native language and interpreters provided.

### **Title I:**

All students in grades K-6, including those eligible for ELL services, are screened to determine reading skill level and relative need for Title I support services. From this screening, Title I staff identifies those students with the greatest need for remediation in reading, writing, and math. The students with the most need are provided extra assistance.

### **Homework Club:**

All students are able to attend the Homework Club if they are behind in their coursework.

### **ELL/Migrant Summer School:**

All ELL and/or migrant students are able to attend a four-week summer school for grades K-12. This program provides classes in language development, reading, math, and enrichment studies. The district will pay the tuition for up to two credits for Migrant high school students at the High School summer school.

### **United Way Grant Clubs:**

The Estacada School District has formed an alliance with Todos Juntos/Prevent Net to earn grant that provides for activities such as Lego Robotics, Publishing Club, Science Club, Technology Club, Drama, Conflict Resolution, and Girls Inc. All ELL students are able to participate in these activities.

### **Extra-Curricular Activities:**

All ELL students are, of course, able to participate in any and all extra-curricular activities (football, basketball, soccer, baseball, volleyball, choir, band, student council, etc.) – and the turn-out on a year-to-year basis is strong.

### **Rosetta Stone:**

All ELL students have the opportunity to access Rosetta Stone software to assist in learning English or another language.

### **Other Helpful Resources:**

Spanish literacy

[http://conevyt.org.mx/promo\\_mevyt/la\\_palabra/index.html](http://conevyt.org.mx/promo_mevyt/la_palabra/index.html)

<http://conevyt.org.mx/mevyt/mevyt.html>

High school courses in Spanish

<http://www.bachilleratosead.net/>

Two great free ELD websites for adult and high school ELL

<http://www.usalearns.org/>

<http://aulafacil.com/>

Sheltering academic language tool.

[www.wordsift.com](http://www.wordsift.com)<<http://www.wordsift.com>>

ELD curriculum with companion websites Cornerstone K-6 and Keystone 7-12

<http://www.longmanschool.com/california/>

English/Español lessons

<http://eslbears.homestead.com/Card.html>

<http://www.languageguide.org/english/esp/>

[www.aulafacil.com](http://www.aulafacil.com)

[www.inglesmundial.com](http://www.inglesmundial.com)

[www.conevyt.org.mx/](http://www.conevyt.org.mx/)

[www.mansioningles.com](http://www.mansioningles.com)

[www.curso-ingles.com](http://www.curso-ingles.com)

ESL Reading/Lectura

[www.myefa.org](http://www.myefa.org)

ESL interactive/Interactivo

[www.usalearns.org](http://www.usalearns.org)

ESL Listening/Escuchar

[www.esl-lab.com](http://www.esl-lab.com)

[www.dailyesl.com](http://www.dailyesl.com)

[www.english-online.org.uk](http://www.english-online.org.uk)

Print worksheet/Enprimir

[www.kizclub.com](http://www.kizclub.com)

ESL all grammar, reading, writing/Gramática, Lectura, Escritura

<http://www.apples4theteacher.com/esl-games/spanish/>

<http://eslus.com/eslcenter.htm>

[www.englishlearner.com](http://www.englishlearner.com)

<http://activities.bradleys-english-school.com>

<http://www.eslpartyland.com/default.htm>

<http://englishinteractive.net/KIDS/>  
<http://www.learningchocolate.com/>

#### GED EN ESPANOL

<http://www.escolar.com/menule.htm>  
[www.conevyt.org.mx/](http://www.conevyt.org.mx/)

#### Beginner/Principiante

<http://agendaweb.org/>  
<http://www.starfall.com>

#### Computer Lessons

<http://www.learningelectric.com/word.htm>  
[www.aulafacil.com](http://www.aulafacil.com)  
[www.gcfaprendagratis.org](http://www.gcfaprendagratis.org)  
[www.functionx.com](http://www.functionx.com)  
[www.teacherclick.com](http://www.teacherclick.com)  
[www.certification-crazy.net](http://www.certification-crazy.net)  
<http://www.millbury.k12.ma.us/hs/techrepair/quizzes/index.html>

#### Typing Lessons

<http://keybr.com/>  
[www.powertyping.com](http://www.powertyping.com)  
[www.goodtyping.com](http://www.goodtyping.com)  
[www.freetypinggame.net](http://www.freetypinggame.net)  
<http://sense-lang.org>  
[www.typing-lessons.org](http://www.typing-lessons.org)  
[www.typeonline.co.uk](http://www.typeonline.co.uk)  
[www.alfatyping.com](http://www.alfatyping.com)

#### Matematicas en Espanol

<http://descartes.cnice.mec.es/enlaces/enlaces.htm>  
<http://www.interactiva.matem.unam.mx/>  
<http://www.aplicaciones.info/decimales/mates.htm>

