



# **Corvallis English Language Learner Program Plan**

**2013-2015**

**Corvallis School District**

# English Language Learner Program

## Contents

Section I Corvallis School District 509J Demographics.....	3
Ethnic Diversity of District Students.....	3
Distribution of English Language Learners in Corvallis School District 509J .....	3
District Progress For ELL's .....	5
Section II District Information on Program Goals and Philosophy .....	6
Instructional Program and Educational Approaches for LEP Students .....	6
District Educational Goals for ELD Program .....	7
District Educational Goals for ELD Program: .....	8
Section III Identification of Potential English Learners .....	9
Identification and Eligibility Process .....	10
Assessment of English Proficiency .....	12
Parent Notification of Services and Options .....	13
Procedures for Special Circumstances .....	13
Section IV Program of Services for English Learners.....	15
Professional Development Designed to Ensure Access to Core Curriculum.....	19
Professional Development Designed to Ensure Quality ELD Instruction .....	20
Section V Staffing and Resources.....	21
Recruitment .....	21
Criteria to Ensure Staff is Qualified to Meet the Needs of LEP Students.....	21
District's Selected Instructional Materials and Resources Available for English	
Language Development Program .....	24
On-Going Review of District Materials .....	25
Section VI Transition from English Language Development Program.....	26
Corvallis English Language Learner Exit Criteria (Move to Monitor Status) .....	26
Move to Monitor Process .....	27
Early Exit.....	28
Continuation or Return to ELL Services .....	29
Monitoring Process.....	30
Section VII Equal Access to Other School District Programs.....	31
Section VIII Parent and Community Involvement .....	32

## Section I Corvallis School District 509J Demographics

7 K-5 Elementary Schools  
 1 K-5 Charter School  
 1 K-8 School  
 2 Middle Schools  
 2 High Schools

Total Enrollment: 6320 students as of 5/16/2013 (source: LBLSIS)

### ***Ethnic Diversity of District Students***

Ethnicity/Race	Number	Percent
Hispanic	924	14.6%
American Indian	39	0.6%
Asian	402	6.4%
Black	86	1.4%
Pacific Islander	31	0.5%
White	4432	70.1%
Multi-Ethnic	406	6.4%

Number of English Language Learners in district: 413

Number of ELL students receiving Special Education: 64

Number of TAG identified ELL students: 3

### ***Distribution of English Language Learners in Corvallis School District 509J***

School	Number of ELL's	Percentage of total ELL population
Adams Elementary	17	4%
Cheldelin Middle School	15	3.6%
Corvallis High School	27	6.5%
Crescent Valley High School	14	3.3%
Franklin k-8 School	9	2%
Garfield Elementary	150	36%
Hoover Elementary	28	6.5%
Jefferson Elementary	12	3%
Lincoln Elementary	69	16.7%
Linus Pauling Middle School	20	4.8%
Mt. View Elementary	7	1.6%
Wilson	23	5.5%

Schools in blue columns are current Magnet ELL schools. ELL families may choose to have their children attend an ELL magnet school and the school district provides transportation.

**School Programs**

School type	Number of Schools	Name of School
Title 1-A Targeted Assisted	0	
Title 1-A School-Wide	4	Garfield Elementary, Lincoln Elementary, Wilson Elementary, and Mt. View Elementary
Focus and/or Priority	0	
Model Schools	2	Lincoln Elementary and Mt. View Elementary
Schools with Two-Way Bilingual Immersion Programs (Spanish and English)	4	Garfield Elementary, Lincoln Elementary, Linus Pauling Middle School, Corvallis High School
Magnet ELL Programs	5	Garfield Elementary, Lincoln Elementary, Hoover Elementary, Linus Pauling Middle School, and Corvallis High School

***District Progress For ELL's***

ENGLISH LANGUAGE LEARNERS	Number	Percent
Students progressing to next English Language Proficiency level(based on Oregon AMAO #1 data for 2011-12)	179	55%
Students exited from an ELD program (based on Oregon AMAO #2A data for 2011-12)	88	19%
Students identified as English learners for five or more years exited from an ELD program (based on Oregon AMAO #2B data for 2011-12)	23	30%
Students on Monitor Status Year 1 (during 2012-13 school year)	74	
Students on Monitor Status Year 2 (during 2012-13 school year)	75	
Students Re-entered into ELL Program (LBLSIS data 5/15/2013)	4	
Students whose parents Declined Services (LBLSIS data 5/15/2013)	15	

**Oregon State Assessment Results for 2011-12 (AMAO 3) Using *Adjusted Status***

ELL Subgroup	Language Arts (adjusted status)		Participation
Elementary Schools	MET	76%.5	99%
Middle Schools	MET *	62.01%	99%
High Schools	No data: not a statistically significant number of ELL's		100%
ELL Subgroup	Mathematics (adjusted status)		Participation
Elementary Schools	Not Met	61.47%	100%
Middle Schools	Met *	50.25%	100%
High Schools	No data: not a statistically significant number of ELL's	42.8%	100%

\*Exceeded growth target

## Section II District Information on Program Goals and Philosophy

Corvallis School District has chosen educational approaches that are scientifically research based and are considered best practices for the education of English Language Learners. Dual Language Immersion (2 Way Bilingual) has been chosen as it supports core content acquisition and English language development (Collier and Thomas). Since 72% of our LEP students are Spanish speakers and we have many native English speaking families who would like their children to become bilingual, Corvallis is able to provide Dual Language Immersion programs for a majority of our LEP students. Sheltered Instruction in core content courses and in elementary classrooms is an educational approach that is used in the DLI programs and in the regular classrooms throughout the district.

All LEP students receive direct English Language Development each day either as a class period built into their daily schedule (DLI programs, middle schools and high schools) or as a pull-out program in 6 elementary programs. The Focused Approach to English Language Development with a focus on Forms and Functions of language is the instructional approach used for the ELD instruction with appropriate instructional materials provided.

