

EL Plan Template for SD Use

District #: Sheridan School District 48J

Date: February 13, 2018

The bolded are changes and/or additional information requested. If, as a district in a consortium, a question does not pertain to the district, just respond with NA. If there is no response to a question, it could result in a 'mark down'. Also included, you will find at the bottom of this document the Signature Page, Title III Assurances, and EL Plan Participants List. All of which are required to be submitted along with the EL Plan.

Section 1: District Demographics

Question #									
1	<p>The size of the district, including number of schools.</p> <p>Sheridan School District has Faulconer Chapman School (K-8), Sheridan High School (9-12), Sheridan Japanese Charter School (4-12), and Sheridan AllPrep Online Academy (K-12).</p>								
2	<p>The enrollment of the district, please include the data date (i.e., spring membership).</p> <p>As of February, 2018 Sheridan SD serves approximately 959 students in Kindergarten through Twelfth grade. In each grade level, the student population ranges from 50 to 97 students.</p> <p>Faulconer Chapman School -485 Students Sheridan High School -228 Students Sheridan Japanese Charter School -88 Students Sheridan All Prep Online Academy -141 Students Out of District Placements – 17 Students</p>								
3	<p>The district's ethnic diversity (could be percent or number).</p> <p>The Hispanic population accounts for just below 16% of students enrolled in Sheridan. American Indians make up around 16%, while Asian/Pacific Islander and African American/Black comprise just above 1% each.</p>								
4	<p>The number of different languages represent in your EL population (a chart by language and number of speakers is recommended).</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Number of Students</th> <th style="text-align: center;">Languages</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">12</td> <td style="text-align: center;">Spanish</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">Chinese</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">English</td> </tr> </tbody> </table>	Number of Students	Languages	12	Spanish	1	Chinese	4	English
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12	Spanish								
1	Chinese								
4	English								
5	<p>The number and percentage of EL students enrolled in district (could include number per school).</p> <p>Sheridan School District has 17 students enrolled in the EL program that is less than 2% of our total population. Faulconer Chapman has 15 and Sheridan High School has 2.</p>								
6	<p>The number of ELSWDs (have an IEP) – provide this information by primary disability. Include number of ELs with a 504 Plan.</p>								

	3 Students with IEPs, 1 Communication, 1 specific Learning Disability and 1 Other Health Impaired No ELSWD's currently have a 504 plan.
7	The number of ELs enrolled in the Talented and Gifted program. 0
8	A list of the schools, identified by Title I-A Targeted Assisted, Title I School-Wide, Alternative Programs, Charter schools, CTE, etc. (districts could choose buildings with specific programs for ELs (i.e., bilingual, two-way, etc.). Faulconer-Chapman is a Title I School-Wide School.

District progress for ELs (Districts can choose to put this information in a table)	
9	The number and percentage of ELs showing growth on ELPA21 from 2015-16 to 2016-17 (disaggregate by all ELs, ELSWD, and ELs identified for 5 or more years). 5 of 9 ELs 56%, 0 of 1 ELSWD 0%, 4 of 6 67% Els 5 or more years
10	The number and percentage of ELs exiting as proficient in 2016-17 (disaggregate by all ELs, ELSWD). 0 of 14 ELs 0%, 0 of 1 ELSWD 0%
11	The number of students in monitoring year 1 status. 0
12	The number of students in monitoring year 2 status. 0
13	The number of students in monitoring year 3 status. 0
14	The number of students in monitoring year 4 status. 0
15	The number of former ELs (not in current EL or monitoring status). 5 Former EL's
16	The number of students who have re-entered the ELD program after exiting for proficiency. 0
17	The number and percentage of monitored students meeting/ exceeding state academic assessments for each of the four years of monitoring (disaggregated by each year of monitoring for all monitored students and for ELSWDs in monitor status). No students in Monitoring
18	The number and percentage of ELs who have not reached English proficiency having been identified for 5 years or more year (disaggregated by all ELs and ELSWD for each year 5, 6, 7, 8, 9, etc.).

	Number of Years	Number of ELs	ELSWD
	5	1 – 100%	0
	6	0	0
	7	2 – 100%	0
	8	1 – 100%	1 – 100%
	9	0	1 – 100%
19	The number and percentage of the district ELs who have a waiver for ELD services.		
	0		

Section 2: School District Information on Program Goals (OCR Step 1)

Question #																	
20	<p>Describe the district’s educational approach(es) (ELD, Bilingual, etc.) for educating ELs. Include a description for each educational approach used within the district. This information could be placed in a chart listing each school and the educational approach(es) for English language acquisition and core content.</p> <table border="1"> <thead> <tr> <th colspan="4">EDUCATIONAL APPROACHES</th> </tr> </thead> <tbody> <tr> <td>FCS K-5</td> <td>30 minute pullout</td> <td>Systematic ELD</td> <td>Highly Qualified EL Teacher</td> </tr> <tr> <td>FCS 6-8</td> <td>ELD CLASS PERIOD</td> <td>Systematic ELD</td> <td>HIGHLY Qualified EL Teacher</td> </tr> <tr> <td>SHS</td> <td>LD CLASS PERIOD</td> <td>VISIONS</td> <td>HIGHLY QUALIFIED ELL TEACHER</td> </tr> </tbody> </table> <p>Core content is done in the regular education classroom. With Support from the ELL Teacher.</p>	EDUCATIONAL APPROACHES				FCS K-5	30 minute pullout	Systematic ELD	Highly Qualified EL Teacher	FCS 6-8	ELD CLASS PERIOD	Systematic ELD	HIGHLY Qualified EL Teacher	SHS	LD CLASS PERIOD	VISIONS	HIGHLY QUALIFIED ELL TEACHER
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21	<p>Include the relevant research that supports the each of the district’s educational approach(es) for educating ELs. (NOTE: only citation for research is needed)</p> <p>Systematic ELD is a dedicated instructional block that is driven by students’ assessed English proficiency levels. The goal is to move students from one proficiency level to the next. Systematic ELD builds a solid foundation in English by teaching language that English learners:</p> <ul style="list-style-type: none"> are not likely to learn outside of school or efficiently pick up on their own, will not explicitly learn in other subject areas, 																

	<ul style="list-style-type: none"> And need to use for effective academic learning, classroom participation, and real life purposes. <p>The Common Core and other content standards assume native English proficiency. Systematic ELD provides a time for English learners to learn and practice language they need in order to navigate rigorous content instruction and a myriad of adult and peer interactions, such as discussions and collaborative work.</p>
22	<p>Describe the district’s educational goal for English language proficiency. Please ensure this is a SMART goal that it includes annual language proficiency expectations for each specific EL group of students enrolled in the school (elementary, secondary, SIFE, ELSWD, Recent Arrivers – elementary, Recent Arrivers – secondary).</p> <p>All elementary EL students will improve their score by 1 level in each of the 4 domains of the ELPA21 test they did not receive at least a score of 4 in the previous year.</p> <p>Each year All secondary EL students will improve their score by 1 level in each of the 4 domains of the ELPA21 test they did not receive at least a core of 4 in the previous year.</p>
23	<p>Describe the district’s educational goal for core content knowledge. Please break this down into elementary and secondary SMART goals specific to ELs enrolled in the district.</p> <p>The 2 areas of focus for all students in Sheridan School District is reading and mathematics. Here is the District Goal: Annually, 90 % of SSD students in Math and Reading will meet individual growth targets, as measured by the Oregon State Assessments (grades 3-11) and STAR assessment system (grades K-2).</p>
24	<p>Describe how the district will measure the effectiveness of the program based on the goals stated in 22. What specific measure(s) will be used to determine the effectiveness of English language proficiency? This could include district formative assessments.</p> <p>The Sheridan School District uses STAR assessments in reading and math as our screening assessment for our RTI process. Every student is tested three times a year with students that are identified as needing intensive or strategic intervention are placed in intervention groups and are assessed more often. We examine individual, small and whole group growth to determine the effectiveness of our programs.</p>
25	<p>Describe how the district will measure the effectiveness of the program based on the goals stated in 23. What measure(s) will be used to determine the effectiveness of the core content knowledge goal? This could include district progress monitoring assessments.</p> <p>The measures that will be used to assess progress will be STAR and SBAC k-12.</p>
26	<p>Describe the frequency the district will progress monitor the established goals.</p>