#### GED ONLINE

<http://www.umbc.edu/alrc/GED1.html>  
<http://faculty.matcmadison.edu/jstickels/gedlessons.htm>  
<http://www.nwlincs.org/nwlincsweb/gedclass.htm>  
<http://www.eslcall.com/education/ged/index.htm>  
<http://www.intmath.com/>  
<http://edu.allmyfaves.com>

## **VIII. Parent & Community Involvement**

The Estacada School District provides a variety of supports to encourage ELL parents' and community involvement in student academic and extra-curricular programs. The ELL staff supports the involvement of ELL parents in the normal avenues for parental involvement: classroom volunteers, field trip chaperones, reading buddies, PTA meetings, Back to School Nights, and Curriculum Nights. The ELL staff also supports ELL parents through phone contacts, assistance with transportation, and interpreting services on such school-related items as the child's placement and progress. The Estacada School District provides all printed materials in the families requested language including NCLB notices. Via Language, Transact, and our ELD teachers provide translation.

The ELL staff also organizes special activities for the ELL community such as multiple "ELL Parent Nights" where parents have an opportunity to provide input on program decisions and obtain information on: (1) how to support their students' success in school, (2) social services available, (3) NCLB, (4) other areas of identified interest.

We also do an ELL Awards Night, which allows us to celebrate success with our ELL families, make connections, and collaborate on future endeavors.

A Parent Action Committee has been established – and will continue – for ELL and Migrant parents. Parents are recruited for all schools with district and building staff participation.

There is also ongoing collaboration with the United Way/Prevent Net to provide safe and productive after school options for ELL students such as Todos Juntos, Girls Inc., Homework Club, Lego Robotics, Conflict Resolution, Drama, and Publishing Club among other. Parents have input, and participate in, many of these activities with their children.

## **IX. A. Program Evaluation, Review, and Improvement**

### **Program Evaluation, Review, and Improvement**

The District ELL Coordinator annually reviews the districts progress toward meeting AMAOs with the district ELL staff and building administrators (see appendix for this year's data). Considerations include:

- **Program Design**
- **Program Implementation Evaluation**
- **Student Performance**

#### **1. Program Design**

To evaluate program design, internal evaluations will include:

- Most current ELPA data
- Examination of current program design with respect to current educational research
- Comparison of current program characteristics to originally identified elements of effective programs for English Language Learners
- A review of ELD Professional Learning Community (PLC) meeting minutes, as well as common formative assessments and assessment data/results by building and district administrators.

**Characteristics of Successful Programs** (see appendix for references on current best practice & research)

1. Student-centered approach to school planning
2. Well-delineated district policy for all schools
3. Academic and language transition goals
4. Careful accommodation of varying English proficiency and literacy levels
5. Strong, positive leadership
6. High expectations for all students
7. High expectations for all staff
8. Emphasis on training for licensed and classified staff
9. Parent participation and parent choice
10. Comprehensive assessment prior to placement
11. Periodic and systematic testing
12. District office level, school level, and assessment coordinators
13. Strong database for tracking progress

**Characteristics of Successful Instruction** (see appendix for references on current best practice & research)

1. Native language instruction assistance in elementary schools and secondary schools as needed
2. Judicious use of mainstreaming
3. Authentic and integrated teaching approaches
4. Cooperative learning approach
5. No pull-out during the delivery of new instruction in core content areas
6. Culturally appropriate curriculum and school environment
7. High expectations for student performance

8. Effective in closing ELL students' linguistic and academic gaps
9. The program is making Annual Measurable Achievement Objectives

**Characteristics of Effective Staffing** (see appendix for references on current best practice & research)

1. Qualified, competent bilingual and sheltered English trained staff
2. Multicultural staff is reflective of student population
3. Strong educational assistant program
4. Ongoing training
5. Common planning time
6. Competent testing personnel

2. Program Evaluation

The following checklist will serve as a guide for internal program implementation/ evaluation (the completed 2009-10 evaluation forms are attached).

<b>Introduction: District Profile</b>			
	Previous Year's #s	This Year's #s	Notes
1. Size of the school district	See above tables	See above tables	
2. District's total student enrollment	See above tables	See above tables	
3. District's ethnic diversity	See above tables	See above tables	
4. The number of limited English proficient (LEP) students in the school district.	See above tables	See above tables	
5. Oregon State Assessment results for LEP students	See above tables	See above tables	

<b>Identification of Primary Home Language</b>			
	Met	In Progress	Notes
1. Established procedure for identifying PHLOTE students			
2. Administer a Home Language Survey to all students			
3. Identify PHLOTE students within 30 days at the beginning of the school year and within two weeks during the school year			