### ***Instructional Program and Educational Approaches for LEP Students***

Educational Approach	Description	Student Access
<b>ELD</b>	<ul style="list-style-type: none"> <li>• Goal is to gain English language proficiency</li> <li>• Students are grouped according to proficiency level</li> <li>• Explicit instruction in English language with a focus on oral language development and writing practice</li> </ul>	<ul style="list-style-type: none"> <li>• All ELL's K-12 Grade for an average of at least 30 minutes a day</li> </ul>
<b>Dual Language Immersion (Two-Way Bilingual)</b>	<ul style="list-style-type: none"> <li>• Goal is for students to access core content subject matter and develop strong skills and proficiency in students' first and second language</li> <li>• About half the students are native speakers of English and half are English language learners from the same language group</li> <li>• Instruction in both languages: 50% Spanish, 50% English for all students</li> </ul>	<ul style="list-style-type: none"> <li>• All native Spanish ELLs in kindergarten through fifth grade who choose to participate</li> <li>• Middle School and High School native Spanish ELLs who have sufficient Spanish literacy skills to benefit from the program and choose to participate</li> </ul>

<b>Sheltered Instruction</b>	<ul style="list-style-type: none"> <li>• Goal is for students to access core content subject matter and gain fluency in English</li> <li>• Content instruction in English with adjustment by teacher to proficiency level so subject matter is comprehensible (e.g. SIOP, GLAD, SDAIE methods)</li> <li>• L1 support as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• All ELLs</li> </ul>
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## ***District Educational Goals for ELD Program***

### **Mission Statement**

To ensure that students gain the skills to be academically proficient in English in all language domains (reading, writing, listening, and speaking) and to ensure equal access to core content and access and understanding of the mainstream culture in an inclusive school community.

### **Goals**

1. To provide English Language Learners high-quality instruction that leads to proficiency in reading, writing, speaking and understanding English through English Language Development Classes in order to achieve academic success in an all English curriculum.
2. To provide English Language Learners instruction that leads to the mastery of the Oregon and Common Core State Standards in the areas of Language Arts, Math, Science, and Social Studies through Sheltered Instruction and Dual Language Immersion.
3. To provide English Language Learners an educational environment that will enable students to maintain confidence and a positive identity with their cultural heritage and first language. This can be through one of the district's Dual Language Immersion programs, multicultural education professional development, clubs and/or school events.
4. To provide parents of English Language Learners the opportunity to participate and support their child's educational experience and the opportunity to shape the district's English Language Learner program.
5. To analyze student achievement annually and determine needed resources to ensure that English Language Learners are effectively served in ELD and in their core content courses.

## ***District Educational Goals for ELD Program:***

### **ELP Goals:**

- 66% of our LEP students will move up one or more language proficiency levels as measured by the ELPA by June 2014.
- 21% of our LEP students will attain English proficiency as measured by the ELPA by June of 2014.
- 32% of students who have been in an ELL program for 5 years or more will attain English proficiency as measured by the ELPA by June 2014.

Educational Goals for ELL's in Core Content Knowledge (Goals based on Corvallis SD 509J Achievement Compact)

Content Area/Grade	Goal for ELL Population		Goal for All Corvallis SD population	
	2012-13	2015-16 (4-Year Goal)	2012-13	2015-16 (4-Year Goal)
3 <sup>rd</sup> Grade Reading Proficiency	56%	71%	88%	95%
3 <sup>rd</sup> Grade Math Proficiency	58%	68%	77%	86%
6 <sup>th</sup> Grade On-Track	>95%	95%	93%	95%

Goals are measured using data taken from OAKS (Oregon Assessment of Knowledge and Skills), but there is plan to transition to Smarter Balanced Common Core Standard Assessment in the 2014/15 school year. The ELL coordinator will review goals annually to ensure that we are making progress toward the 2015-16 goal.

ELL population goals were designed to be both attainable and ambitious. It is the goal of the Corvallis School District to close the achievement gap. With this in mind, goals are based on Douglas Reeves' work in order to decrease this gap.

### **References:**

Reeves, Douglas. (2009). *Leading Change in Your School: How to Conquer Myths, Build Commitment and Get Results*. Alexandria, Virginia: ASCD.



## Section III Identification of Potential English Learners

All students in grades kindergarten through 12<sup>th</sup> grade who have been identified as meeting the criteria in the following definition will be assessed for English Language proficiency levels.

### **A child is an English Language Learner:**

- who is aged 3 through 21; and who is enrolled or preparing to enroll in an elementary school or secondary school;

**and**

- whose native language is a language other than English; **or**
- who is a Native American or Alaska Native, or a native resident of the outlying areas; **and** who comes from an environment where **a language other than English has had a significant impact on the individual's level of English language proficiency; or**
- who is migratory, whose native language is a language other than English, and who comes from **an environment where a language other than English is dominant;**

**and**

- **whose difficulties in speaking, reading, writing, or understanding the English language** may be sufficient to deny the individual —
- the ability to meet the State's proficient level of achievement on State assessments;
- the ability to successfully achieve in classrooms where the language of instruction is English; or
- the opportunity to participate fully in society

*From the **Elementary and Secondary Education Act 2001 (ESEA) - No Child Left Behind- Title IX – General Provisions – Part A – Definitions***

