



We did it – you can too!

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

Met AMAEOs for 2 Yrs

**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)



Centennial SD

David Douglas SD

McMinnville SD

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

Demographics of Centennial SD



- Total Student Enrollment - 6,132
 - 7 Elementary Schools - 3,308 (1 Focus School and 1 Priority School)
 - 1 Middle School - 913
 - 1 High School - 1,805
 - 3 Alternative Placements (7-12) - 106
 - Total EL population - 1,145
 - Elementary - 981
 - MS - 75
 - HS - 89
 - ELSWD
 - Elementary - 109
 - MS - 13
 - HS - 2
 - 52 - Spanish, Russian, Vietnamese, Ukrainian, Arabic

Elementary Program 2015-16



- Who teaches language development?
 - 18 ELD teachers and classroom teachers
- Where (push-in/pull-out, etc.)?
 - Pull-out model into ELD classrooms
- How often?
 - 30 minutes four days a week
- What qualifications and training?
 - ELD endorsement and GLAD training
- What is your access to core content?
 - Students are in the general ed classroom throughout the day except for their 30 min ELD pull-out time

Middle School Program 2015-16



- Who teaches language development
 - 2 ELD Teachers
- Where?
 - Pull-out classes by proficiency level in ELD classroom
- How often?
 - One hour per day of ELD
 - One extra hour of sheltered language arts for ELD 1, 2
 - PRIDE: 30 minute intervention four days per week as needed
- What qualifications and training?
 - License in core content area with ELD endorsement
- What is your access to core content?
 - Students are in core classes with ELD as an elective
 - Sheltered ELA and EA support in math and science for ELD 1, 2

High School Program 2015-16



- 4 ELD Teachers (3 FTE);
 - ESOL Endorsed + HQ
- ELD class = Elective = 50 mins per day, 5 days a week
 - 4 Beginner Classes
 - Early Intermediate
 - Intermediate
 - Early Advanced
 - Advanced
 - Senior ELD
- Offer Sheltered classes for English 9th-11th and World Studies (Early Intermediate and Intermediate)
- ELD Literacy Skills (support class similar to Freshmen Success and Academic Lit)

District Support Structure



- What resources/supports has the district provided to:
 - PLC time w/general ed teachers, feedback/input on maps
 - District ELD coaches - mapping & GLAD refreshers at building
 - District GLAD training and Sheltered Instruction Training
 - Instructional Assistants
- What implementation monitoring is in place in the district?
 - By whom: Building Administrator & ELD Teachers
 - PLCs and Instructional leaders/coaches
 - Frequency: ADEPT (2x) & ELPA (1x) standardized tests, informal progress monitoring
 - Remediation supports - flexible, intervention weekly groups (pull out or push in)

Attributes to Success



- Implementation of GLAD and Sheltered instruction by ALL teachers, including new teachers.
- Curriculum Mapping & ELP & ELA standard alignment.
- PLC time with general ed teachers.
- Support/Intervention groups/periods.
- District-wide focus on literacy (reading and writing).
- Access to district ELD coaches.
 - Support with mapping & GLAD implementation

Implementation Timeline



- **2008-2009**
PLCs district-wide
- **2010-2011**
ELD Teachers - Curriculum mapping
- **2011-2012**
PLCs in shared spaces
Team coaching for PLCs
- **2013-2014**
Consistent team coaching
- **2014-2015**
Unpacking and aligning new ELP and ELA standards
- **2015-2016**
Revisiting Curriculum Maps and revising learning targets

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



- Curriculum Mapping
 - Initial Mapping, General Fund
- PLCs
 - General Fund: Late Starts
 - Contractual Obligation
- ELL Coaches
 - General Fund, plus TIII

Challenges faced when implementing your ELD program?



- **Mapping**
 - Time
 - Revisions for new adoptions
 - Lack of Funding
- **PLCs**
 - In building vs cross building at elementary level
 - ELD vs Grade level
 - Secondary: Different Courses
- **Coaching**
 - Time: Coaches used for other projects
- **Instruction**
 - Rationalizing need for various classes that other districts don't have (coding) ex. Senior ELD

Challenges faced when implementing your ELD program?