<b>Assessment of LEP Students</b>			
	Met	In Progress	Notes
1. Test(s) used to assess English proficiency			
2. Proper training for staff who administer the proficiency test			
3. Timeline for administering the English proficiency test			
4. Procedures to collect & disseminate proficiency test data/results			
5. Where the test data will be located			
6. How it will set standards & objectives for raising the level of English proficiency			
7. Procedures to ensure that assessment data will be used to make decisions about instruction so that LEP students meet adequate yearly progress			
8. Number of students moving up one proficiency level – by grade/grade band.			
9. An appropriate # of students are moving up a proficiency level			
10. Students are NOT losing proficiency			
11. All students are tested			

<b>Program of Services</b>			
	Met	In Progress	Notes
1. Research-based program model(s) chosen & grade levels for which the program model(s) chosen			
2. Process to develop the district's annual measurable achievement objectives (AMAOs)			
3. Instructional methods to be used to develop LEP students' English proficiency			
4. Curriculum used will develop LEP students' English proficiency			
5. Process to evaluate the language & academic program			
6. Process to identify LEP students who need assistance in meeting the district's annual measurable achievement objectives (AMAOs)			

<b>Staffing and Professional Development</b>			
	Met	In Progress	Notes
1. Provide methods & criteria that the district will utilize to ensure that staff is qualified to provide services to LEP students			
2. Steps will be taken by the district to recruit & hire qualified staff for its LEP program			
3. Process used to identify the professional development needs of the staff			
4. Professional development for paraprofessional staff			
5. Staff development program that is of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in their classrooms			
6. Process to evaluate the professional development program is having a lasting impact on the teachers' performance in their classrooms			
7. Implementation dates are established			

<b>Reclassification &amp; Monitoring</b>			
	Met	In Progress	Notes
1. Identify procedures for re-assessment, reclassification, & exiting of LEP students			
2. Identify procedures to notify classroom teachers of the reclassification & exiting of students from the district's LEP program			
3. Identify procedures for monitoring students who have exited from ELL services			
4. We identify staff responsible for monitoring promoted/exited students			

<b>Special Services/Programs</b>			
	Met	In Progress	Notes
1. Provide a description of the district's methods of identifying Special Education and Talented and Gifted students			
2. The number of LEP students in Special Education is acceptable			
3. Number of LEP students in the Talented and Gifted program (TAG)			
4. We provide a description of the process & steps taken by the school district to ensure that LEP students have an equal opportunity to participate in extracurricular and nonacademic activities			
5. We provide the process by which LEP students and their parents are notified of the available programs and activities in the school district			

<b>Program Evaluation, Review &amp; Improvement</b>			
	Met	In Progress	Notes
1. Provide evaluation process used to ensure that program is being implemented effectively			
2. Provide documentation used to evaluate the district's program			
3. Provide steps to be taken to modify the program if it is not yielding the expected results or meeting the program goals			

<b>Parent and Community Involvement</b>			
	Met	In Progress	Notes
1. We provide a process that will be used to communicate the NCLB law to the parents of ELL students			
2. We provide process and procedures that will be used to inform parents of their child's placement and progress in the district's LEP program			
3. We provide process used to ensure parents of LEP students and community play a role in program decisions			

### **3. Student Performance**

It is the primary goal of the ELL Program to develop English proficiency among English Language Learners and to assist them in achieving the high academic standards, which are required of all students. Therefore, student performance will be evaluated in two ways:

- **Performance in Developing English Proficiency**

Students' English proficiency will be evaluated using English language assessment data from both formal and informal evaluation sources. Formal language assessment will be Pre LAS, Woodcock Munoz, and ELPA; informal data will include PLC common assessments, classroom data, student worksamples, teacher input, and parent input.

- **Performance in Achieving High Academic Standards**

Students' academic achievement will be evaluated using the same measures used district-wide to evaluate student achievement. This data will be aggregated at district and building level for analysis by the District Coordinator.

Furthermore, as we follow our cohorts, we also pose the following question for each student: "How many years has the student been in the ELL program?" If the answer to this question is "too long" (3-5 years), we need to look at increasing the intensity of our interventions.

#### **Outside Evaluation**

In addition to the internal evaluation, the Estacada School District regularly seeks third-party program evaluation from experts outside the school district.

#### **Program Modifications**

The Estacada School District operates on a continuous improvement model. Therefore, the program is reviewed annually (see appendix), and modifications are made. The ELL Coordinator, CESD ELL/Migrant Coordinator (Brad Doyel), ELL Building staff members, and ELL District Support Staff member review and make recommendations for improvements to the District's Plan. We also survey parents at our ELL Parent Nights. The District ELL Coordinator will present annual program improvement recommendations to the School Board.

**ESTACADA SCHOOL DISTRICT #108**  
**PROGRAM EVALUATION SUMMARY**  
**SCHOOL YEAR 2009-10**  
**(\*Evaluation Forms completed on 10/28/09 are attached)**

**Identification**

Y N Were procedures to identify PHLOTE students used consistently?