## ***Identification and Eligibility Process***

<b>Process</b>	<b>Staff Responsible</b>	<b>Time Frame</b>	<b>Outcome</b>
<u>ALL</u> Registration packets include a Home Language Survey	School Secretary	During the time registration packets are being prepared	<b>All</b> families registering in a Corvallis school completes a Home Language Survey.
Parents are provided ELL Magnet School Option Information sheet when registering at any school and information is verbally explained so families can make informed decision.	School Secretary ELL Teacher	During enrollment	Parents can make an informed decision regarding services for their child in a timely manner.
Registration and Home Language Survey are completed by parents *Home Language Survey will be provided in home language using TRANSACT form as needed. **Parents unable to read – school secretary will contact ELL staff member or ELL Coordinator for assistance to register. ***Native American students need for services will be determined on a case by case basis.	School Secretary	Immediately upon receiving enrollment packet, home language survey is completed by parent and submitted to school secretary	Home Language Survey Completed
Home Language Survey original is placed in cumulative file and NCR copy given to ELL teacher	School Secretary	<u>Within two days</u> of Home Language Survey Completion	ELL staff will determine if student will need English proficiency assessment.
Home Language Survey reviewed for “Yes” responses to key primary language questions.	ELL Staff	<u>Within 5 days</u> of receiving Home Language Survey	ELL staff will set up time to assess student or will determine student does not have a primary language other than English.
Student is assessed using the IPT (IDEA Proficiency Test) to determine if eligible for ELL Services. <ul style="list-style-type: none"> <li>2<sup>nd</sup> – 12<sup>th</sup> grade -One or more of the IPT-Oral/Reading and Writing subtests are scored as Non or Limited English Proficient</li> <li>K – 1<sup>st</sup> grade - IPT-Oral subtest is scored Non or Limited English Proficient</li> </ul>	ELL Staff who have received training in IPT administration.	At the beginning of the school year must be completed in less than <u>30 days</u> . After the first day of school the IPT assessment must be completed in first <u>2 weeks</u> from enrollment.	Assessment completed on time so that services can begin. If student is eligible: Student’s name, grade, scores and whether parents can advocate in English is recorded in the District ELL Database. If student is not eligible, student’s name and scores are recorded in the ELL Database and assessment is filed in student’s Cumulative file.
ELL students attending ELL magnet schools out of their attendance area are eligible for transportation services to the nearest magnet school. ELL staff complete a transportation form and submit to Auxiliary Services.	ELL Staff	As soon as possible once need is determined	Students can access magnet program and do not miss any school days.

English Language Learners are placed in appropriate ELL services	Principal ELL Staff Dual Immersion Teachers Counselors	Within the first 30 days of school or within 2 weeks if enrolled after school year begins.	Students receive appropriate services to increase their English language proficiency and are able to access core academic content. ELL File is created and the Home Language Survey, assessment data and service plan are filed.
ELL File is created for each student	ELL Staff	ELL file following guidelines in ELL Teacher Handbook is created.	Each ELL student's file is kept in the ELL classroom. This file is returned to the cumulative file for the summer. Purple form is placed in Cumulative file documenting that there is an ELL File.
Classroom and/or content teachers receive list of ELL students that are in their classes. Language proficiency levels are provided for each student. Corvallis Teacher may also use CARA (Corvallis Assessment and Reporting Application ) to determine which students in their classes are ELL and their most recent ELPA scores to assist them in instructional planning.	ELL Staff	Within the first 30 days of school or within 2 weeks if enrolled after school begins.	Teachers make modifications as needed.
List of ELL students is maintained on ELL Database and monitored by ELL Coordinator monthly.	ELL Staff	Weekly at school, Monthly by Coordinator	Accurate up-to-date list of all ELL students
Parent Notification form is sent to parents, detailing their child's English proficiency scores and offered services. Parents are notified of their service options such as attending a Dual Language program as appropriate.	ELL Staff	Within a week of when ELL services have begun.	Parents are aware that their child is receiving ELL services and can make an informed decision if they want their child to participate.

## ***Assessment of English Proficiency***

All students are assessed using the IPT (IDEA Proficiency Test) at the time of initial eligibility determination. The ADEPT or EXPRESS placement tests may be used to provide additional information for accurate placement for English Language Development classes and for their content/classroom teachers to know each of their ELL student's current language proficiency level. Students are placed based on English language proficiency levels for ELD services rather than only grade placement. The current private school partners choose to use the EXPRESS as the eligibility assessment for ELL services.

ELD teachers and some ELL educational assistants are trained to conduct all 3 components of the IPT. Training is conducted through the use of an IPT training workshop provided by Ballard and Tighe and conducted by the ELL Coordinator or ELL Instructional Coach. Review sessions for the writing component of IPT are conducted as needed.

For kindergarten ELL determination when possible the Pre-IPT is conducted in the spring prior to kindergarten or in August before kindergarten begins so that parents can make informed decisions regarding the ELL service options they would like their child to participate in such as Dual Language classroom or ELD service with sheltered classroom option.

High school and middle school students when possible are assessed in August, so if they are eligible for ELL services their schedule can reflect these classes. This avoids students receiving one schedule and then having it changed in the first few days of school which causes students frustration and confusion.

ELL staff is reminded yearly regarding the need for initial evaluations to be conducted within the first 30 days of school or within 2 weeks of enrollment after the school year has begun. Corvallis ELL program expectations are that middle school and high school programs and Dual language Elementary ELD programs begin service on the first day of school. In elementary schools student services are expected to begin within the first 2 weeks of school.

Each parent of an eligible ELL student receives a Parent Notification form (English, Spanish, or other languages as available from TransAct) in the mail. This provides the IPT results (if this is initial eligibility) or ELPA results, a description of the services that the student will be receiving, and the information regarding their right to opt their child out of ELL services.

Teachers receive information regarding who the ELL students in their class or classes are and their current language proficiency level. Academic performance expectations based on language proficiency level will be provided to teachers. This is provided by the ELL staff and is a new addition to our program based on a request from classroom and content teachers.

Corvallis has created a very user friendly database for use by teachers and district staff that includes students' program eligibility (TAG, ELL, IEP) and current and past assessment data/strand data for state and local assessments. The system is referred to as

CARA. CARA allows us to provide information to teachers more efficiently and allows teachers to be able to locate information on their own in a very timely manner.

### ***Parent Notification of Services and Options***

Parents are notified of the types of services their child will receive during the current school year to meet their child's language needs. This notification also provides the most recent language proficiency assessment information (ELPA or IPT). Parents are also provided information regarding the magnet school option and the dual language immersion programs that are available if their home school is not a magnet ELL program school. Every effort is made to send this letter and other information regarding other school activities in the family's native language. Phone calls in the family's native language may also be used to provide additional information or clarification so that parents can make informed decisions regarding services for their child.

District Student Handbook, progress notices, and district calendars are provided to parents in Spanish and English. School rules are posted in English, Spanish, and/or Korean when appropriate. Conferences and IEP meetings are conducted with translators to ensure that meetings are accessible to parents. PTA meetings at the Elementary DLI Schools are conducted bilingually or in Spanish.

