



We did it – you can too!

**Panel presentation from districts meeting
AMAEO targets for small EL populations:**

Met AMAEOs for 1 Yr

**ODE and District Presentation:
EL Alliance Conference - March 2016**

Objectives



- Learn from other districts what actions they took that lead to them meeting all three AMAO targets.
- Understand the funding each district used to make these actions possible.
- Find out how long this implementation has taken the districts.

Districts Presenting

(alphabetical order)



Lincoln County SD

Redmond SD

Each of these districts was rated and MET all three AMAO targets for 2014-15.

District Demographics



- Size of district

- 6 Elementary schools (plus 1 k-6, 1 k-8)
- 1 Middle school
- 4 High schools
- 4 Other schools in district (alternative/charter)
 - 7 Title I School wide
 - 1 Priority School
 - 1 Targeted School

- Total district population

- Total district population - 5,378; Total EL population - 367 (292 Elementary, 51 MS, and 24 HS)
- Number of ELSWD (13 Elementary level, 2 MS, and 3 HS)
- Number of languages - 13 (Spanish, Mandarin, Mam, Cantonese, Gujarati)

EL Program(s)



- Elementary school program(s):
 - Who teaches language development? ELD Specialists
 - Where (push-in/pull-out, etc.)? Varies by school
 - How often? 30-minute pull-out sessions and 20-30 minute push-in sessions, and a 40-minute whole class vocabulary development push-in taught as a special (new last year)
 - What qualifications and training? ESOL endorsed teachers with SIOP trained classroom teachers
 - What is your access to core content (bilingual program, sheltered)? (If so – describe) Sheltered Instruction for classroom teachers with ELD support
- Middle/High school program(s):
 - 50-minute class period plus 30-minute ELD pull-out (MS)
 - Bilingual tutor push-in/pull-out

Support Structure



- What resources/supports has the district provided to:
 - **Teachers (ELD, SPED, and Content)**
SLOP Training, PLC, Title III meetings, ELD/Bilingual Conferences, Early release, Professional Development Days
 - **Building administrators**
SLOP Training, ELD/Bilingual Conferences, ODE Title III Representative, District Administrators providing support/data during All Admin meetings
 - **District administrators**
Budgeting support, Data TOSA, and Federal Programs Assistant
 - **Instructional assistants**
ELD/Bilingual Conferences, Title III Monthly meetings, PLC's
- What implementation monitoring is in place in the district?
 - By whom? Specialists and Classroom Teachers
 - Frequency? Three times per year
 - Remediation supports? Specialists and Classroom Teachers

How did the district fund the activities that lead to your performance?



Title III funds provided:

- ELD PLC (after hours @ curriculum rate)
- Monthly meetings (subs)
- Funded Conferences
- District/building file and report clean-up

Title II funds provided:

- SIOP Training
- Vocabulary Development
- New Teacher Mentor support

What do you attribute the success to?

- Funding/Budgeting
- Collaboration time
- ELD PLC
- District Data TOSA
- Federal Programs/C & I Administrator
- Data TOSA
- Federal Programs TOSA
- School staff collaboration
- New Teacher Mentors



The district's timeline for implementation of the program improvements.



Due to the high number of new ELD specialists and teachers in the District, we set our timeline goal at one year. We provided intensive support via our monthly meetings/PLC and networked with one another.

Challenges faced when implementing your ELD program.



- New teachers, principals, and superintendent
- New Federal Programs TOSA
- New Data TOSA
- New Federal Programs Administrator
- Large demographics
- No consistency throughout the district
- Lack of understanding
- Lack of updated curriculum
- High poverty/homeless students

Implementation changes implemented based on identified challenges.



- Trainings with teachers and administrators
- Federal Programs TOSA and Administrator met with building administrators
- Adopted new curriculum
- File clean up
- Additional PD
- Budgeted for conferences
- Teamwork

What areas of your ELD program still need refining?



- Cultural Understanding of ELD instruction and program development
 - It takes time to build cultural awareness
- Retaining teachers (ELD and classroom)
 - Salaries
 - Younger teachers moving to larger areas
- Consistency of ELD programs at the elementary level
 - We have a new curriculum (district-wide)

What advice would you give other districts who may want to improve their performance outcomes for EL students?



- Find time for collaboration
- Administration support
- Experienced ELD teachers as mentors
- Clean up your records
- Consistent procedures for record keeping
- New Teacher mentors
- Precise exit procedures

District Contact Information



If you would like additional information about our program please contact:

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We are willing to help other districts have a successful program for their English learners, while we continue implementing our own program improvements.

We appreciate your understanding, if we have to limit the number of on-site observers or the time of the observations; our primary focus is the success of our students.

Districts Presenting

(alphabetical order)



Lincoln County SD

Redmond SD

Each of these districts was rated and MET all three AMAO targets for 2014-15.

Redmond SD District Demographics



- Size of district
 - 7 Elementary schools
 - Title I = 6 Targeted, 1 School wide, 0 focus/priority
 - 2 Middle schools
 - 2 High schools
 - 3 Others = 1 alternative, 1 charter, 1 online
- Total district population \approx 7,000
 - Total EL population = 313
 - 263 elementary, 38 middle, and 12 high school
 - ELSWDs = 60
 - 41 elementary, 15 middle, and 4 high school
 - 14 Languages spoken

EL Program(s)



- Elementary school program(s)
 - 7 ELD teachers
 - ELD pull-out, piloting a co-teaching model at 1 school
 - 30 minutes/day 5 days/week
 - Teachers are ESOL Endorsed
 - What is your access to core content
 - ☐ ≈ 50% SIOP trained teachers
- Middle & High school program(s)
 - 4 ELD teachers
 - ELD class period, piloting of co-teaching model
 - 60 minutes/day (MS), 70 minutes (HS), all 5 days/week
 - Teachers are ESOL Endorsed
 - What is your access to core content
 - ≈ 50% SIOP trained teachers

Support Structure



- What resources/supports has the district provided:
 - Creation of ELD Improvement Committees
 - Implementing use of iPads (& Chromebooks) into ELD instruction
 - Access to ELD PD outside of District
 - Early Release Wednesdays for PD
 - SIOP Training for Teachers and EA's

- What implementation monitoring is in place in the district?
 - By whom: ELD Coordinator
 - Frequency: Regular walkthroughs of ELD classes/SIW's
 - Remediation supports: Committee work as needed

How did the district fund the activities that lead to your performance?

- General Funds
- Title IA
- Title III



What do you attribute the success to?



- Students/Teachers/Staff
- Increasing Intentional Collaboration between ELD and General Education Teachers
- RTI Model
- DO/School Administrative Support – removing barriers
- SIOP Trainings
- Increasing Literacy Supports (Title IA and HS efforts)
- Technology - iPads
- Redmond Community Liaisons

The district's timeline for implementation of the program improvements.

- RTI → 2011
- iPads → 2012-13
- Increasing Literacy Efforts → 2012-13



Challenges faced when implementing your ELD program.



- Change!
- Time 😊
- Master schedules
- Curriculum

Implementation changes implemented based on identified challenges.

- Increased communication efforts



What areas of your ELD program still need refining?



- New Curriculum Aligning
 - Scope and Sequence: ELD & General Education
- EL Parent Involvement
 - At all levels to improve Parent-District communication
- Increasing Administration Communication
 - DO → school administration support for ELD

What advice would you give other districts who may want to improve their performance outcomes for EL students?



- Increase collaboration between ELD and General Education teachers
- Create committees to help facilitate necessary changes

District Contact Information



If you would like additional information about our program please contact:

- Brittaney.Cocciolo@redmondschools.org

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