Y N Were screening timelines followed consistently?

Y N Were notifications sent consistently?

Identified strengths:

Identified areas for improvement:

ELL Eligibility:

Y N Were ELL entrance criteria applied consistently?

Y N Were notifications sent consistently in a timely manner?

Identified strengths:

Identified areas for improvement:

Exit/Monitoring Summary:

Identified strengths:

Identified areas for improvement:

Staffing and Professional Development:

\_\_\_\_\_ Number of staff trained in GLAD/SIOP this year

\_\_\_\_\_ Number of staff trained in GLAD/SIOP total

\_\_\_\_\_ Number of staff trained in ESOL endorsement

Identified strengths:

Identified areas for improvement:

## **IX. B. Program Evaluation**

### **Were there any practices that have been dismissed because they were not effective?**

- a). Yes, the Houghton Mifflin pilot program was discontinued because it was found to be a reading/literacy program rather than an English Language Development program.
- b). In addition, we used to use only educational assistants (on a push-in basis) provide ELD services.

### **Why were those activities not effective?**

- a). The emphasis of the program was reading and did not address the language development components of:
  - Phonology, rhythm, cadence
  - Vocabulary (basic, general utility, low utility/content specific)
  - Syntax (word order)
  - Language forms (structures, verb tenses, grammar)
  - Functions of language use for both social and academic purposes
  - Formal and informal discourse styles for speaking and writing and
  - Cultural contexts
  - Idioms
- b). This was obviously not best practice. It is imperative that we have licensed ESOL teachers providing direct ELD instruction. This is what we now have in place.

### **New activities or practices based on research that are expected to be effective:**

We are continuing to train our classroom teachers in GLAD and SIOP techniques, and have begun to use Susana Dutro's A Focused Approach: Systematic ELD (not as the curriculum, but as a framework for lesson delivery) in our ELD classes. One of the most recent examples of advancements in this area is that we had all K-2 teachers in the district complete the GLAD project (via Erick Herrmann of CESD) in spring 2009.

### **Research supporting the new activities or practices:**

Activities, curriculum, and practices are reviewed annually (or more often if necessary) to evaluate their effectiveness in our program. The ELL building staff members will present a summary of this review to the ELL District Coordinator and representatives of the Estacada School District's Administrative staff for their review and recommendations. When new curriculum or practices are to be reviewed, research will be required for consideration. All new curriculum or changes in the curriculum will be presented, reviewed and approved by the Estacada School District's Board of Directors.

## **PROGRAM EVALUATION**

The ELL District Coordinator, with the assistance of ELL staff, completes an annual review. The following shall be addressed in the program evaluation.

1. The degree to which the District's program follows District policy and Administrative Rules regarding appropriate instruction for ELL students.
2. The program is serving students who qualify as LEP.
3. Students' individual needs are assessed at entry for appropriate service. Assessments include English proficiency in both oral and written modes, native language literacy, and academic knowledge and skills in English and in the native language literacy and academic knowledge when practicable.
4. Students have meaningful access to the core curriculum at the same time they are enrolled in the ELL program and are developing English proficiency.
5. Students are promoted/exited from the program based on reasonable evidence of their likelihood for success, as shown by assessment data and the student's portfolio (worksamples, teacher input, parent input, etc.).
6. The progress of promoted/exited ELL students is monitored to show that as individuals and as a group they have met expectations for success, as shown by test scores or other indicators such as grades in academic areas, performance on alternative assessments, proportional enrollment in challenging subject matter, and dropout and graduation rates, post-secondary schooling, and/or post-secondary job placement and/or job success.
7. Shortcomings in implementation or student achievement are identified, and steps to remedy are proposed and implemented.

### **Objectives**

1. Provide instruction in English Language Development to meet the needs of identified Limited English Proficient students. This instruction will include development of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).
2. Implement a "sheltered mainstream" program providing assistance in content areas to students within the mainstream classrooms for attainment of district educational and program goals.
3. Provide a supplementary tutorial program to improve the ability of identified students to function effectively in a variety of subjects in the regular classroom and to remain on track for graduation. Remedial basic skills instruction in reading, math, science, social studies, and language arts will be included, when needed, on an individual and/or small group basis.
4. Provide opportunities for increasing regular staff effectiveness through curriculum development and training in appropriate strategies that are effective with English Language Learners.

5. Provide opportunities for increasing regular staff effectiveness through curriculum development and training in appropriate strategies for Limited English Proficient students in regular classes.
6. Increase ELL parental participation in and out of classroom activities and through appropriate staff development opportunities.
7. Promote ELL student involvement in extra-curricular school activities.