### ***Procedures for Special Circumstances***

**What if a student's disability is so severe that ELL services would be ineffective, do we have to assess, qualify, and serve?**

Things to consider:

- School districts must determine the language(s) spoken at home by each student in order to provide all students meaningful instruction
- If any language(s) other than English are spoken at home, then the student must be assessed with a language proficiency instrument
- Clear documentation from parents of the language that is spoken in the home may be used for qualification
- The Alternative Language Proficiency Instrument for Students with Significant Disabilities (ALPI, 1989) can be used.
  - <http://sped.ocde.us/>
  -

**What about a non-verbal student from a non-English-speaking home? Are they LEP if they don't speak at all?**

Things to consider:

- Will the content be comprehensible and meaningful without support for their limited English status?
- Would sequential and systematic instruction in English help the student to achieve content goals?
- Information from question #3

The student's ELL status must be documented on the IEP as an amendment to the Present Level of Performance. Using the criteria from question #1 this student may eventually be re-classified if they meet the criteria.

**For parents with limited English is a translator needed for IEP meetings?**

The district must take whatever action is necessary to ensure that the parent understand the proceedings of the IEP meeting. This will include arranging an interpreter for parents whose native language is other than English.

## Section IV Program of Services for English Learners

Programs to teach English language skills used within the Corvallis School District 509J

Programs to teach English language	How		Where	By whom
	Description	Instruction		
Push-in ELD	<ul style="list-style-type: none"> <li>• Goal is fluency in English</li> <li>• Program is targeted to English language learners</li> <li>• Students in sheltered instruction for content subjects</li> <li>• Students participate in specific group instruction in regular classroom aimed at developing English grammar, vocabulary, and communication skills.</li> <li>• Student grouping is based on Language Proficiency Level.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum is based on CCSS in English Language Arts and Language Proficiency Standards.</li> <li>• Instructional practices used are research-based best practices for English Language Development.</li> <li>• ESOL endorsed teachers with training in Standards-based ELD Instruction</li> </ul>	Regular classroom	ESOL endorsed teacher
Pull-out ELD	<ul style="list-style-type: none"> <li>• Goal is fluency in English</li> <li>• Program is targeted to English language learners</li> <li>• Students in sheltered instruction for content subjects</li> <li>• Students pulled-out of regular classroom in order to participate in specific group instruction aimed at developing English grammar, vocabulary, and communication skills.</li> <li>• Student grouping is based on</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum is based on CCSS in English Language Arts and Language Proficiency Standards.</li> <li>• Instructional practices used are research-based best practices for English Language Development.</li> <li>• ESOL endorsed teachers with training in Standards-based ELD Instruction</li> </ul>	In ELD classroom	ESOL endorsed teacher

	Language Proficiency Level.			
ELD Class	<ul style="list-style-type: none"> <li>• Goal is fluency in English</li> <li>• Program is targeted to English language learners</li> <li>• Students in sheltered instruction or dual immersion</li> <li>• Students participate in class period of instruction aimed at developing English grammar, vocabulary, and communication skills, not academic content.</li> <li>• Student grouping is based on Language Proficiency Level.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum is based on Common Core State Standards in English Language Arts and Language Proficiency Standards.</li> <li>• Instructional practices used are research-based best practices for English Language Development.</li> <li>• ESOL endorsed teachers with training in Focused Approach to ELD.</li> </ul>	In middle and high school ELD classroom	ESOL endorsed teacher

Programs to ensure meaningful participation in core instruction	How		Where	By whom
	Description	Instruction		
Dual Language Immersion	<ul style="list-style-type: none"> <li>• Goal is for students to access core content subject matter and develop strong skills and proficiency in students' first and second language</li> <li>• About half the students are native speakers of English and half are English language learners from the same language group</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum is based on Oregon and Common Core State Standards for all content areas in conjunction with English language proficiency standards. Instructional practices used are research-based best practices for dual language programs, bilingualism and bi-literacy.</li> <li>• All classroom teachers hold ESOL endorsement and Spanish classroom</li> </ul>	Content classrooms	ESOL endorsed (bilingual endorsed if applicable) teacher



	<ul style="list-style-type: none"> <li>• Instruction in both languages: 50% Spanish, 50% English for all students from the beginning.</li> <li>• 30 minute period of ELD is embedded into daily schedule.</li> <li>• Student grouping for ELD is based on Language Proficiency level.</li> </ul>	<p>teachers hold a Spanish endorsement</p> <ul style="list-style-type: none"> <li>• All teachers have been trained in one or more of the following: SIOP, GLAD, SDAIE.</li> <li>• All teachers providing ELD instruction have attended the 3-day Systematic ELD training.</li> </ul>		
Sheltered Instruction	<ul style="list-style-type: none"> <li>• Goal is for students to access core content subject matter and gain fluency in English</li> <li>• Content instruction in English with adjustment by teacher to proficiency level so subject matter is comprehensible (e.g. SIOP, GLAD, SDAIE methods).</li> <li>• L1 support as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum is based on CCSS and Oregon Standards for all content areas in conjunction with English Language Proficiency standards.</li> <li>• Instructional materials are adapted based on students' reading levels and academic needs</li> <li>• Instructional practices are research-based best practices for sheltered instruction.</li> <li>• All classroom teachers hold an endorsement in the content area that they teach and are trained in SIOP or hold an ESOL endorsement.</li> </ul>	Content classrooms	Teachers with an ESOL endorsement and/or training in SIOP, SDAIE, or GLAD

#### **Methods to ensure that ELL's have access to core content and special programs:**

In order to ensure that English language learners are not pulled from core content or special programs in order to receive ESL services, all elementary schools will create a master schedule with an intervention band (no new instruction occurs during this time), during which ELL's may participate in ELD instruction. At the secondary level, the ELD class period occurs in place of a study hall, not in place of core instruction or electives.