"I would say that one of the challenges with **refugee students** is that they come to the U.S. with a variety of experiences in some unstable countries. A lot of times the students are coming from a country with an unstable infrastructure so they may not have had an opportunity to attend school and learn basic skills in their own language. Also, these students may be coming from extremely stressful circumstances, typically associated with their departure from their own country and their journey to the U.S., so sometimes they exhibit signs of PTSD and extreme anxiety. I know that we have addressed this by making sure that we create newcomer groups where these students can be together multiple times a day (since a lot of the day they are separated from one another), which gives them time to reconnect and check in with one another in their home languages. I know in the past we have also tried to make an effort to place these students in classes where there are other students who have experienced being refugees. One of the challenges is finding mental health counseling services in the students' native languages if they are showing signs of anxiety/PTSD."

Implementation changes implemented based on identified challenges?



- **Mapping**
 - Teachers were trained to format maps and create learning targets by grade level.
- **On-going Sheltered Instruction and GLAD Training**
 - GLAD refreshers and summer trainings.
 - Sheltered Instruction training for new teachers at secondary level
- **Assessment Training - Stiggins**
 - 7 keys to formative assessments

What areas of your ELD program still need refining?



- SEGway - New instructional model at elementary level
- Working to find a balance between new standards and systematic grammar
- Continue to add rigor to instruction to match State Assessments
- Collaboration and calibration between ELD and general ed teachers
- Change of mindset and philosophy that general ed teachers are teachers of language development, embedded throughout the day in core instruction

Advice



- All staff buy-in: “Our kids” vs “Your kids”
- All staff trained in language development within core instruction
- Revisit training regularly
- Invest in coaches and sheltered classes
- Create a Portfolio system
- Accountability for implementation of sheltered instruction
- Communication and collaboration with classroom teachers about proficiency levels and supports needed for ELLs

District Contact Information



- If you would like additional information about our program please contact:
 - HS - Ried Woodlee ried_woodlee@csd28j.org
 - ES - Kendal Smith kendal_smith@csd28j.org
 - MS - Anna Young anna_young@csd28j.org

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)



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McMinnville SD

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District Demographics



- **Size of District**

- 9 Elementary Schools (K-5 or PreK-5)
- 3 Middle Schools
- 1 High School – Largest in Oregon (3,017 students)
- 1 Alternative High School Campus
- 1 Elementary Charter School
 - All K-8 schools are School Wide Title I
 - No Focus and Priority Schools
 - One Model Middle School – Alice Ott
 - One Model Elementary Schools – Menlo Park

- **Total district population**

- 2,140 ELLs District Wide (20%)
- 72 Languages – Spanish, Russian, Vietnamese, Chinese, Ukrainian, Somali, Romanian, Nepali, Burmese, Arabic, Turkish, Karen

ELD Program



- **Elementary Program**
 - ELD Push In and Sheltered Instruction Program Model of Delivery
 - Mandatory 30 minutes DAILY Language Block for All
 - Classroom Teachers
 - With the coaching and instructional support of a Building Language Development Specialist Coach
 - Systematic ELD, GLAD, Annual Academic Language Support Workshops, Constructing Meaning for Grades 4-5
- **Middle school and High School Programs**
 - ELD Class Period
 - Sheltered Instruction
 - Constructing Meaning, Differentiated Strategies (including SIOP)

Support Structure



- What resources/supports has the district provided to:
 - Teachers
 - Elementary – All Classroom and Speech Teachers Trained
 - MS/HS – Majority of Core Content Teachers Trained
 - ELD Support Days + Booster Days + Lab Classrooms
 - Building administrators
 - Systematic ELD or CM Trainings
 - District administrators
 - Systematic ELD or CM
 - Instructional assistants
 - Fall workshops and building level coaching sessions

Support Structure



- What monitoring is in place to determine level of implementation in the district?
 - Classroom Teacher Coaching
 - District Academic Language Coach
 - Elementary Building Language Development Specialist Coach
 - Secondary Constructing Meaning Leadership Team
 - 10 Curriculum Team TOSAs (including District Mentors)
 - Building-Level Student Achievement Specialist Coach
 - Coach Support
 - Building Administrators
 - Learning Walks – Individual + Peer Team + Consultant
 - Evaluation Crosswalks with Language Tools/Strategies

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



- Title Grant Funds
 - Title IA School Wide Designation
 - Title IIA
 - Title III
- Educator Effectiveness Grant
 - State Collaboration Grant (ending Year 3)

What do you attribute the success to?



