

**We did it – you can too!**

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

**Small EL Population SDs**

**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)



**Bethel SD**

Creswell SD

Nestucca Valley SD

Seaside SD

**Each of these districts MET all the AMAO targets they were rated for 2014-15.**

# District Demographics



Total district population 5,500

- Five elementary and two K-8 schools
  - 4 “magnet” elementary EL schools including one K-8
  - all school-wide Title
  - no focus/priority
- Two traditional middle schools and one comprehensive high school
- One alternative high school



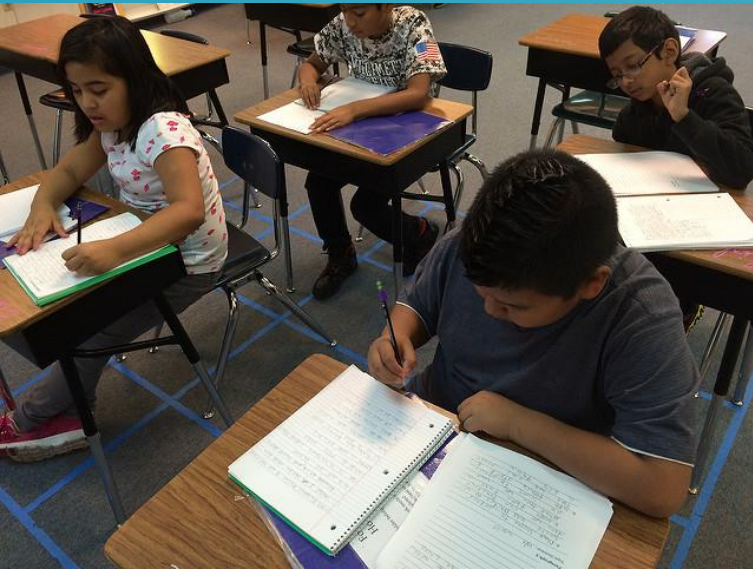
Bethel serves approximately 300 EL students  
(5.4%)

- Elementary = 245
- Middle = 37
- High = 16

Languages spoken: Bahasa, **Chinese** (Mandarin, Cantonese), Russian, Ganda, Gujarati, Laotian, Filipino, **Spanish**, Susu, **Vietnamese**, Tagalog, French, Punjabi, Korean, Hindi



# EL Program(s)



## Elementary school program(s)

- Pull-out program at ESL magnet schools
  - Additional push-in support is provided as schedules allow
  - After-school homework clubs provide additional support

- Classes are taught by ESOL certified teachers and have educational assistants for small group support. Most ELD teachers have Systematic ELD training.
- Students have 30-minute classes daily (not during core content or intervention classes).
- Year 1 of general education and ELD teacher training in Constructing Meaning to increase student access to core content.

## Secondary

- Daily class for ESL taught by ESOL certified teacher

# What do you attribute the success to?



## What do you attribute the success to?

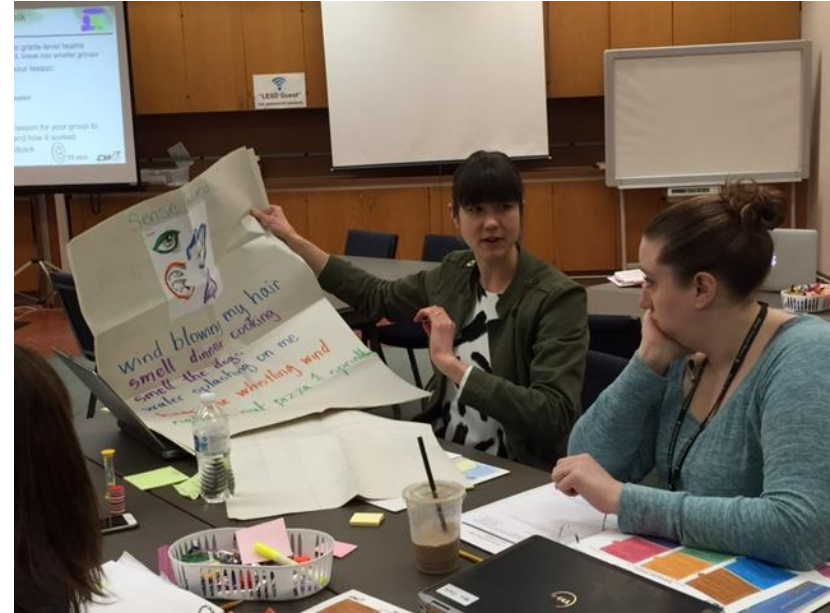
- ELD teachers teach language
- Well trained ELD teachers
- Professional development in CCSS and alignment across programs and grade levels
- High expectations for all
- Focus on strong instructional strategies
- Teacher collaboration to raise linguistic expectations, teach the use of sentence frames to express knowledge, and scaffolding to make content accessible to students.