	These goals will be reviewed annually by the Sheridan School Board and the individual schools will review their goals for their Consolidated Improvement Plan. (CIP)
27	Describe how these goals compare to the district’s educational goals for non-EL students. Be specific to include all EL groups of students enrolled in the district. The goals are the same for EL students and Non EL Students.
28	Describe how these goals will prepare ELs to meet the district goals for its overall educational program, graduation, and the college/career ready standards. One of our main initiatives in the Sheridan School District is Advancement via Individual Determination. Student’s that are first generation college goers are the target audience. We encourage students that are in ELL to participate in the AVID program. We are working on using the AVID strategies schoolwide which will benefit any student in the 6-12 th grades at this point.

Section 3: Identification of Potential English Learners (OCR steps 2 and 3)

Question #							
29	Describe the district’s procedure which includes a step to administer the Language Use Survey to all students. Include the school year the district will begin using the state-approved Language Use Survey. Students are identified when they register for school with Sheridan School District. At registration, the packet includes the Home Language Survey. The district will begin using the state-approved Language Use Survey in the Spring of 2018 for new students enrolling in the fall of 2018.						
30	Describe the district’s procedure to include a timeline for each step or the identification process and the name/title of the person responsible for each step. At the time of enrollment, the parent or guardian is provided with a Home Language Survey (HLS) in Spanish and English. If the parent needs bilingual assistance, arrangements are made for bilingual help by a member of the ELL staff or the Superintendent. If assistance is required in a language other than Spanish, the district will make arrangements for an interpreter within five school days of enrollment. Written translations may be used for a language other than Spanish and will be determined as the need arises. Notification of ELL services are delivered to the family in the indicated language of preference. The following table indicates Student Identification Procedures for PHLOTE <table border="1" data-bbox="493 1671 1469 1900"> <thead> <tr> <th>Procedure</th> <th>Person(s) Responsible</th> <th>Time frame</th> </tr> </thead> <tbody> <tr> <td>1. Verify that the Home Language Survey has been completed and forwarded to the</td> <td>Office or other school staff trained in the use of student registration forms and the Home Language Survey</td> <td>Immediately upon student registration; forwarded within five school days to the ELL teacher (Tyson Pratt)</td> </tr> </tbody> </table>	Procedure	Person(s) Responsible	Time frame	1. Verify that the Home Language Survey has been completed and forwarded to the	Office or other school staff trained in the use of student registration forms and the Home Language Survey	Immediately upon student registration; forwarded within five school days to the ELL teacher (Tyson Pratt)
Procedure	Person(s) Responsible	Time frame					
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	ELL teacher (Tyson Pratt)		
	necessary, assist registrant in completing the Home Language Survey in a language that registrant understands	or other school staff and bilingual school personnel trained in the use of the Home Language Survey	in five school days of initial enrollment
	evaluate Home Language Survey data and/or conduct parent interview to determine PHLOTE	teacher (Tyson Pratt)/Superintendent (Steven Sugg)	in five school days of the Home Language Survey information
	4. Administer the screener.	teacher (Tyson Pratt)	in fifteen school days of the Home Language Survey. (Tyson Pratt)
	5. Enter PHLOTE into student information database	Staff	in ten school days of receiving PHLOTE status verified by the ELL teacher (Tyson Pratt)/Superintendent (Steven Sugg)

In addition to the initial Home Language Survey, further means for identification into the ELL program can be utilized.

1. Teacher Referral: If a teacher suspects that a student’s language background has been misidentified, or indicated incorrectly, then the teacher refers the student to the ELL teacher in the building. The ELL teacher then investigates if the PHLOTE was improperly identified.
2. Records Review: Within 30 days of the student’s enrollment, the cumulative file is reviewed by the school’s secretary to determine the completion of the Home Language Survey.

31	Describe the district’s procedure to include a process to identify Native American students who may be ELs. Teachers can refer Native American students using classroom work or work samples scored using the appropriate rubric.
32	Describe the district’s procedure for identifying potential ELs with a disability (i.e., interpreter, special education, refugee, etc.).

	<p>The secretary at each school is trained in assessing the home language information on the survey. The completed HLS is forwarded to each building's ELL teacher (Tyson Pratt) and the Superintendent (Steve Sugg) for review. The information is then shared with the general education teacher.</p> <ol style="list-style-type: none"> 1. The Home Language Survey is maintained in each student's cumulative file permanently. The Special Programs Secretary (LeighAnne Michaelson) indicates on the school wide database the program requirements and necessary flags for data collection. 2. If the student has a suspected disability, the Special Education team will proceed with appropriate evaluation procedures while including the language assessment information as part of the comprehensive evaluation process. 3. The Special Programs Director/ELL teacher reviews all new Home Language Surveys within two weeks of the start of the new school year.
33	<p>Describe the district's plan using one of the State's approved assessments for identifying ELs; include what sections are used to ensure all domains of the English language are assessed. Include the agreement to use the state approved fluency scores at each grade level.</p> <p>Sheridan School District uses the Woodcock-Munoz screener to assess the students. Students who score below grade level on this screener are identified for services.</p> <p>Beginning in the 2018-19 school year the Sheridan School District will only use the ELPA 21 screener. We will adhere to the state approved fluency scores at each grade level.</p>
34	<p>Describe the district's plan for having students assessed by a trained assessor.</p> <p>The ELL Teacher (Tyson Pratt) has been trained to administer the ELPA 21.</p>
35	<p>Describe the district's plan to include the procedures for collecting the assessment data, and sharing the results with teachers.</p> <p>EL student data is entered into the eSchool program. This is the district data management program. The data is also stored in the students' permanent folder. EL students' ELP assessment results are shared with classroom teachers in the following ways:</p> <ol style="list-style-type: none"> 1. Verbal check-ins accompanied by a hardcopy list of EL student names with up-to-date proficiency levels provided by the ELD teacher to the content teacher of a given group of ELs prior to or at the start of each school year or within a week of a new EL student's arrival to a content teacher's class. 2. One on one meetings between the ELD teacher and content teachers of ELs within a week of receiving current school year ELPA21 scores. At these meetings, scores are viewed and student ELP progress is discussed. 3. Regular consultations between the ELD teacher, classroom teachers and specialists to update and align individual students' language and content goals and ensure that students receive comprehensible and appropriately challenging instruction.
36	<p>Describe the district's plan to include a description of where and how the assessment data will be stored.</p>

	EL student data is entered into the eSchool program. This is the district data management program. This is done by the registrars in each building. It is also placed in the students' permanent file.
37	Describe the district's plan to include a timeline, person responsible, and template for the required parent notification letters for eligibility as an EL or initially fluent students Parents are notified in September of each year of their child's ELP assessment results and placement in or eligibility to be promoted/exited from the ELL program by parent notification letters mailed to their home address. Phone calls or in-person meetings/conversations in Spanish may also provide additional information to the families on their student. Parents are notified within thirty days of assessment for initial placement in the ELD program. This is done by the ELL Teacher in the district.
38	Include the process for ensuring parent notification letters are provided in a language parents can understand. Sheridan School District uses the Transact forms for translating the notification letters in several (21) languages. Examples in appendices.
39	Describe where the original language use survey, identification screener results, and original parent identification communication will be stored. These are stored in the student's permanent file by the registrar at each school.