An annual calendar of ELL staff training in effective ELL techniques for staff shall be created to enhance the effectiveness of instructional personnel. At all levels, curriculum and proficiency indicators will be adapted to meet the unique needs of ELL students. Trainings at Clackamas ESD, in the Estacada School District by CESD, college coursework, and appropriate workshops will be provided annually for licensed and non-licensed staff.

Elementary-level programs will consist of three components: Sheltered mainstream, ELD classes, and tutorial assistance.

Sheltered Mainstream – Through the Clackamas ESD, selected regular classroom teachers will be provided with training in effective teaching practices for ELL students. Schools may group identified students as is developmentally appropriate. Methods and techniques for effective and developmentally-appropriate instruction may include: frequent use of visuals; use of total physical response techniques; regular use of manipulative materials; cooperative learning experiences; use of communicative and enriched language activities; activity based instruction; pre-teaching, teaching, and reviewing content-area vocabulary; and an emphasis on the mastery of the essential knowledge, concepts, processes skills, and applications. The students will usually receive primary instruction from the regular education classroom teacher. Classroom teachers will be receiving training in GLAD and Elementary SIOP.

ELD Classes – All ELD classes will be taught by a licensed teacher with an ESOL endorsement. ELD classes are daily thirty five minute periods. The ELL building level staff will use the, *Moving Into English*, published by Harcourt and on the State of Oregon's approved curriculum list. This program provides:

- Phonology, rhythm, cadence
- Vocabulary (basic, general utility, low utility/content specific)
- Syntax (word order)
- Language forms (structures, verb tenses, grammar)
- Functions of language use for both social and academic purposes
- Formal and informal discourse styles for speaking and writing and
- Cultural contexts
- Idioms

The ELL staff will be provided with ongoing staff development both in district and in other settings.

Tutorial Assistance – Tutorial support will be provided both in and outside of the classroom. In-class tutorial assistance will be based upon teacher request for student involvement in special projects and activities. Out-of-class tutorial assistance will address language issues associated with specific curriculum activities. This option will not replace ELD class. It will focus on providing the students with English language survival skills, and providing language concept building necessary for basic education, such as language structure, vocabulary, special concepts, and general knowledge. The support may take the form of additional time and resources focusing on specific areas of instruction. For example, additional reading time could be delivered through the Title 1 program.

Secondary Level Programs will consist of three components: Sheltered mainstream, ELD classes and tutorial assistance.

Sheltered Mainstream – During the regular school year, selected content teachers will receive training in effective teaching practices for ELL students. Identified classes will be taught as sheltered mainstream classes. Teachers will modify their basic curriculum to become optimally accessible for ELL students, using sheltered techniques. Sheltered content classes are on the master schedule for all graduation requirements. Teachers for these classes will receive specialized training in preparation for these assignments. Teachers in core classes: math, science, and social studies will receive this training.

ELD Classes – ELD classes will be taught by a licensed teacher with an ESOL endorsement. The ELD class period is 50 minutes at both the junior high and high school. The VISIONS curriculum was adopted by the School Board and is currently being used in the secondary schools. This curriculum is on the State of Oregon’s approved list for ELL curriculum. This curriculum:

- Is proven to improve test scores
- Provides more grammar support
- Has unique reading strategy support
- Provides more multilevel learning options
- Has customizable lesson planning
- Provides more writing practice
- Provides balance of content and literature reading
- Provides more listening and speaking support
- Correlates to the ELP standards

This curriculum also meets a multi-faceted understanding of the English language, including:

- Phonology, rhythm, cadence
- Vocabulary (basic, general utility, low utility/content specific)
- Syntax (word order)
- Language forms (structures, verb tenses, grammar)
- Functions of language use for both social and academic purposes
- Formal and informal discourse styles for speaking and writing and

- Cultural contexts
- Idioms

Tutorial Assistance – During the regular class day, students will be provided tutorial assistance focusing on the language development issues associated with content curriculum. The support may take the form of additional time and resources focusing on specific areas of instruction.

Each spring, the ELL District Team will review building level data from statewide assessments, language assessments, and classroom worksamples to assess progress on the Annual Measurable Achievement Objectives. As this review dictates, adjustments to the ELL program are made.

### **CALENDAR OF SIGNIFICANT DEADLINE DATES**

September 30	Identification of ELL Students
September 30	Completed assessment of new ELL students
October 1	Migrant Mass Enrollment completed
October 1	Title IC and Title III Consolidated Grants completed
October 10	Completed Migrant Mass Enrollment to CESD
October	Assessment for ELL Placement Completed
January 15	Census Information completed
May 15	ELPA Testing completed & copies sent to District Office
May 30	Reclassification forms completed & sent to District Office
June 5	Migrant Mass Withdrawal forms completed /sent to District Office
June 15	LEP Report sent to ODE
June 30	Completed Migrant Mass Withdrawal sent to CESD
June/July	ELL Summer School Enrollment
July/August	ELL Summer School Withdrawal



## DISTRITO ESCOLAR DE ESTACADA

### ENCUESTA DE LENGUAJE

Fecha \_\_\_\_\_ Escuela \_\_\_\_\_ Grado \_\_\_\_\_

Nombre del Estudiante: \_\_\_\_\_

Nombre de Padres ó Guardianes: \_\_\_\_\_

Dirección: \_\_\_\_\_

Numero de Teléfono: \_\_\_\_\_

¿Algún padre ó guardian trabaja en agricultura/vivero/pesquería/canería, fabrica de conservas/ó producción de ganado?