# Challenges faced when implementing your ELD program.



- Continued professional development during recession (ESL and Regular Education)
  - Increased awareness and training for general education teachers in EL language acquisition (BICS/CALP, proficiency levels, etc.)
- Funding



## Implementation changes based on identified challenges

- Constructing Meaning Implementation
- Core content adoptions (ELA, Math, SS, Science) aligned to CCSS and aligned K-12



# What areas of your ELD program still need refining?



- Classroom teacher understanding of linguistic levels/abilities and their ability to provide support during content instruction.
- Classroom teacher professional development in planning and differentiation to ensure students are able to access instruction/content while not reducing the level of rigor.

- Improved selection of ESL materials aligned to the new standards.
- AMAO 3

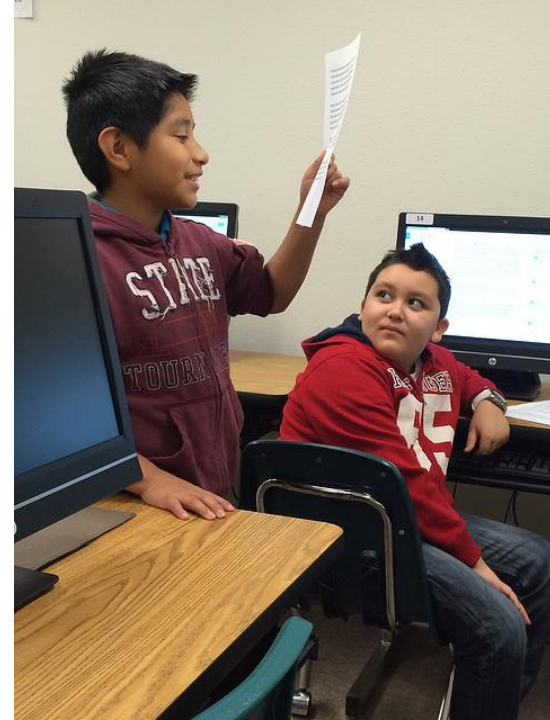


# What advice would you give other districts who may want to improve their performance outcomes for EL students?



## Everyone on board

- Our work cannot be accomplished by only ELD staff
  - ELs need support from their classroom teacher, the P.E. teacher, the educational assistants, custodians, kitchen staff, and volunteers.
- Strong instructional strategies
  - No opting out of learning
  - Active engagement
  - Access without reducing rigor



- Students need to be talking and provided multiple rehearsal opportunities
  - In groups, with partners, to the class mascot before they are expected to give a response
  - Differentiate and support by proficiency level

# District Contact Information



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

- Chris Parra

# Districts Presenting

(alphabetical order)



Bethel SD

**Creswell SD**

Nestucca Valley SD

Seaside SD

**Each of these districts MET all the AMAO targets they were rated for 2014-15.**



# District Demographics



- Size of district
  - 1 elementary school, K-5, with 618 students, school-wide Title 1-A
  - 1 middle school with 307 students
  - 1 high school with 392 students
- Total district population
  - K-5 ELs-28, 6-8 ELs-4, 9-12 ELs 6
  - Total ELs with Disabilities-7
  - Languages: Spanish, Chinese, Portuguese

# EL Program(s)



- Elementary school program(s)
  - ELD teacher teaches 40 minutes daily ELD in Pull-Out model, in the ELD classroom
  - In-class supports from bilingual assistant
  - ELD teacher is ESOL certified and bilingual in Spanish
  - Students are placed in classrooms with SIOP/GLAD or other Sheltered Instruction trained regular education teachers
- Middle/High school program(s) –
  - ELD teacher teaches 53/48-minute ELD class daily
  - ELD teacher is ESOL certified and bilingual in Spanish
  - Students are placed in classrooms with SIOP/GLAD or other Sheltered Instruction trained regular education teachers
  - Newcomers have two periods with in-class supports from bilingual assistant

# Support Structure



- What resources/supports has the district provided to:
  - We rely heavily on training through our Title 3 Consortium, which our district has supported membership.
  - Supports teachers in the classroom with training to work with ELs.
  - ELD teacher - Title 3 Consortium serves as a “data team,” supportive connection to other single ELD teachers, shared responsibility with writing and implementing the ELL Plan.
  - Building administrators - Training available through Title 3 Consortium
  - District administrators - Training available through Title 3 Consortium
  - Instructional assistants - Interpreter Training with Springfield SD- provided with leave time.