- District and Building Leadership
- Long-Term Vision with Short-Term Yearly Goals
- Training and On-going Support
 - Overview Training PLUS consistent, ongoing support
- Include required and on-going training support for principals
- ROBUST District Instructional Coaching Model
 - Elementary Language Development Coaches
 - Secondary Academic Language Coach
 - Secondary Academic Language Teacher Leader Team
- Time – PLT and Collaboration
- Curriculum Team – Academic Language Focus by ALL

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



- Began our journey in the Summer 2009
- This is our 4th year of implementation of our new Elementary Model of Delivery
 - Instructional Coaching Model
 - Annually our trainings include:
 - Systematic ELD
 - Constructing Meaning
 - Constructing Meaning Math
 - Elementary Language Support Days
 - Academic Language Booster Days
 - Lab Classrooms
 - Administrative PD Reviews (2-3 times per year)

Challenges faced when implementing your ELD program?



- History and Perspectives
 - What is AMAO? What is ELPA? What ELD Levels?
 - ELD Teachers
 - Classroom Teachers
 - ELD Instructional Assistants
- Resources
 - Time
 - Gradual Implementation vs. Implementation by all
 - Funding
 - Elementary vs. Secondary Instructional Support

What areas of your ELD program still need **REFINING**? (identified changes for the future)



- **Newcomer and Low ELD 1 Instructional Support**
 - Vocabulary and additional grammar instruction with rigorous and relevant content
 - Research Based Language Intervention Program
- **Access to Grade Level Core Content Standards (especially at the secondary level)**
 - Remedial Instruction vs. Sheltered Instruction
 - On Track to Graduate
- **Native Language and Bilingual Instructional Program**
 - Bilingualism is an **ASSET**

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



- LEADERSHIP at all levels must be part of the solution
- ALL instructional staff must embrace the symbiotic relationship between CONTENT instruction and LANGUAGE instruction
- Robust and consistent INSTRUCTIONAL COACHING model
- Long-term VISION with short-term TARGETS
- MODEL! SUPPORT! MODEL! SUPPORT!

District Contact Information



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

- Kelly Devlin, Director of ESL and Equity

- kelly_devlin@ddsd40.org

- Belle Koskela, Title III TOSA

- belle_koskela@ddsd40.org

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District Demographics



• Size of District	<u>Total</u>	<u>EL</u>	<u>ELSWD</u>
– 6 Elementary Schools	3,056	769	101
• 5 school-wide Title I			
• 1 Targeted Title I			
– 2 Middle Schools	1,522	139	56
– 1 High School	<u>1,950</u>	<u>108</u>	<u>43</u>
	6,528	1,016	200
• Languages			
– Spanish	97.5%		
– Other	2.5%		

EL Program



- Elementary program
 - Daily ELD pullout
 - EL teachers with ESOL endorsements
 - Access to core content:
 - GLAD & CM training
 - 2 Elementaries - early exit/transitional bilingual programs
- Secondary program
 - ELD period (two for newcomers)
 - Sheltered LA, SS & Sci. for beg-int.
 - Support from IAs during math instruction
 - After school homework help 4 days/ week
 - Additional academic interventions in Math & L.A.

Support Structure



- Resources/supports provided by district to:
 - All teachers, all building administrators, most district administrators:
 - Research-based instructional strategies (Robert Marzano, PSET, other brain-based strategies)
 - Rigorous Curriculum Design (RCD - Larry Ainsworth)
 - Data Team training
 - Constructing Meaning (in process for elementary)
- Implementation monitoring:
 - By district and building administrators
 - Twice monthly
 - Mentorship program for new teachers
 - Ongoing trainings and evening classes

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



- Competitive federal grants
- Title II
- Title III (for non-Title I Schools)
- Teacher collaboration
- Creative scheduling

What do you attribute the success to?



Deep implementation of 3 initiatives:

1. Research-based instructional strategies
2. Data teams (using formative assessments)
3. Curriculum development (RCD)

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



2015-16 and ongoing:

1. Research-based instructional strategies
2. Data teams (using formative assessments)
3. Curriculum development (RCD)

Challenges faced when implementing your ELD program?



- Time
- Finances
- Local capacity for training
- Expertise in cross training for EL/SPED issues

Implementation changes implemented based on identified challenges?



- Academic needs of Long-Term English Learners (LTELs)
- Referral process and academic supports for ELSWD

What areas of your ELD program still need refining?



- Academic needs of Long-Term English Learners (LTELs)
- Referral process and academic supports for ELSWD

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



- Integrate EL program with other district initiatives
- Collaborate with every district program and staff member
- Sustain focus

District Contact Information



- If you would like additional information about our program please contact:
 - tjimenez@msd.k12.or.us
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