Section 4: Program of Service for English Learners (OCR Step 4)

Question #	
40	Describe the district program of services for ELs. Include how and where the services will be provided and by whom for each program of language instruction available to ELs in the district. Consider putting this information in a chart – by school, grade, grade level; include all EL programs for all groups of ELs (SIFE, Recent

	Arriver, ELSWD, etc.).			
	Where	By Whom		
PULL OUT K-5	IN ELL CLASSROOM AT FAULCONER CHAPMAN SCHOOL	ESOL/BILINGUAL (SPANISH) ENDORSED TEACHER		
6-8 SCHEDULED CLASS PERIOD	IN ELL CLASSROOM AT FAULCONER CHAPMAN	ESOL/BILINGUAL (SPANISH) ENDORSED TEACHER		
9-12 SCHEDULED CLASS PERIOD	IN ELL CLASSROOM AT SHERIDAN HIGH	ESOL/BILINGUAL (SPANISH) ENDORSED TEACHER		
41	Describe the methods and services the district will use to teach English language. Break this out by each different English language program.			
	<table border="1" data-bbox="743 1178 1016 1316"> <tr> <td data-bbox="743 1178 1016 1316">Description</td> </tr> </table>			Description
Description				

	<p>1. Goal is fluency in English 2. Program is targeted to ELL's 3. Students participate in small group English language skills (listening, speaking, reading and writing) and elements (vocabulary, syntax, grammar, and conventions) they need to meet the language demands of Common Core State Standards (CCSS) based classrooms. 4. Student grouping is based on English language proficiency level and grade</p>	<table border="1"> <tr> <td data-bbox="1078 149 1352 279">Instruction</td> </tr> <tr> <td data-bbox="1078 279 1352 1318"> <p>Curriculum is based on CCSS in ELA and English Language Proficiency Standards</p> <p>Instructional Practices are researched based best practices for English Language Development.</p> </td> </tr> </table>	Instruction	<p>Curriculum is based on CCSS in ELA and English Language Proficiency Standards</p> <p>Instructional Practices are researched based best practices for English Language Development.</p>
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42	<p>Describe the methods and services the district will use to ensure that ELs can meaningfully participate in core instruction and special programs (music, career, technical, etc.). Include all groups of ELs (SIFE, Recent Arrivers, ELSWD, etc.).</p> <p>The Sheridan School District creates a schedule for students who are receiving support in English language development that allows the students to be a part of any area they would like to be. K-5 students may be not during core instruction time. 6-12 are in a 7 period day and they have the period scheduled into their day as to allow students the opportunities they desire.</p>			
43	<p>Describe the professional development support for core content teachers that ensure ELs' ability to participate meaningfully in core instruction. Include how the district will measure the effectiveness of this professional development.</p> <table border="1" data-bbox="415 1860 1468 1932"> <tr> <td data-bbox="415 1860 808 1932">Professional Development Opportunity</td> <td data-bbox="808 1860 1127 1932">When</td> <td data-bbox="1127 1860 1468 1932">Participation</td> </tr> </table>	Professional Development Opportunity	When	Participation
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	<table border="1"> <tr> <td>District ELD outreach to core content teachers of ELs (consulting and instructional coaching to address specific teacher/student needs)</td> <td>Ongoing</td> <td>available to Sheridan School District teachers of ELs</td> </tr> <tr> <td>State English Learners Alliance Conference</td> <td>Annually in March</td> <td>open to Sheridan School District teachers of ELs</td> </tr> <tr> <td>Course fee reimbursement offered on completion of post graduate coursework pertinent to the instruction of ELs</td> <td>Annually</td> <td>Sheridan School District certificated personnel</td> </tr> </table> <p>Teachers are surveyed at the end of all PD cycles to evaluate the effectiveness of the PD.</p>	District ELD outreach to core content teachers of ELs (consulting and instructional coaching to address specific teacher/student needs)	Ongoing	available to Sheridan School District teachers of ELs	State English Learners Alliance Conference	Annually in March	open to Sheridan School District teachers of ELs	Course fee reimbursement offered on completion of post graduate coursework pertinent to the instruction of ELs	Annually	Sheridan School District certificated personnel
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Course fee reimbursement offered on completion of post graduate coursework pertinent to the instruction of ELs	Annually	Sheridan School District certificated personnel								
44	<p>Describe the standards and/or criteria the district uses to determine the amount and type of language development services provided. Include the process to determine the appropriate amount and type of services. Include how the district will measure the effectiveness of these services.</p> <p>In order to determine the amount and type of ELD instruction a student needs, the district ELD teacher reviews data gathered through assessments such as the ELPA21 screener, STAR, ELPA/ELPA21, anecdotal notes, checklists and rubrics built into ELD instruction, and formative and summative classroom assessments. Using this data, the district ELD teacher determines ELs’ proficiency levels and instructional needs. Students are grouped for ELD according to proficiency level and grade. The district ELD teacher works with EL students’ content teachers to design instruction that aligns with current core content instruction and meets group and individual language development needs. All Faulconer Chapman Elementary School English learners receive a minimum of 30 minutes of ELD a day: some receive more time as needed in order to make adequate progress.</p>									
45	<p>Describe the district’s plan to address the language and content needs for each of the following groups of students: ELSWD – with significant cognitive disabilities, ELSWD – emotional disability, ELSWD – behavioral disability, ELSWD – deaf/hard of hearing, ELSWD – blind/vision impaired, Recent Arriver/SIFE. <u>Include the program options, how the district will determine the program for both elementary and secondary students. Consider making a chart. Ensure the program of service both EL and access to content includes a plan for timely graduation.</u></p> <p>At Faulconer Chapman School, there is a bi-weekly meeting for the Student Intervention Team (SIT). The team members are the LRC and Title 1 Specialists, classroom teachers, school counselor, building administrator and the ELD teacher is invited when a student is ELD. The SIT team members look at data to see what areas need support for this child. They create specifically targeted interventions, help the students with these interventions, then meet again to look at the data. If they are not making progress with the intentional interventions, then the student may be referred for further testing.</p>									

	<p>At Sheridan High School, there is a monthly CARE team meeting that follows the same process. For both schools, should EL program services be found in need of adjustment for a particular student, parents are notified of the recommendation of the SAT or SST. Parents are informed of their right to agree to extended services, request further evaluation, or refuse team recommendations. Parents may request a meeting with the district ELD teacher or SAT or SST to discuss the amount and type of language development services provided for their child, share concerns, to request that their child be served or served differently, and/or to refuse EL program services.</p>
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Section 5: Staffing and Resources (OCR section 5)