\_\_\_\_\_ Sí \_\_\_\_\_ No

1. ¿Habla el estudiante o alguna otra persona en la casa algún otro lenguaje aparte de Inglés? \_\_\_\_\_ Sí \_\_\_\_\_ No
2. ¿Hay alguna persona en la casa que hable otro lenguaje, incluyendo, abuelos ó padres, tíos ó padres, tios ó cualquier otra persona?  
\_\_\_\_\_ Sí \_\_\_\_\_ No

**Si Usted ha marcado que "SI", por favor contue.**

3. ¿Cuál fuè el primer lenguaje que el estudiante aprendió? \_\_\_\_\_
4. ¿Su hijo/hija, hablan otros lenguajes? \_\_\_\_\_
5. ¿Dónde nació su niño(a)? \_\_\_\_\_
6. Madre ¿Cual lenguaje habla con más frecuencia \_\_\_\_\_  
su estudiante en la casa?
7. ¿Qué lenguaje le habla Usted a su hijo(a)? Madre \_\_\_\_\_  
Padre \_\_\_\_\_
8. Por favor circule el lenguaje, abajo, que su hijo(a) comprende:  
(Solamente circule uno)
- ❖ Entiende solamente su primer idioma y no el Inglés.
- ❖ Entiende mayormente su primer idioma y un poco de Inglés.
- ❖ Entiende su primer idioma e Inglés igualmente.
- ❖ Entiende mayormente Inglés y un poco de su primer idioma.
- ❖ Entiende solamente Inglés.
9. ¿En que lenguaje le gustaría a Usted recibir cartas, noticias y anuncios de la escuela? \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent/Guardian:

The staff at your child’s school has determined that \_\_\_\_\_ is eligible to receive services from the school district’s English Language Development program (ELD).

This program will help students develop their English language skills. Participation in the program may change as English skills improve.

Your child has been given an English Language Assessment (Woodcock Munoz, Pre Las or ELPA) and the results of this test are as follows:

Ability	Woodcock Munoz	Pre Las	ELPA
5 Very Easy			
4 Manageable			
3 Difficult			
2 Extremely Diff			
1 Impossible			

Levels: Level 1-Emergent; Level 2-Beginning; Level 3-Intermediate; Level 4-Advanced; Level 5-Proficient

Your student is being provided the following services (marked with an X).

- \_\_\_\_\_ Instruction in English Language Development Pull-Out Class (Grades K-6)
- \_\_\_\_\_ Instruction in English Language Development Class (Grades 7-12)
- \_\_\_\_\_ Sheltered Instruction in (subjects circled) math science health social studies English language

Additional Support:

- \_\_\_\_\_ English Language Learners’ Summer School
- \_\_\_\_\_ Before or after school program
- \_\_\_\_\_ Other ( \_\_\_\_\_ )

This support will meet the educational strengths and needs of your child by:

- Providing ELD instruction at his/her current language level
- Building on what your child knows about math, science, health and social studies
- Using what your child already knows about language to learn English

These services will help your child meet age-appropriate standards and meet graduation requirements by:

- Placing your child in an age-appropriate grade
- Focusing on academic language
- Teaching the language, skills and knowledge needed to participate in grade level instruction.

**Parental Rights:** You have the right to have your child removed from these ELD services. You have the option to decline to enroll your child in these services. A refusal of service form is available at your school. The district is still required to meet the needs of English Language Learner students whose parents decline services. Every eligible student **will be** required to participate in the Spring ELPA testing according to NCLB (NCLB section 111 (b) (7)).

If you have questions, please call \_\_\_\_\_ at \_\_\_\_\_.

(ELL Parent)

Estacada School District is an equal opportunity educator and employer.

(D)

Fecha: \_\_\_\_\_

Estimados padres o tutores:

El personal de la escuela de su hijo(a) ha determinado que \_\_\_\_\_ es elegible para recibir los servicios del programa del desarrollo del idioma inglés (ELD) del distrito escolar.

Este programa ayudará a los estudiantes desarrollar sus destrezas del idioma inglés. La participación en el programa puede cambiar a medida de que mejoren las habilidades en inglés.