#### **Criteria to Determine Appropriate Language Development Services**

In order to determine the amount and type of ELD instruction a student needs, professional learning communities review data (ELPA, checklists built into the ELD instruction, IPT, formative assessments). Using this data, ELD teachers and classroom teachers determine students' instructional needs and proficiency levels. Students are grouped according to proficiency level and instructional need. Teachers design instruction to meet specific group needs. All English language learners receive a minimum of 30 minutes of ELD a day, but may receive more than this based on need.

### References

Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). *Guiding Principles for Dual Language Education* (2nd ed.). Washington, DC: Center for Applied Linguistics.

Echevarria, J., Vogt, M., & Short, D. J. (2004). *Making content comprehensible for English learners: The SIOP Model* (2nd ed.). Needham Heights, NJ: Allyn & Bacon.

## ***Professional Development Designed to Ensure Access to Core Curriculum***

<b>Professional Development Opportunity</b>	<b>Duration</b>	<b>When</b>	<b>Participation</b>
Initial SIOP Training	30 hours	Once a year or as needed	Classroom/content teachers who teach language learners
On-going SIOP Training and Implementation Support	16 hours	Once a year	Content teachers who have had initial 30-hour SIOP training
Best Practices for ELLs: What Administrators Need to Know	8 hours: 4 2-hour sessions	Once a year or as needed	Administrators who supervise sheltered instruction classrooms
Dual Language Instruction Workshop: Best Practices and Corvallis School District Program Design	½ day	New Teacher Institute -August	DLI Teachers new to Corvallis
Other trainings will be designed or sought out to address specific teacher/student needs on an on-going basis			

### ***Professional Development Designed to Ensure Quality ELD Instruction***

<b>Professional Development Opportunity</b>	<b>Duration</b>	<b>When</b>	<b>Participants</b>
Focused Approach to English Language Development	21hours	Once a year to train new teachers who are teaching ELD	Elementary ELD teachers Secondary ELD teachers Elementary ELL Assistants DLI teachers who teach ELD
Introduction to Systematic ELD Units	4 hours	August – Back to school training	ELD Teachers DLI teachers who teach ELD
Monthly Elementary DLI Staff Meetings with Integrated Professional Development	One hour each month	On-going	All DLI teachers and assistants who teach or work in ELD setting
Monthly ELL Staff Meetings (using PLC model) with Integrated Professional Development	1 hour each month by level	On-going	ELD Teachers ELL Assistants ELL Coordinator
New ELL Staff Orientation	½ day	Fall each year (first week of school)	Newly hired ELL staff

## **Section V Staffing and Resources**

The Corvallis School District 509J Human Resources Department closely reviews appropriate licensures, endorsements and training as part of the hiring process.

### ***Recruitment***

The Corvallis School District 509J Human Resources Department actively recruits highly qualified staff within the state as well as across the country. A major focus is to increase the number of teachers with ESOL, Bilingual or Spanish endorsements and increase the diversity of our teaching staff.

### ***Criteria to Ensure Staff is Qualified to Meet the Needs of LEP Students***

The Human Resources Department monitors the qualifications of the staff working with LEP students based on the following criteria:

- ELD Teacher – must hold an ESOL endorsement
- Sheltered Instruction Teacher – must hold an ESOL endorsement or documented sheltered instruction training (SIOP, GLAD, SDAIE, SEI) and a credential in the course area.
- DLI English Teacher – must hold an ESOL endorsement and a credential in course area.
- DLI Spanish Teacher – ESOL plus Bilingual endorsement or Spanish endorsement and a credential in course area.

### **District Contingency Plan**

The Corvallis School District makes every effort to hire highly qualified staff. It is not our practice to hire staff who do not have the necessary endorsements and training. In the event of an emergency or temporary hire, the district works closely with the two local universities (OSU and WOU) to recruit and hire highly qualified individuals. The district's ELL coordinator and ELD instructional coach work closely with new hires to ensure that they receive necessary training and coaching.

Position	Duties	Qualifications
ELD Teacher	<ul style="list-style-type: none"> <li>• Instructs students in English Language Development</li> <li>• Assesses students on English language proficiency, reading and writing skills</li> <li>• Supports students in classroom settings</li> <li>• Communicates with ELL families about student progress and school information</li> <li>• Supports ELL assistants</li> <li>• Participate in Professional Learning Community work and PBIS system at school level.</li> <li>• Supports classroom teachers with ELA standards expectations for ELLs, models strategies and plans for student success</li> <li>• Teams with other district ELL teachers to support English Language Development district-wide and evaluate district ELL program</li> <li>• Participate in on-going professional development to strengthen instructional strategies and sheltered instruction techniques</li> <li>• Maintains school database of ELL students (SIS and ESD)</li> </ul>	<ul style="list-style-type: none"> <li>• ESOL Endorsement</li> <li>• Current teaching certificate</li> </ul>
ELL Assistant	<ul style="list-style-type: none"> <li>• Instructs students in English Language Development under supervision of ELD teacher.</li> <li>• Conduct assessments</li> <li>• Supports students in content or ELD classroom settings</li> <li>• Participates in on-going professional development to strengthen instructional strategies and sheltered instruction techniques</li> <li>• Database maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Receive training in Focused Approach to ELD (3 day training).</li> <li>• Trained in Sheltered Instruction.</li> </ul>
ELD Instructional Coach	<ul style="list-style-type: none"> <li>• Supports teachers with model lessons, co-planning, co-teaching</li> <li>• Provides training for classroom teachers in English Language Development</li> <li>• Conducts Best Practices Professional Conversations</li> <li>• Participates in district level instructional planning and program development</li> </ul>	<ul style="list-style-type: none"> <li>• ESOL endorsement</li> <li>• Current teaching license</li> <li>• ELD trainer</li> </ul>