Question #								
46	<p>Describe the number and categories of instructional staff implementing the district's language development program. This information could be included in a chart – name of school, program, number and type of staff (include all programs that support ELs).</p> <p>Sheridan School District has one district wide ELD teacher. He holds an ESOL/Bilingual/Spanish license. He serves the entire district.</p>							
47	<p>Describe the qualifications used by the district to assign instructional staff to the district's language development program (include teacher, instructional assistant, etc.). Include how the instructional staff meets the requirements of Oregon's OARs.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffcc99;">Position</th> <th style="background-color: #ffcc99;">Duties</th> <th style="background-color: #ffcc99;">Qualifications</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">District ELD Teacher</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Instructs students in English Language Development <input type="checkbox"/> Assesses students on English language proficiency <input type="checkbox"/> Maintains hardcopy and digital data files on EL student English language proficiency assessment results <input type="checkbox"/> Translates or arranges translation for school personnel <input type="checkbox"/> Communicates with EL families about student progress <input type="checkbox"/> Supports content teachers of ELs in using appropriate ELP objectives and effective teaching strategies for ELs <input type="checkbox"/> With consultation from district leadership, writes, revises and implements District EL Program Plan <input type="checkbox"/> Participates in on-going professional development to keep current on Title III requirements and strengthen instructional strategies <input type="checkbox"/> Provides or arranges professional development for content teachers of ELs </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> ESOL Endorsement <input type="checkbox"/> Oregon teaching license <input type="checkbox"/> Understanding of Title III <input type="checkbox"/> Bilingual in Spanish and English </td> </tr> </tbody> </table>		Position	Duties	Qualifications	District ELD Teacher	<ul style="list-style-type: none"> <input type="checkbox"/> Instructs students in English Language Development <input type="checkbox"/> Assesses students on English language proficiency <input type="checkbox"/> Maintains hardcopy and digital data files on EL student English language proficiency assessment results <input type="checkbox"/> Translates or arranges translation for school personnel <input type="checkbox"/> Communicates with EL families about student progress <input type="checkbox"/> Supports content teachers of ELs in using appropriate ELP objectives and effective teaching strategies for ELs <input type="checkbox"/> With consultation from district leadership, writes, revises and implements District EL Program Plan <input type="checkbox"/> Participates in on-going professional development to keep current on Title III requirements and strengthen instructional strategies <input type="checkbox"/> Provides or arranges professional development for content teachers of ELs 	<ul style="list-style-type: none"> <input type="checkbox"/> ESOL Endorsement <input type="checkbox"/> Oregon teaching license <input type="checkbox"/> Understanding of Title III <input type="checkbox"/> Bilingual in Spanish and English
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District ELD Teacher	<ul style="list-style-type: none"> <input type="checkbox"/> Instructs students in English Language Development <input type="checkbox"/> Assesses students on English language proficiency <input type="checkbox"/> Maintains hardcopy and digital data files on EL student English language proficiency assessment results <input type="checkbox"/> Translates or arranges translation for school personnel <input type="checkbox"/> Communicates with EL families about student progress <input type="checkbox"/> Supports content teachers of ELs in using appropriate ELP objectives and effective teaching strategies for ELs <input type="checkbox"/> With consultation from district leadership, writes, revises and implements District EL Program Plan <input type="checkbox"/> Participates in on-going professional development to keep current on Title III requirements and strengthen instructional strategies <input type="checkbox"/> Provides or arranges professional development for content teachers of ELs 	<ul style="list-style-type: none"> <input type="checkbox"/> ESOL Endorsement <input type="checkbox"/> Oregon teaching license <input type="checkbox"/> Understanding of Title III <input type="checkbox"/> Bilingual in Spanish and English 						

48	<p>Describe what methods and criteria the district will use to determine the qualifications of instructional staff assigned to the language development program.</p> <p>Sheridan School District hired 1 certified staff member. That member must be licensed in ESOL/Spanish to fill the position. There are no instructional assistants for that program due to the low number of students.</p>
49	<p>Describe the contingency plan for addressing staffing issues for the EL program (include all specialize programs supporting ELs). Include a plan for training, a schedule of training, a plan for recruiting qualified staff, and a schedule to have qualified staff in place.</p> <p>As needed in the future, Sheridan School District will seek to hire highly qualified staff to provide services to EL students. Deliberate steps have been taken by the district to recruit and hire qualified staff for its EL program. The district ELD teacher candidate must hold a current teaching license and an ESOL endorsement. Should there be multiple candidates who meet these requirements, candidates who are bilingual in Spanish and English and/or trained in Systematic ELD, GLAD, SIOP, or other sheltered models of instruction will be prioritized. If, after an exhaustive search, the best candidate for the job does not have an ESOL endorsement, the district will encourage and support the new hire to obtain an ESOL endorsement and attend trainings in pertinent English language proficiency assessments, use of adopted ELD curriculum, Systematic ELD, Title III requirements, GLAD, SIOP or any other research and standards based model which will improve the education of our EL students. Site administrators will assist the new hire ELD teacher in finding trainings, connecting with a mentor ELD teacher in a nearby district, and (if appropriate) establishing a forum through which the new hire may request information from the former ELD teacher as needed.</p> <p>If the district needs to use temporary staffing to provide EL program services to students, an ESOL endorsed long term substitute will be sought. Lacking an ESOL endorsed substitute, one of the district’s ESOL endorsed classroom teachers will take over ELD instruction and the district will hire a long-term substitute teacher to cover his or her class. The district will search intensively for a licensed, ESOL endorsed, bilingual (Spanish) ELD teacher. Upon the hire of the new district ELD teacher, the ESOL endorsed classroom teacher would return to his or her regular position.</p>
50	<p>Describe the district’s selected core ELP instructional materials and supplies available for the district’s language development program.</p> <p>In the pullout classes, Sheridan utilizes <u>Systematic ELD</u>. This curriculum is standards based, and ties directly with the Common Curriculum Goals for the state. The instructor incorporates Duttro’s systematic ELD instruction into the lesson plans to ensure a high quality of language development. ELL strategies are used to increase student vocabulary, reading, writing, listening, and speaking skills, and the material used in teaching is aligned with their grade level requirements. ELD is the main focus of this class time, incorporating it into the curriculum content.</p> <p>Sheridan High School ELL students also benefit from increased language exposure as their ELL class is embedded into their schedule. Every day, for 45 minutes, the students receive systematic ELD, English Language Development, standards based instruction. ELL strategies are used to increase student vocabulary, reading, writing, listening, and speaking skills, and the material used in teaching is aligned with their</p>

	<p>grade level requirements. ELD is the main focus of this class time, incorporating it into the Oregon State adopted curriculum called “Visions”. ELL strategies are used to increase student vocabulary, reading, writing, listening, and speaking skills, and the material used in teaching is aligned with their grade level requirements. ELD is the main focus of this class time, incorporating it into the curriculum content.</p>
51	<p>Describe the district’s plan for regular and on-going review of district ELP materials and the timeline associated with the review. Include all instructional materials for all programs supporting ELs.</p> <p>Sheridan School District will review materials used for ELD on the ODE instructional materials adoption schedule, or every 7 years. As well, on an ongoing basis, if review and analysis of periodically collected assessment data shows that individual students or cohorts are not making adequate progress using current curricular materials, the ELD teacher and content teachers will work to determine instructional and resource/material needs and communicate those needs to site and district administrators.</p>
52	<p>Describe the district’s contingency plan when the district does not currently have the core ELP instructional materials, resources, and supplies necessary to implement the district language development program(s) and the plan for obtaining necessary items.</p> <p>When the district lacks resources necessary to implement the EL program, materials may be created, downloaded or, with the approval of the site administrator and district superintendent, purchased through the Sheridan School District general fund. It is the district EL teacher’s responsibility to identify needed EL program resources, seek and correspond with vendors, and coordinate purchases and delivery.</p>