A su hijo(a) se le hizo una evaluación del idioma inglés (Woodcock-Muñoz, PreLAS o ELPA) y los resultados de esta prueba son los siguientes:

Habilidad	Woodcock-Muñoz	PreLAS	ELPA
5 muy fácil			
4 manejable			
3 difícil			
2 muy difícil			
1 imposible			

Niveles: Nivel 1 - inicial, Nivel 2 - principiante, Nivel 3 - intermedio, Nivel 4 - pre-avanzado, Nivel 5 - avanzado
--

Se le están proporcionando a su estudiante los servicios siguientes (marcados con una X)

\_\_\_ Enseñanza en el desarrollo del idioma inglés (Grados K-6)

\_\_\_ Enseñanza en el desarrollo del idioma inglés (Grados 7-12)

\_\_\_ Enseñanza enfocada en las materias circuladas: las matemáticas, las ciencias, la salud, los estudios sociales, el inglés

Apoyo adicional:

\_\_\_ Escuela de verano para estudiantes del idioma inglés

\_\_\_\_\_ Programa antes o después del horario escolar

\_\_\_\_\_ Otro (\_\_\_\_\_)

Este apoyo satisface las necesidades educativas de su hijo(a) por:

- Proporcionarle enseñanza ELD a su nivel actual del idioma
- Ampliar el conocimiento de su hijo(a) en las matemáticas, las ciencias, la salud y los estudios sociales
- Usar lo que ya sabe su hijo(a) de su idioma materno para aprender inglés

Los servicios siguientes ayudarán a su hijo(a) lograr los estándares apropiados para su edad y realizar los requisitos de graduación:

- Colocar a su hijo(a) en un grado apropiado para su edad
- Poner énfasis en el lenguaje académico
- Enseñar el lenguaje, las habilidades y el conocimiento que se necesita para participar en la enseñanza a su propio nivel

**Derechos de los padres:** Usted tiene el derecho de que su hijo(a) sea retirado de los servicios de ELD. Usted tiene la opción de rechazar la inscripción de su hijo(a) en estos servicios. En su escuela, se encuentra disponible un formulario de rechazo del servicio. Aún se requiere que el distrito atienda las necesidades de los estudiantes del idioma inglés cuyos padres han rechazado los servicios. Se requiere que cada estudiante elegible **participe** en las pruebas del ELPA de acuerdo con NCLB (sección 111 (b) (7) de NCLB)

Si tienen alguna pregunta, por favor, llamen a:

\_\_\_\_\_ al \_\_\_\_\_.

**El distrito escolar de Estacada es una entidad de empleo y educación de oportunidades iguales.**

**ELL/ELD  
PROGRAM**

**REFUSAL OF SERVICES**

- The parent/guardian of \_\_\_\_\_ has refused ELL/ESL services from the Estacada School District.

At this time I would like to refuse ELL/ESL services. I understand that I may request to have my eligible student enter the Estacada School District's ELL/ESL Program at any time, for as long as he/she is eligible. The district is still required to meet the needs of ELL students whose parents decline services. NCLB does not authorize a parent's request to opt out of the annual ELL assessment (NCLB section 1111 (b) (7)). Every eligible student **will be** required to participate in the Spring ELPA testing.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

ELL

### RECHAZO DE SERVICIO

- El padre/la madre/el tutor ha rechazado los servicios de Inglés Como Segundo Idioma del distrito Estacada.**

En este momento, quisiera rechazar los servicios de ESL (Inglés Como Segundo Idioma). Comperendo que puedo pedir que mi estudiante entre en el programa ESL (Inglés Como Segundo Idioma) en cualquier momento, por tanto tiempo como sea elegible. Todavía se requiere al distrito escolar satisfacer las necesidades académicas de los estudiantes de ELL (Inglés como segundo idioma), aunque rehusan los padres los servicios. NCLB (No Child Left Behind – Que ningún niño se quede atrás) no autoriza la petición de los padres no tomar la evaluación anual sus niños (NCLB sección 1111 (b) (7)). Cada estudiante que sea elegible se requerirá tomar el exámen de ELPA (English Language Proficiency Assessment – Tasación de las habilidades del lenguaje de inglés) en la primavera.

Firma de padre/madre/tutor: \_\_\_\_\_

Fecha: \_\_\_\_\_

## RECLASSIFICATION OF ENGLISH LANGUAGE LEARNER (ELL) STATUS

Student: \_\_\_\_\_ SSID#: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

Recommendation for reclassification comes as a result of:

Classroom Licensed Teacher                       Parent Request  
Name: \_\_\_\_\_ Name: \_\_\_\_\_

ELL Teacher Recommendation                       Counselor Recommendation  
Name: \_\_\_\_\_ Name: \_\_\_\_\_

Student Request     Post Exit Monitoring

Testing (tests that are acceptable – ELPA & Woodcock Munoz Revised - should be tested - specify: test/score/date given):  
\_\_\_\_\_