ELL Coordinator	<ul style="list-style-type: none"> <li>• Oversees and implements District ELL (LAU) Program Plan</li> <li>• Develops and implements ELL action plan</li> <li>• Oversees ELL staffing needs</li> <li>• Develops and oversees ELL program budget and Title III budget</li> <li>• Works with leadership to implement and improve the ELL Program Plan</li> <li>• Tracks testing and student databases</li> <li>• Provides professional development and on-going support to ELL staff</li> </ul>	<ul style="list-style-type: none"> <li>• ESOL endorsement</li> <li>• Understanding of ESEA and Title III</li> </ul>
Sheltered Instruction Teacher	<ul style="list-style-type: none"> <li>• Uses sheltered instruction to ensure content instruction is understandable</li> <li>• Teams with ELL staff to support English Language learners in content and English language development</li> </ul>	<ul style="list-style-type: none"> <li>• Oregon teaching license</li> <li>• Trained in Sheltered Instruction</li> </ul> <p>And/or</p> <ul style="list-style-type: none"> <li>• ESOL endorsed</li> </ul>
DLI Classroom Teacher	<ul style="list-style-type: none"> <li>• Teams with ELD teacher to support ELL students in English language development</li> <li>• Uses sheltered instruction to support content understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Oregon teaching license</li> <li>• ESOL endorsement if teaching in English</li> <li>• ESOL plus Bilingual endorsement or Spanish endorsement if teaching in Spanish.</li> <li>• Trained in ELD instruction</li> </ul>

## ***District's Selected Instructional Materials and Resources Available for English Language Development Program***

Description of Instructional Materials	Grade level/Students Benefiting	Teacher Training for use of Materials
<p><u>Systematic ELD</u> Curriculum from EL Achieve:</p> <ul style="list-style-type: none"> <li>• Units use a forms and functions approach to ELD</li> <li>• Students are grouped by proficiency level</li> <li>• Focus is on oral language development</li> <li>• Aligned with English Language Arts CCSS</li> </ul>	<p>Units will be taught to all ELL's in grades K-6 by teachers who have an ESOL endorsement and 3-day Systematic ELD training and on-going implementation support.</p>	<p>All teachers using the materials have had Systematic ELD training, and initial training will be offered each year to new staff members.</p> <p>We currently have a two-year implementation plan that includes:</p> <ul style="list-style-type: none"> <li>• Half-day training with EL Achieve representative in August to become familiar with materials</li> <li>• Walk-throughs will be done at each school site 3 times a year. Data from walk-throughs will be used for on-going professional development during 2013/14 and 2014/15 school years.</li> </ul>
<p><u>English 3D</u> by, Kate Kinsella (Scholastic)</p> <p>One-year program designed to meet the needs of long-term ELL's.</p> <p>Emphasis on:</p> <ul style="list-style-type: none"> <li>• oral language development</li> <li>• academic vocabulary</li> <li>• academic discourse and writing</li> </ul>	<p>Will be used with ELL's who:</p> <ul style="list-style-type: none"> <li>• have received ESL services for more than 5 years</li> <li>• are in grades 6-10</li> <li>• are at the intermediate to advanced proficiency levels</li> <li>• Taught by middle and high school ELD teachers with ESOL endorsements</li> </ul>	<p>Middle and high school teachers using English 3D will attend a half-day training in which they participate in a webinar designed to introduce staff to English 3D, as well as time to prepare and consult with ELL coordinator.</p>
<p><u>High Point</u> (National Geographic)</p> <p>Emphasis on:</p> <ul style="list-style-type: none"> <li>• Vocabulary development</li> <li>• Reading and grammar instruction</li> </ul>	<p>Available for use in 6<sup>th</sup>-8<sup>th</sup> grade ELD classrooms.</p> <p>Middle school students with access to this curriculum are grouped based on proficiency level.</p>	



<u>English at Your Command</u> (National Geographic)  Supplemental resource	Available to elementary ELD teachers	Consultation available from ELL Coordinator and ELD instructional coach
<u>Top Notch/Summit</u> (Pearson)  Focus is on: <ul style="list-style-type: none"> <li>Forms and functions of English Language</li> <li>Oral language practice and fluency</li> </ul>	Taught by high school ELD teachers with ESOL endorsement  High school students in this program are grouped by proficiency level	Training with Pearson representative as well as consultation with ELL Coordinator and ELL instructional coach are provided  High School ELD teachers work together using PLC model
<u>Rosetta Stone</u> Supplemental resource available for newcomers  Focus on: <ul style="list-style-type: none"> <li>4 domains of language</li> <li>Language practice</li> </ul>	Program is coordinated by ESOL certified teacher  Available for 3 <sup>rd</sup> -12 <sup>th</sup> grade newcomers	Rosetta Stone representative and ELL Coordinator work to ensure new staff are trained in using this resource annually or as needed

### ***On-Going Review of District Materials***

Corvallis School District 509j, will review materials used for English Language Development at the same time our English Language Arts curriculum is reviewed. The timeline for this formal review is every 7 years, using the ODE instructional materials adoption schedule. The ELL coordinator meets with elementary ESL staff once a month and quarterly with secondary ELD teachers. On-going debriefing during staff meetings and walk-throughs which are done three times annually, ensure that materials are being used appropriately and that they are meeting the needs of students. In addition to the walk-throughs, teachers will use the PLC model to review data collected from unit assessments. If students are not making adequate progress, teachers, along with ELL coordinator, will work to determine instructional and resource/material needs in the classroom.

## **Section VI Transition from English Language Development Program**

### **Yearly Assessment Process**

All active ELL students and students whose parents have chosen to refuse ELL services (ELD or specifically designed courses for ELL students) are assessed annually using the Oregon English Language Proficiency Assessment (ELPA). Students take this computer administered assessment between January and March if they have been attending Corvallis schools. If ELL students arrive later they take the ELPA up through the ELPA end date.

### **Moving from Active to Monitor Status**

Active status refers to students currently enrolled in ELL services. Students move to Monitor Status when their English proficiency is considered fluent and they meet the Exit criteria established by the ELL program. Students are on monitor status for two years after they exit from active status. The ELL teacher is responsible for collecting progress data when considering students who will be exited from active status in the ELL program and reclassified to monitor status.