Section 6: Transition from English Language Development Program (OCR step 6)

Question #	
53	<p>Describe the district’s criteria used to determine that an EL is proficient. Include any special considerations used for ELSWD students, SIFE students, Recently Arrived ELs, etc.</p> <p>Students will exit or promote from the EL program upon attainment of a level of English language proficiency sufficient to ensure full access to Common Core State Standards based content and instruction in mainstream classrooms. The district has used the ELPA and, starting in 2016-17 will use the ELPA21, as the primary indicator of English language proficiency upon which EL program exit and promotion eligibility are based.</p> <p>Once a student scores an ELPA21 indicating an overall assessed performance level of 4 (Early Advanced) or 5 (Advanced) in each of the 4 domains, the district ELD teacher will use the English Learner Program Exit and Promotion Checklist (in Appendix) to guide next steps The ELD teacher will additionally solicit the following from the classroom teacher: current quarter STAR scores and/or a running record with comprehension check and instructional text level noted to gauge English reading proficiency as well as a recent (dated) scored writing sample to gauge English writing proficiency. Smarter Balanced Assessment results will be noted if available.</p>

	<p>Once all data has been gathered an EL promotion/exit team comprised of the district EL teacher, the student’s classroom teacher/s, parent, specialists as appropriate, and an administrator when possible, will convene to discuss and determine whether the student would be a good candidate for exit or promotion and transition into monitor status. If it is evident to the team that the student’s English language proficiency does not hinder classroom performance, team members will sign the ASD ELP Report, and a meeting will be convened with the parent/s to inform them of their student’s progress and the team’s recommendations. During this meeting, a parent may request that the student continue to receive EL program services; if the student has scored a 4 in all domains on the ELPA21, such a request will be granted. The parent meeting will take place with an interpreter able to communicate effectively with the parents about their rights and the recommendations of the team. The exit or promotion form, signed by the parent, will be filed by the district EL teacher in the district EL teacher’s office and in the student’s cumulative file. Before the last day of school, the district ELD teacher will update the student’s Language Proficiency information in the eSchool digital Student Information System for Sheridan School District: the student’s exit date will be entered as the last day of the current school year and the student’s LEP Record Category code will be changed to T-Transition Student. The first day of the new school year will be the date on record to begin the 4 years in monitor status.</p> <p>If the student is remaining in the EL program based on data review, team decision, and/or parent request, this information, as well as reason/s for not promoting/exiting the student will be noted by the district ELD teacher on the ASD ELP Report, the original report will be filed in the student’s working EL file and a copy of the report will be filed in the student’s cumulative file.</p>
54	<p>Describe the district’s procedure for promoting ELs who did not score Proficient on ELPA21, and the procedure for those ELs that the district does not have an ELPA21 score. Include considerations for ELSWD, SIFE, and Recently Arrived ELs.</p> <p>Special Exit/Promotion Considerations for ELWDs Annually, upon availability, ELPA21 results of ELSWDs will be reviewed by a team composed of the district ELD teacher, special education staff, classroom teacher/s and specialists. If ELPA21/other ELP assessment results clearly document that a student, despite continuous placement in an appropriate ELD program for 1-2 years more than the average length of time normally leading to exit for students from the same cohort, has, due to disabilities, not reached exiting criteria, and/or if it is determined that a student has reached a level of English proficiency similar to non-ELs with like disabilities, and if the student is able to access Individual Educational Plan (IEP) content without further ELD support, the team, with parental input, may determine that the student’s IEP goals are not served through further participation in the EL Program. The student’s IEP may be modified and the student’s program participation may be suspended. If, with parental consent, this occurs, the ELD teacher will change the student’s LEP Record Category code to Z-Not Proficient; Not Served (IEP) and will monitor the student’s progress in accord with his or her IEP. Supported through consultation with the ELD teacher, individualized instruction provided by special education teachers can continue to be adapted to a level of English appropriate for the student.</p>
55	Describe the staff responsible and their role in the exiting process.

	<p>The district ELD teacher is responsible for informing site principals and content teachers that a student has been placed in monitor status. This information is provided via e-mail or hardcopy note in writing within the first week of the start of monitor status. Students who have been transitioned to monitor status will be placed in mainstream classes and the ELD teacher will monitor their grades and progress four times per year. The ELD teacher checks in with classroom teachers and the student. The documentation is stored in the student’s eSchool profile, under programs. The ELD teacher will monitor the student’s progress on an on-going timeline.</p>
56	<p>Describe how and where the documentation of the district’s exiting procedures will be maintained, and who is responsible for maintaining the documentation.</p> <p>All exited and promoted EL’s are monitored for 4 years following their exit from the EL program. It is the ELD teacher’s responsibility to formally monitor exited ELL students twice each year to determine that they are continuing to be able to meaningfully access curriculum and participate in the classes they are currently assigned to. Any documentation will be housed in the district cumulative files.</p>
57	<p>Describe how parents are included in exiting decisions, and how the district communicates with parents that their student has obtained English proficient or not.</p> <p>Parents are notified each fall of their student’s proficiency level and we meet with them to discuss the academic plan for the year. Parents are crucial in this conversation and know their students well. We will make the exiting decisions that are in the best interest of the student with parent input.</p>
58	<p>Describe the district’s monitoring plan for each of the four years a student is in monitored status (who is responsible, what is the frequency, is the frequency different depending on the student’s academic progress or monitoring year, what documentation is reviewed, how and where is the documentation collected and stored).</p> <p>The Sheridan School District handles monitored students that are not succeeding in a core class on an individualized basis. If they are K-5, they can be placed in an intervention in the areas of reading and mathematics. If they are 6-8, they can go to the ELD classroom for support, have a study hall, or afterschool tutoring. In the 9-12 grades they can have ELD classroom support and afterschool assistance. We use STAR reading and math assessments three times per year to monitor student progress. Parents are contacted any time a student is placed in an intervention and at least once per year.</p>
59	<p>Describe the district’s procedures for determining whether a lack of student success is due to academic needs or language needs when considering returning an EL to the district ELD program for the monitored students in each of the four years.</p> <p>We examine classroom work and teacher recommendations as well as looking closely at performance on district and state assessments such as STAR and SBAC. Our ELL teacher, parents and general education teacher then make the decision as to what is the best way to support the student’s continued academic growth.</p>
60	<p>Describe the district’s plan to provide additional academic and/or language support for monitored students not succeeding in core instruction. This support addresses monitored student’s academic needs, not to determine to re-enter the student in the EL program.</p>