# Support Structure (continued)



- What implementation monitoring is in place in the district?
  - Teacher surveys, administration surveys from the ELD Program handbook-used for the Section 9 Evaluation in the Plan
  - Surveys are done annually within the district
  - State-level monitoring provided by ODE through the audit process

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



1. District prioritizes expenditures for ELD programs - support exceeds revenue linked to students in ESL programs
2. District provides Licensed FTE at elementary (1.0) and secondary (.34) levels
3. District supports professional development for ELD and regular classroom staff - using an assortment of available funds
4. District provides time for ELD staff to attend regional meetings (Title 3 Consortium) and collaborate with each other

# What do you attribute the success to?



- Daily ELD instruction, not interrupted - the district has made the commitment to ensure that ELD takes priority over other activities - language comes first before PE/Music or another Tier 2 intervention.
- Strategic placement of students - students are placed in classes in groups of 3 or 4 for easier scheduling.
- Secondary students are still given an elective so they don't feel "punished" for having the ELD class.
- Students feel a cultural connection to their small groups over time and form close knit friendships and relationships so they feel safe to "discuss" and practice oral language, and share ideas they normally would not in the large group setting.



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



Since 2007-2008 school year, we have been really perfecting our process and implementing The Plan.

Each year we can work on one small piece.

# Challenges faced when implementing your ELD program.



- Elementary school challenges:
  - Scheduling - it's difficult to find a time that works for every grade level when the students don't miss out on something. We have decided that interventions take place during writing, PE, Music, Library, Computer, or Tier 2 intervention time. This also depends on the grade level. Teachers often don't want them to miss out.
- Secondary school challenges:
  - Initial identification of eligible students - students often fill out their own paperwork for enrollment at the high school level, and put English-only on the language survey, which under-identifies students who might need an ELD class.
  - Students feel “stuck” in the program if they entered in earlier grades and are still taking ELD in middle or high school; they feel unmotivated to work hard because they feel they will never get out of the program.
  - Small groups with varying levels of language gaps to work on. Most ELs at the secondary level struggle in other coursework.

# Implementation changes implemented based on identified challenges.



- Elementary changes:
  - Scheduling is decided in the spring during leadership team meetings - each grade level is represented and all agree before moving forward.
  - Placement of students for minimal class impact.
  - Flexibility - once the school year starts we can be flexible with time (i.e., allowing students to attend PE one day per week but stay later the other days.)
- Secondary changes:
  - Checking in with school secretary at the beginning of each school year about new enrollees.
  - Helping older students set up short- & long-term goals in order to stay motivated to graduate from the ELD program.



# What areas of your ELD program still need refining?



- Middle school - no dedicated classroom, difficulty coordinating ELD teacher schedule between middle and high school.
- The district needs to identify successful strategies for ensuring that families complete and return the HLS, and other enrollment forms in a timely manner. This would significantly help our ELD program to identify students in a timely manner.
- Curriculum adoption - our small numbers don't justify buying these very expensive new proposed programs that don't do exactly what we need them to - we need alternative ideas.

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



- Provide consistent daily instruction.
- Prioritize ELD students by giving them their own classroom and dedicated teachers.
- Make agreements and then stick to them, hold teachers accountable for academic language also.
- Be a resource to your teachers, and families - give reminders, share literature and studies, offer copies of the ELL Plan to everyone so they know their role and yours.
- Ask for help from peers, or other ELD teachers.