### ***Corvallis English Language Learner Exit Criteria (Move to Monitor Status)***

1. Student scores a Composite score of 5 (Fluent English Proficient) on the ELPA. There are a few exceptions where based on a team decision Composite score of 4 (Early Advanced) will be accepted but this is rare and #2-4 must be compelling.
2. Student successfully participates in English only and non-sheltered classes. Through the use of ELD specific rubrics scored by classroom and/or ELD teachers, student demonstrates scores of Early Advanced or Advanced on the state ELD Writing Rubric, and Speaking Rubric. All supporting documentation is recorded on the Move to Monitor Form and placed in the student's ELL folder.
3. Teacher recommendations, both classroom and ELD, will be considered.
4. Other scored items that will attest to the student's linguistic performance such as oral competence and writing samples in core content courses.

## ***Move to Monitor Process***

<b>Process</b>	<b>Staff</b>	<b>Timeframe</b>	<b>Outcome</b>
Review all ELPA results for students who have scored a 5 Composite on the ELPA	ELL Teacher	As soon as scores are available beginning in mid-February.	List of possible students who may be ready to exit.
SOLOM (Student Oral Language Observation Matrix) completed by classroom/content teachers. Distributed and collected by ELL Teacher	ELL Teacher	Review SOLOM within 3 weeks of ELPA scores.	Students who have scores in the Advanced level will continue in the Move to Monitor Process.
ELL teachers collect student academic achievement evidence (OAKS, DRA, CFA's, CBM's)	ELL Teacher	Within 3 weeks of ELPA scores.	Plan team meeting to review evidence.
Team comprised of ELL teacher, administrator, classroom/content teacher, ELL Coordinator meets to review all data for students who may move to monitor status.	Exit Team	By the last day of the instructional school year.	Each student's academic data and language proficiency is reviewed and recommendations are made.
<p>If student is moving to monitor status, classroom teachers are notified by ELL teacher. Parents are notified via Move to Monitor form that their student is exiting from services.</p> <p><b>OR</b></p>	ELL Teacher	<p>Within 2 weeks of determination for Parent Notification.</p> <p>If during the school year, teachers are notified within two weeks. If at the end of the school year, teachers receive the list of active and exited ELL students in their class in the fall of the following school year.</p>	Parents and teachers instructing students have accurate information regarding what services student is currently receiving.

If student is remaining in ELL services based on team decision and data review, information is recorded on Move to Monitor form clearly stating why student will not be exiting at this time.	ELL Teacher	Within 2 weeks of determination for Parent Notification. If during the school year, teachers are notified within two weeks. If at the end of the school year teachers receive the list of active and exited ELL students in their class in the fall of the following school year.	Parents and teachers instructing students have accurate information regarding what services student is currently receiving.
Student's ELL File is updated.	ELL Teacher	Before the end of the school year.	Documentation including the Move to Monitor form is placed in ELL file.
ELL Database is updated.	ELL Teacher	Before the end of the month in which the meeting took place or before the last day of school in June.	Student's exit date is added and status code is changed from 1B to 1C.

### ***Early Exit***

In rare cases there is the option to move a student to monitor status before the student has achieved a composite score of 5 on the ELPA. The student must have at least a composite score of 4 on the ELPA, and must be performing satisfactorily in his or her current classes. The decision to recommend a student exit early must be based on a collection of data. The school team must consider multiple factors indicating the student has already demonstrated that he/she can benefit fully from instruction in the regular educational program without assistance from the ELL program. Students who are recommended for Early Exit will follow the same Move to Monitor status process as described on the previous page.

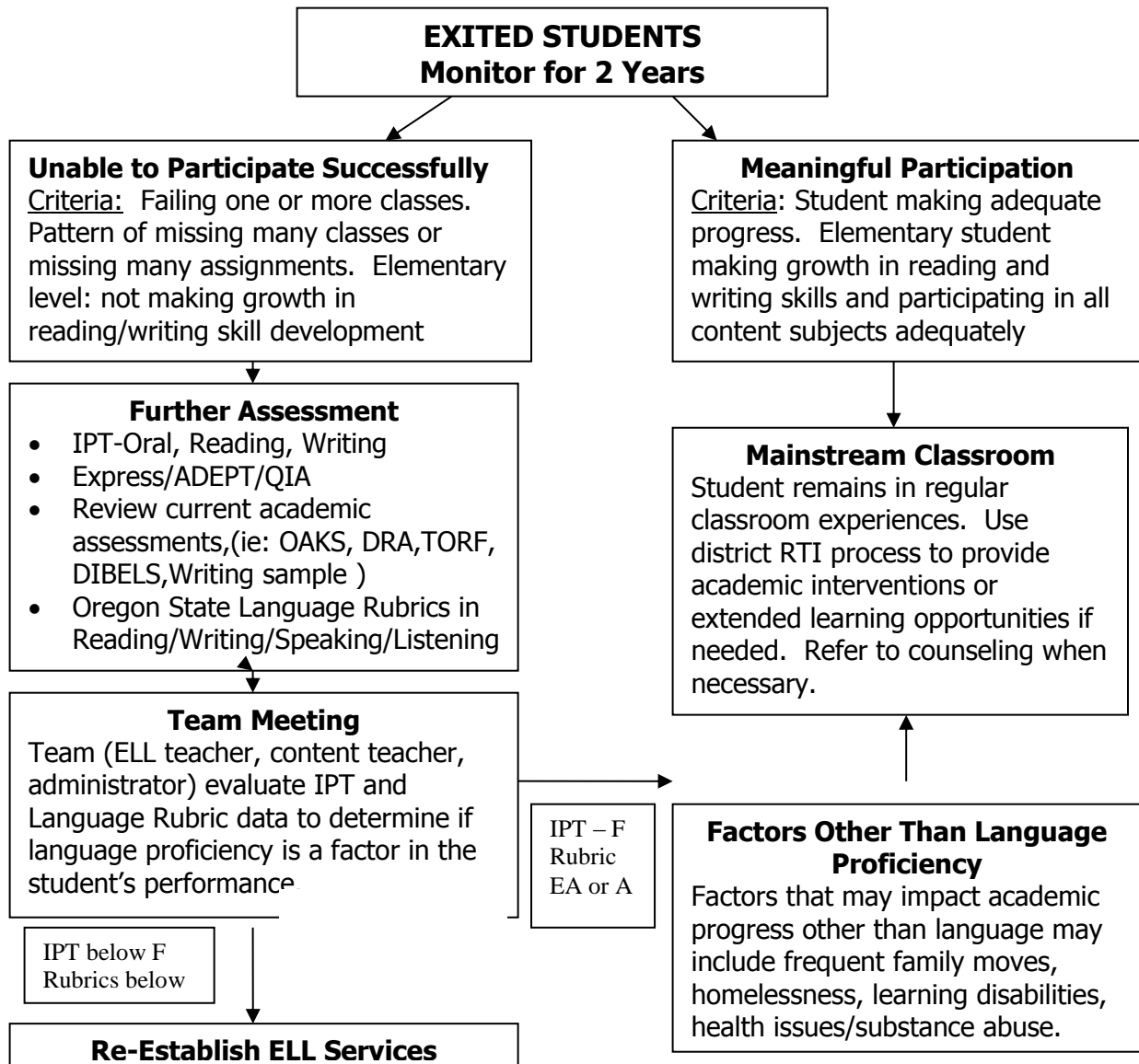
## ***Continuation or Return to ELL Services***