	We provide intervention classes and programs for all students struggling with English language skills and we offer after school tutoring at the high school.
61	<p>Describe the district’s plan for monitoring the academic and linguistic progress of EL students with a waiver for service. Include how the district notifies parents of ELs with waivers for services about their student’s progress and opportunities for support through the ELD program.</p> <p>Students on a waiver are monitored through classroom work as well as district and state assessments. Parents are made aware of the ELL program each fall and are informed about student academic performance through report cards and assessment results.</p>
62	<p>Describe the district’s communication with parents of monitored ELs during all four years of monitoring, when the district is considering re-entering the student in the EL program, when the student has completed monitoring, and when the student needs additional academic support to be successful during monitoring.</p> <p>The ELL teacher communicates with all EL students and their parents each fall about academic performance, supports available and the plan for the year. When a student exits monitored status the parents are reminded that they should contact us if they have any concerns about their student’s academic performance. The ELL teacher works with all ELL families to ensure that each student is getting the academic support necessary to be successful.</p>

Section 7: Equal Access to Other School District Programs (OCR step 7)

Question #	
63	<p>Describe the district’s procedures for identifying ELs as having additional academic needs (pre-referral and IEP process). Include the steps, assessments, timeline, and person(s) responsible.</p> <p>Sheridan School District has a standard procedure for identifying students with additional academic needs. This procedure includes a process used with linguistically and culturally diverse students to ensure that limited English proficiency is not the cause of learning difficulties.</p>
64	<p>Describe how ELD teachers are included in the IEP process during pre-referral and IEP team meetings for ELSWD.</p> <p>Should there appear to be a discrepancy between the academic performance of a student and his or her capabilities, a teacher may fill out a Student Intervention Team (SIT) or, at the high school, Care team referral form, listing their concerns regarding the student and intervention strategies attempted prior to the referral. Based on evidence of student performance brought to the SAT meeting, team members suggest intervention strategies. For ELs, suggested interventions may include greater fidelity to sheltered instruction strategies, increased or more individualized scaffolding to support the student’s ability to meet content classroom language demands, or a shift in focus, smaller teacher-student ratio or increased time with the ELD teacher. If SIT (or Care) suggested interventions do not bring about progress improvement between monthly SIT (CARE) meetings, the team may suggest that additional data be collected and brought back to the SIT/Care team. Looking at student progress performance data with</p>

	<p>points over time, and notes from previous SIT discussions accompanied by documentation of interventions tried in sufficient duration to determine their effectiveness, are brought to the SIT/Care team to determine next steps.</p> <p>After successively more intensive Scientific Research Based interventions have been tried, and if student progress and/or behavior has not shown adequate response to such interventions, additional evaluations may be suggested. With informed parent consent, the Learning Resource Center (LRC) teacher will administer tests to further describe and quantify the needs of the student. Parents are involved in any decision-making process which may place a student in the LRC program. As well, if it is identified that an EL student has a disability, the district ELD teacher will participate in the design of the student’s IEP. The district ELD teacher translates communication, including IEP meetings, between LRC personnel and the families of ELSWDs.</p>
65	<p>Describe the process for determining the best ELD educational program is selected for each ELSWD.</p> <p>The process for determining the best ELD program for each ELWD is determined on a case by case basis .The IEP goals of dual identified students will be based on both CCSS and ELP standards. Starting from the student’s present level of academic achievement and functional performance (PLAAFP) in relation to grade level content standards and English language proficiency standards, and taking into account special factors, goals are set, appropriate accessibility supports are selected (for a list of accessibility supports see http://www.ode.state.or.us/wma/groups/supportstaff/specializedservices/regional/sbiep-february-2015.pdf), a plan of service and instruction is developed, progress is monitored and reviewed regularly by stakeholders, and the plan is adjusted as needed to support progress towards goals.</p>
66	<p>Describe the district’s process for ensuring any IEP meeting and IEP documents are accessible for parents of ELs in a language parents can understand.</p> <p>The district uses Transact to access forms in the home language and translates when necessary.</p>
67	<p>Describe the district’s procedures for identifying ELs as Talented and Gifted. Include the steps, assessments, timeline, and person(s) responsible.</p> <p>Sheridan School District’s procedures for identifying TAG students is as follows.</p> <ol style="list-style-type: none"> 1. Referral comes to Special Programs Director. Referral may come from classroom teacher, specialist, or parent. 2. TAG screener Woodcock Johnson is done on all 2nd grade students in spring of each year. Referral 3. After referral, then Special Programs Director gives the information to the school psychologist to complete testing. 4. Meeting will be held with parents, classroom teacher and special programs director to create a TAG plan.
68	<p>Describe the district’s plan for ensuring all ELs have equal access to the core instructional program offered by the district for all students. Include person(s) responsible if appropriate.</p>

	All core content classes are available to all EL students with equal access as non EL students. Each school counselor and admin team, along with ELD Teacher to ensure that the ELD time will not interfere with the core class schedule. ELD students are able to receive Title1 services in the K-8 Schoolwide program. ELD students are encouraged to be a part of the AVID program. ELD students are encouraged to be a part of all extracurricular activities. Notices/Flyers are made available in English and Spanish.
69	Describe the district’s procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs). Faulconer-Chapman is a School Wide Title 1 School.
70	Describe the district’s plan for EL graduation (4-year, 5-year timelines) for each of the EL groups (SIFE, Recently Arrived, and ELSWD – include plans by disability) We support and strive for all of our EL students to graduate in four years if possible. If not we support and provide necessary interventions to ensure each student graduates. We use all of our resources including Special Education, Title I, TAG and ELL to support ELL student success.

Section 8: Parent and Community Involvement

Question #	
71	Describe the district’s procedure, timeline, and the person(s) responsible for the dissemination of the parent program placement letters (both initial and continuing letters). Parents are informed, in a language that they can understand, of their child’s placement in the EL program. Within 30 days of the first day of the school year and within two weeks of registering after the first two weeks of school the district ELD teacher sends families of ELs notification of program placement letters which include a description of the ELD program. The letter template, titled “NCLB –Notice of English Language Development Program Placement,” is available in 21 languages through TransAct. In spring parents are informed of their child’s English language acquisition progress in a language they can understand. ELPA21 scores are mailed to parents either in English or Spanish with the end of the year report card.
72	Describe the district’s methods used to notify parents and students of available programs and services, including but not limited to: bilingual programs, alternative schools, charter schools, magnet schools, after-school supports, etc. These programs are included on the website, student handbooks and information is posted on bulletin boards around the school and community. Information is also included in our registration materials.
73	Describe the district’s methods used to notify parents of ELs regarding school activities communicated in a language parents can understand (i.e., progress reports, parent-teacher conferences, handbooks, fund raising, extracurricular activities, etc.). What is the process the district uses to determine which documents need to be translated? How does the district provide interpreters for parent to be able to participate in their student’s education? Based on home language survey responses, the district ELD teacher maintains a list of parents who desire communication in a language other than English. All parents

	currently on this list have requested Spanish communication. The district ELD teacher provides Spanish translation for registration, report cards, 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 and convey messages between families and school personnel regarding available programs, services and school activities. EL Parent nights, held periodically throughout the school year, address specific issues regarding school culture and rules, routes to engaging as partners in learning, understanding state assessments including ELPA21, and transitioning from one school level to the next (i.e. elementary to middle and middle to high school). Should a student enroll in the district whose family requires translation in a language other than Spanish, it is the district ELD teacher’s responsibility to arrange translation services such that the family has ongoing access to communication regarding available programs, services and school activities.
74	Describe the district’s procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools? This is done each fall when the district reaches out to the private schools to see if they wish to participate in any of the Title programs. We have two fairly new private schools in our district and at this point neither of them have opted to participate.
75	Describe the district’s procedure, timeline, and person(s) responsible for the dissemination of information of Recent Arrivers to private schools as required by Title III. This is done every fall and is the responsibility of the ELL teacher and the Superintendent.
76	Describe the progress in sharing the ODE EL Legislative Report with parents, School Board members, community members, and staff annually. This information is shared at a board meeting and through that process becomes a public record and is available on the website.
77	Describe the district’s procedure in recruiting parents of ELs to participate in school leadership roles. Include how the district will make these positions accessible for parents. We make announcement for school leadership roles like site council available to all parents in the language they use.