Specific reason(s) for reclassification is/are as follows:

\_\_\_\_\_  
\_\_\_\_\_

Having consulted with the student’s teacher and parent/guardian, the above named student is being reclassified as:  
 Exiting from ELL Program and in Monitoring Status \_\_\_\_\_  
 Returning to ELL Program \_\_\_\_\_

### RECLASSIFICATION APPROVED BY

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

District Approval: \_\_\_\_\_ Date: \_\_\_\_\_

**RECLASSIFICATION OF ELL STUDENT WORKSHEET**

Student: \_\_\_\_\_

SSID#: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Entry Date: \_\_\_\_\_

Classroom Observation (as appropriate for grade level): \_\_\_\_\_

	Yes	Seldom	No
Is able to grasp main ideas of lessons (in English only)			
Requests help when needed (keep "culture" in mind here)			
Contributes to classroom discussions (keep "culture" in mind here)			
Can follow verbal directions			
Is able to verbalize his/her understanding/knowledge			
Has a reading level suitable to the class (in English only)			
Can follow written directions			
Produces acceptable written work (based on ELP standards)			
Is able to satisfactorily complete exams/assignments in English only class			
Language skills enable the student to communicate effectively in class			
Language skills enable the student to participate in school activities outside of the academic classroom program			

Test Scores (specify test/score/date given) & Student Portfolio (ELD worksamples, writing worksamples, speaking worksamples, teacher input, parent input, etc.):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional comments for further discussion:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Conclusion (circle one): Promote/Exit (and monitor for 2 yrs) or Retain in ELL program

Signatures:

ELD Instructor: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

Others in attendance: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Estudiante: \_\_\_\_\_  
SSID#: \_\_\_\_\_

Escuela: \_\_\_\_\_  
Grado: \_\_\_\_\_

Fecha de  
reunión: \_\_\_\_\_

La recomendación para la reclacificación surge como resultado de:

- Maestra Licenciada del salón
- Petición de los padre

Nombre: \_\_\_\_\_

- Recomendación por Maestra de ELL
- Recomendación por Consejera

Nombre: \_\_\_\_\_

- Petición del Estudiante
- Programa de Monitoria/Seguimiento

**Pruebas/ Exámenes (especifique: prueba/nota/ fecha dado):** \_\_\_\_\_

Razón (es) específicas para la reclacificación es/ son las siguientes:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Luego de una consúta con la maestra del estudiante, padres/guardianes, el estudiante abajo mencionado ha sido reclacificado como:

- ↑ Estatus de Monitoría/ Seguimiento
- ↑ Returning to ELL Program

**Reclacificación aprobada por:**

\_\_\_\_\_ Fecha:

\_\_\_\_\_ Fecha:

\_\_\_\_\_ Fecha:

**District Approval:** \_\_\_\_\_ Fecha:

(J)

Date: \_\_\_\_\_

To the Parents of: \_\_\_\_\_

Your student, \_\_\_\_\_, has been promoted/exited from the ELL program (English Language Learners) on \_\_\_\_\_. Your student's scores on the ELPA assessment indicate proficiency in the English language. We will be monitoring your student annually for the next two years to make sure appropriate progress is being made.

If you have any questions, please free to call your student's ELD instructor,  
\_\_\_\_\_ at 503.630.6871, extension \_\_\_\_\_.

(K)

Fecha: ----

A los padres de: ----

Se ha determinado que su estudiante, \_\_\_\_\_, puede salir del programa de ESL (English Language Learners) en la fecha \_\_\_\_\_. Las calificaciones en el exámen de ELPA indican que su estudiante es competente en el lenguaje de Inglés. Nosotros haremos seguimiento anual del progreso de su estudiante por los próximos dos años para asegurar que el progreso del estudiante es apropiado.

Si tiene alguna pregunta, por favor lláme a el coordinador del programa de ELD de su estudiante, ----al 503.630.6871, extension----.

Sinceramente,

Howard Fetz  
District ELL Coordinator

**ESTACADA SCHOOL DISTRICT  
PROFESSIONAL DEVELOPMENT SURVEY**

Workshop/Training: \_\_\_\_\_

Presenter(s): \_\_\_\_\_

Date: \_\_\_\_\_

1. Did the workshop/training meet the workshop or training's goals? Your goals? If yes, why or how? \_\_\_\_\_

\_\_\_\_\_

If not, why? \_\_\_\_\_

2. Were the presenters effective? \_\_\_\_\_

\_\_\_\_\_

3. Were the handouts useful? \_\_\_\_\_

4. How will you use the information from this workshop/training in maximizing your performance? \_\_\_\_\_

\_\_\_\_\_

In maximizing student achievement? \_\_\_\_\_

\_\_\_\_\_

5. What other workshops or trainings would you like to attend? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Other comments: \_\_\_\_\_

\_\_\_\_\_