Students who have met the Move to Monitor Criteria are generally considered to be proficient and able to benefit fully from general education instruction. In some cases, the local evidence indicates that a student may need additional instruction in the ELL program in spite of having achieved a level of “Proficient” on ELPA.

Return to ELL Services Process	
ELL teacher, classroom/content teacher, parent or student	<ul style="list-style-type: none"> <li>• Requests consideration for retention in the ELL program based on teacher or parent concern that student is not able to access content in their classes because of English language proficiency in one or more of the areas: reading, writing, speaking or listening.</li> </ul>
ELL Teacher	<ul style="list-style-type: none"> <li>• Reviews student transcript/report card. SIS assessment report, diagnostic assessments that focus on linguistic abilities rather than core content knowledge and anecdotal records.</li> <li>• Compile information for team meeting</li> </ul>
Team	<ul style="list-style-type: none"> <li>• A team comprised of ELL teacher, classroom/content teacher, administrator and parent (and student when appropriate) will discuss and review student performance to determine if student can benefit fully from instruction in the regular educational program.</li> </ul>
Team	<ul style="list-style-type: none"> <li>• Complete ELL Return to ELL Program Planning Form.</li> <li>• Determination will be made by the team as to whether the student will participate in the ELL program or will remain exited</li> <li>• Team review determines what other general education support should be implemented for student success.</li> </ul>
ELL Teacher	<ul style="list-style-type: none"> <li>• Written documentation of the decision will be provided to parent.</li> <li>• Written documentation will be provided to teachers of the student.</li> <li>• Written documentation will be placed in ELL file.</li> <li>• ELL database will be updated.</li> </ul>

## Monitoring Process

All exited English Language Learners are monitored for two years following their exit. It is the ELD teacher's responsibility to formally monitor exited ELL students twice each year to determine that they are able to meaningfully participate in the classes or classroom they are currently in. Classroom teachers and principals will be notified of which students in their classroom or school are on monitor status so that they may remain aware of these students' academic progress.



## **Section VII Equal Access to Other School District Programs**

The Corvallis School District has an articulated process to identify students as talented and gifted. This process includes special consideration to ensure that limited English proficiency does not exclude English language learners.

Please refer to the district's TAG identification process. If you would like a copy of this document, please contact the student services department at 541-757-5724.

- Talented and Gifted (TAG) Program
  - ELL students participate in TAG screening process using the RAVEN non-verbal intellectual assessment if English language proficiency will impact performance on the OLSAT.
  - An additional TAG screening takes place for all LEP students at the middle school level using a non-verbal assessment to determine if any students have been overlooked.

The Corvallis School District has an articulated process to identify students as having additional academic needs. This process includes special consideration to ensure that limited English proficiency is not the cause of learning difficulties.

Please refer to our district special education referral process. If you would like a copy of this document, please contact the student services department at 541-757-5724.

- Special Education Program
  - Implementation of Response to Intervention Model. ELL Teacher is a team member for intervention decisions as well as special education referral process. See process on following page for Sp.Ed./ELL services.
- ELL students are eligible for intervention support through the RTI model implemented in Corvallis School District 509J.
- Homeless Services – Homeless Family Advocate supports ELL families as needed.
- Please see section 4 “Programs of Services for English Language Learners” for description of students’ equal access to core instruction.

## **Section VIII Parent and Community Involvement**

### **Communication Regarding Program Placement:**

Parents are informed of their child's placement in the district's ELL program within 30 days of registering at the beginning of the year and within two weeks of registering once the school year has begun in a language that they can understand by the Parent Notification letter, which the ELL teacher in each building is responsible for sending. In spring parents are informed of their child's English language acquisition progress in a language they can understand. The ELPA result documents is mailed to parents either in English or Spanish with the end of the year report card.

### **Communication Regarding AMAOs:**

When AMAO's are released on November 1st, the ELL coordinator writes a letter informing parents of the district's performance toward AMAOs. The ELL Coordinator has this letter translated into appropriate languages and ELL teachers send AMAO letters home to all students by November 30<sup>th</sup> of each year.

### **Communication Regarding Services and School Activities:**

We provide translators for registration, conferences, IEP meetings, parent meetings and as needed to make contact by phone, in person or in writing to keep parents updated on opportunities for their children. Magnet schools provide specific parent and family information opportunities that address specific issues regarding school culture and rules, understanding state assessments including ELPA, and transitioning from one school level to the next (i.e. elementary to middle and middle to high school). Meetings are conducted bilingually or in Spanish when needed. Progress reports and school handbooks are sent home in both languages in our dual language schools.

### **Communication Regarding Title III to Local Private Schools:**

Each Spring, initial contact is made with each private school. A district team including federal program representative and ELL Coordinator meets with each private school to discuss private school participation in federal programs. Private school administrators are made aware of the need for home language surveys, and that Title III services are available to them if students qualify.



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