Section 9: Program implementation Evaluation

Question #	
78	Describe the district’s program evaluation process of the implementation of district’s EL Plan. <ul style="list-style-type: none"> ○ Include whether the district has followed the established plan; met the applicable procedural and service requirements – including frequency, timeliness, and documentation; does the information sources and methods for gathering information: <ul style="list-style-type: none"> ▪ Include whether the evaluation determines if staff have followed applicable procedures and service requirements, including procedural and service requirements (frequency, timeliness, and documentation). ▪ Include the list of reviewed items: file and record review, staff interviews and surveys, input from parents/students or focus groups, and grievances/ complaints made to the district regarding district program implementation or service delivery.

	<p>The Superintendent for Sheridan School District is responsible for evaluating the program (once a year) each year. This includes a review of the goals stated in the AMAOs for student performance and attainment of the English Language. The primary goal is that all ELL students move one level per school year, and beyond BICS to the CALP within five years of explicit instruction in the English language.</p> <p>To ensure a comprehensive scope, the annual program review and evaluation shall follow the guideline for self-evaluation provided by ODE. Documents (student schedules, grades, ELPA21 results, and teacher evaluation) will be used to review areas of administration, fiscal management, program evaluation, school level, and staff professional needs. This will also include data gathered on progress toward ESSA as well as AMAOs.</p> <p>If the district’s ELL team is found to be ineffective in achieving its stated goals, the district will plan for modifications and improvement. The Superintendent shall have final say over modifications to the program.</p>
79	<p>Include the evaluation of the district’s identification process. Did the district meet the timelines for each step of the district’s identification process?</p> <p>In 2017-18, 100% of the students that specified on their home language survey that their primary language was other than English, and were not currently in or monitored by EL program, were assessed using the district’s EL procedures within 30 days of enrollment(See Section 3).</p>
80	<p>Include the evaluation of the student initial identification assessment process. Did the district administer the identification screener timely?</p> <p>We have been very good about making sure that the process has been followed and information acted on within 30 days of enrollment 100% of the time. It may take some time and diligence to get the new Language Survey in place and acted upon quickly due to its newness. We are confident that we can implement it without delay.</p>
81	<p>Include the evaluation of placement in EL program services to all students with identified language needs.</p> <p>In 2016-2017, 100% of students that were identified were placed in the EL program. We were able to provide appropriate services to students based on language and grade level. We examine ELPA 21 scores to see if students are progressing and review our AMAO data as well. The Superintendent meets with the ELL teacher to discuss possible improvements to the ELL program. In 2017-18 we have partnered with ELL consultants from WESD to provide assistance in improving our program.</p> <p>We are working with consultants this year to evaluate the services to EL students and this has led to some changes already in service to students. We will meet with them again on May 24th to discuss changes for next year to further improve service to EL students.</p>
82	<p>Include the evaluation of adequate staff and materials that is consistent with the district’s EL program of service.</p> <p>The evaluation of the staff is under the current Sheridan School District evaluation system. The EL teacher follows the same process. There is Student Learning Growth Goals, Mini observations, 2 Formal Observations and a mentor. Because the EL teacher was a first year employee, he spent last year getting familiar with the</p>

	curriculum that was provided. This year however, we are looking at the curricula to see if changes need to be made.
83	<p>Include the evaluation of the district’s exiting/reclassification process for students transitioning from the EL program.</p> <p>The district’s exiting/reclassification process has been successful because the EL teacher continuously checks in with all teachers at both schools in regard to the EL students that are on Monitoring/Exited status. He meets with the Special Programs Director weekly at PLC’s and we discuss if there are any concerns brought up. If there are significant concerns then he contacts the parent to look at the needs of the student. Each year we examine ELPA21 data to ensure that our monitored students continue to be successful in their general education classes.</p> <p>At the end of each school year we review the academic progress of our exited/reclassified students to evaluate the effectiveness of our programs. If Elementary students show growth on their SBAC and secondary students that maintain passing grades remain in the Monitoring/Exited status while students who do not show growth or have passing grades are considered for re admittance to the ELL program. We want to ensure that the data we are basing these decisions on is leading to great outcomes for students.</p>
84	<p>Include the evaluation of the district’s monitoring practices for students who have transitioned from the EL program for each year of monitoring.</p> <p>The district’s monitoring practices for students who have transitioned from the EL program has been highly effective. The EL teacher has monitor time scheduled each Monday. Also, he continuously checks in with all teachers at both schools in regard to the EL students that are on Monitoring/Exited status. He meets with the Special Programs Director weekly at PLC’s and we discuss if there are any concerns brought up. If there are significant concerns then he contacts the parent to look at the needs of the student.</p>
85	<p>Include the evaluation of EL parent participation in school/district decision making groups and the district’s recruitment practices.</p> <p>We have struggled to have parents be a part of decision making groups. But, they have been a part of recruitment practices. We determine if the EL teacher has contacted the family of each student at least two times per year, once in the Fall and once in the Spring. We continue to reach out to parents to increase parent involvement in our program. This is one area where we struggle. We are hoping that the ESL specialists from Willamette ESD can help us learn some best practices to increase parental involvement.</p>

Student Performance Evaluation – English Language

Question #	
86	<p>Describe the district’s rate of ELs acquiring English language skills. Is the pace consistent the with district’s EL program goals or expectations?</p> <p>The EL students are making slow progress at acquiring English language skills, but not at the rate the district would like. The district plan says that students will progress one</p>

	<p>level per year. This year approximately one-third of students did progress one level, while one-third were stagnant and another third digressed.</p> <p>The district is examining the schedules and placement of students. Next year, we will group all same-grade elementary students with the most qualified classroom teacher in order to use a push-in method.</p>
87	<p>Describe the district's rate of language development progress compatible with the district's objectives for academic (core content) progress.</p> <p>The district's rate of language development progress compatible with our objectives for academic progress has been satisfactory. Regardless of whether students improve one language level or not in ELL, elementary students continue to improve their STAR data and SBAC scores, and secondary students pass all core classes.</p> <p>The EL students are beginning to progress in English language skills with the new teacher. In 2016-17 we had 0/17 students grow at least 1 level on the ELPA. We had 0/17 move to monitoring status. We need to ensure that our ELL instructor is actually the person administering the ELPA. Last year we had the building test coordinator administer the test and feel that we did not get the best efforts from our students as a result. The lack for language development shows that our program needs improvement and we are working with consultants to improve our EL program in all phases and hope that this year we will see some better results and faster growth.</p>
88	<p>Describe how the ELs are performing in English language skills compared to the district's goals and standards.</p> <p>EL students are performing below our goals and standards of having every student gain one level per year. We continue to work to improve our system and provide interventions when and where needed. This year we have begun working with ELL specialists from Willamette ESD and they have already helped us implement changes in our schedule and program (curriculum?) to benefit students.</p>
89	<p>Describe how the district's ELs are progressing in English language skills so they will be able to successfully handle regular coursework.</p> <p>EL students are progressing in English language skills gained through ELL instruction from our instructor as well as the instruction in the core academic areas. They are progressing in a manner that allows them to successfully handle regular coursework. We closely monitor student progress and provide interventions when necessary through our Early Warning System.</p>
90	<p>Describe how the monitored ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework.</p> <p>Monitored EL Students continue to demonstrate English language skills through course work and performance on district and state assessments such as STAR and SBAC. We examine scores on both STAR and SBAC assessments to measure growth for monitored EL students. We also examine course work and progress reports from their gen ed teachers to ensure that they are being successful.</p>
91	<p>Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.</p> <p>Former EL Students continue to demonstrate English language skills through course work and performance on district and state assessments such as STAR and SBAC.</p>

Secondary students demonstrate through assignments, grades, and work samples.
Elementary students take the STAR once a month and the SBAC once per year.

Student Performance Evaluation – Academic Performance

Question #	
92	<p>Describe how the EL students, who are currently receiving English language development services, are progressing academically relative to program goals or expectations for core content knowledge.</p> <p>EL students are progressing adequately relative to core content knowledge. They improve in STAR testing each month and earn passing credit. But, not all students who currently receive ELD are attaining one level of language growth per year on the ELPA21.</p> <p>FCS has been a FOCUS school during the last round of school ratings. The EL students are progressing at the same rate as the non-EL students. All K-5 are receiving better Core instruction this year with a new research based language arts curriculum. We believe this will help. We will examine the results of both EL and non-EL students at the end of this year. We expect to see more growth in both groups but likely still not to the rate we expect. We are continuing to work with ODE and others to improve both core academic instruction as well as the EL program.</p>
93	<p>Describe how the current EL, monitored EL, and former EL students are doing, over time, as compared to the academic performance of all other students.</p> <p>When examining graduation rates and scores on state assessments current EL, monitored EL and former EL students achieve at about the same rate as other students. In 2015-16, fifty percent graduated, compared to sixty percent of all students. Nearly four percent of Ever EL's dropped out compared to five percent of all others. We are a small rural district with many students of poverty and are working to improve academic achievement for all students including EL students.</p>
94	<p>Describe what measures are being used to assess the overall performance of EL students in meeting the goals the district has established for its EL program.</p> <p>All Data is reviewed annually to assess the program. We also examine data 3 times per year to monitor student progress. The ELL teacher and Superintendent are both involved in these processes.</p>

Program Improvement/Modifications

Question #	
95	<p>List any identified concern(s) based on this evaluation.</p> <ol style="list-style-type: none"> 1. Translation services: Our current EL teacher is able to do some translating for us and we also have a contractor that translates documents when needed. 2. Transition of New Special Programs Director: New hire at this position this year. Her level of knowledge is limited on the ELL program. She will work with ODE and the ELD teacher to get current on information to create a stronger leadership base. She will attend/view New ELL Director webinars. She wants to make sure that we are actually following through and doing what our plan states. 3. Creating Program Goals that will actually build student skills. This is an area that the new ELL director will work with the EL Teacher to create goals to get the most supports for the EL students to get them academically what they need, so they can make the growth that is expected.

	<p>4. Parent Involvement: This is an area that we feel can be improved. The parent involvement piece needs to be grown in our district</p> <ol style="list-style-type: none"> 1. Parent involvement in decision-making groups 2. Meeting annual language acquisition goals 3. Implementing a new curriculum
96	<p>Describe how the district will address the concern(s).</p> <p>The district is working with ESL specialists from the Willamette ESD to improve our program. They will help us with these concerns and help us improve our program in other areas as well.</p> <p>For example: The EL specialists are helping us to adopt a new state adopted curriculum. We currently use Reach for Reading as our core reading curriculum in grades K-5. We are going to pilot the EL portion of the same curriculum and make an adoption decision sometime in the 2018-2019 school year.</p> <p>We will also be planning some parent engagement activities to coincide with our open houses and other building events throughout the 2018-2019 school year.</p>



OREGON DEPARTMENT OF EDUCATION

Title III Local Plan (2017-19)

Signature Page

Submission Date: _____ February 15, 2018 _____

District Name: _____ Sheridan School District 48 J _____

District Address: _____ 435 S. Bridge Street _____

City, State and Zip code: _____ Sheridan, OR 97378 _____

District Phone Number: _____ 971-261-6959 _____

District Superintendent: _____ **Steven Sugg** _____
(Printed Name)

Signature: _____

Date: _____ February 15, 2018 _____

EL Coordinator Director: _____ **Steven Sugg** _____
(Printed Name)

Signature: _____

Date: _____ February 15, 2018 _____

TITLE III ASSURANCES

Districts receiving Title III funds, either directly or through a Title III Consortium, must agree to spend Title III funds on three required activities: (1) provide supplemental activities to support ELs (English learners) language development in English; (2) provide supplemental professional development to support ELs access to core content (ELA, Math, Science) to classroom teachers, principal, administrators; and (3) provide supplemental activities for district outreach for parents, families, and community members.

All Title III must be linked to the Title III purposes in Sec. 3102. [20 U.S.C. 6812] Purposes. (ESSA law link)

The purposes of this part are—

- (1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- (2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
- (3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners including immigrant children and youth;
- (4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
- (5) to promote parental, family, and community participation in language instructional educational programs for the parents, families, and communities of English learners.

In accordance with the provisions of Title III, the signature below assures the Oregon Department of Education (ODE) that the district or consortium lead agency will submit a sub-grant application that addresses Title III requirements. The district, or the consortium lead agency on behalf of its Title III consortium members, further assures the ODE that the applying district or each consortium district member is in compliance with the following Title III provisions:

1. Parental notification relating to EL identification, placement decisions including parental rights regarding placement decisions. (Sec. 1112)
2. Annual assessment of English proficiency of ELs in grades K-12. (Sec. 1111)
3. Each district is complying with section 1112(e) prior to, and throughout, each school year as of the date of the application.
4. The district has consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities and institutions of higher education, in developing this sub-grant application. (Sec. 3116)
5. The district is not in violation of any State law, including State constitutional law, regarding the education of ELs, consistent with sections 3125 and 3126.
6. The district will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, include migrant and seasonal Head Start agencies, and other early childhood education providers.

Steven Sugg _____ **Date:** February 15, 2018
Printed Name of Superintendent

Signature of Superintendent

EL Plan Participants List

Please include the list of participants in the planning of this district EL plan. The following list is provided to assist the district in ensuring a broad representation of EL Plan participants:

- | | |
|---|--------------------------|
| EL teachers | Charter school staff |
| EL program coordinators | TAG staff |
| Building-level administrators | Instructional assistants |
| Content teachers | Bilingual educators |
| District-level administrators | Title I-A staff |
| Special Education staff | Parents |
| Fiscal staff | Community members |
| Etc., as appropriate for your districts | |

Add rows if needed.

Name	Title/Position
Steven Sugg	Superintendent
Tyson Pratt	ELL Teacher
LeighAnne Michaelson	Secretary