# District Contact Information



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

- Bethany Cross (K-5) [bcross@ceswell.k12.or.us](mailto:bcross@ceswell.k12.or.us)
- Kori Wanner (6-12) [kwanner@ceswell.k12.or.us](mailto:kwanner@ceswell.k12.or.us)
- Todd Hamilton-Superintendent [todd.hamilton@ceswell.k12.or.us](mailto:todd.hamilton@ceswell.k12.or.us)

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)



Bethel SD

Creswell SD

**Nestucca Valley SD**

Seaside SD

**Each of these districts MET all the AMAO targets they were rated for 2014-15.**

# District Demographics



- Size of district
  - Nestucca Valley Elementary (K-6) **School-wide Title 1**
  - Nestucca Junior Senior High School (7-12)
- Total district population: **480 students**
  - Total EL population- in ELD
    - NVES - 27 students
    - NJSH - 3 students
  - \_ Total EL population- in monitoring
    - NVES - 14 students
    - NJSH - 5 students
  - Number of languages: 2



# EL Program(s)



- **Elementary School program**

- 1 bilingual ELD teacher
- 30 pull/out ELD program each day for every student
- BS in Education-Licensed K-12
- Dual degree: Early Childhood Ed & Elementary Education
- ESOL Endorsement
- Bilingual Endorsement
- SIOP Certified
- GLAD Certified
- Systematic ELD
- 21 Credits towards Masters in Reading
- Access to Core Content is accomplished through:
  - All grade-level Yearly Curriculum Mapping/monthly & weekly unit lesson plans
  - “Imagine It!” core English Learner support curriculum
  - Access to My Math on-line curriculum
  - Weekly PLT meetings
  - Regular communication with classroom and SPED teaching staff in order to augment ELD lessons with challenging content for ESL students
  - Push-in ELD model on Monday’s in order to support core with targeted ELD instruction

- **Junior/Senior High program**

- 1 bilingual ELD teacher
- 53 minute ELD class daily

# Support Structure



- What resources/supports has the district provided to:  
STAFF
  - SIOP, GLAD, Systematic ELD, ELL Alliance Conference, PLT-ODE training (SLG goal setting), NWRESA Consortium attendance
- What implementation monitoring is in place in the district?
  - ELD teacher, content/homeroom teacher, administration IA
  - Daily-Weekly
  - One-on-one support and team considers placement back in ELD

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



General Fund - 1.0 FTE ELD Teacher-Bilingual

2.0 FTE ELL IA's-Bilingual

1 - Kindergarten IA

1 - Push-in JR/SR High IA

Member of NWRESA Title III Consortium

# What do you attribute the success to?



## *DISTRICT PERSPECTIVE*

- Community outreach, inclusion of culture, PLT'S, Easy CBM, ELD Progress notes (see handout), attendance of PD by administrators and ELD teacher, summer school for all ELL, size of school and community

## *CLASSROOM PERSPECTIVE*

- *Our program has built a stronger sense of community for our ESOL student population. ESOL students are more readily engaged in the core curriculum, participating in extracurricular activities, and are making connections, in their learning, by incorporating their cultural heritage. Celebration!*

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



**2012-13** No ELD teaching position staffed-ELD taught during intervention time, district was in improvement status, having never met all measures. Research and training for staff and administration, development of inclusive culture.-*Did not Meet*

**2013-2014** .75 ELD teacher hired, elementary bilingual IA hired for (K), Easy CBM was implemented, schedule was created to allow for ELD pull out and intervention time, ELL parent nights occurred, development of ELD progress notes for parents-*MET*

**2014-2015** Added .25 to ELD teacher position, late start Monday's were added to strengthen PLT's-*MET*

*ELD Classroom, materials, technology*

*Sense of belonging through active participation for students*

*Sense of accomplishment when graduating (exiting) program*



# Challenges faced when implementing your ELD program.



## *DISTRICT PERSPECTIVE*

- Time
- Accountability
- Distinguishing between a learning disability and ELD

## *CLASSROOM PERSPECTIVE*

- *Contact time, disruptions of lesson flow due to time constraints*
- *Designing a year long, systematic language development curriculum plan, that also supports the core curriculum*
- *Access to materials*

Implementation changes implemented based on identified challenges.



## *DISTRICT PERSPECTIVE*

- Changed to push in model at JR/SR high with IA
- Math intervention for ELL students at elementary level with addition of new intervention teacher
- Incorporating more technology into ELD curriculum

# What areas of your ELD program still need refining?



- Transfer students
- SPED identification and referral
- Assessment
- Curriculum
- Moving the students from a fixed mind set to a growth mindset through connections to self, text, the world and media

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



## *DISTRICT PERSPECTIVE*

- Develop strong relationships with parents and students, raising accountability.
- Use the data and talk about the goals with the students.
- Celebrate success!!!! Success creates more success.

## *CLASSROOM PERSPECTIVE*

*Foster a culture of equity, inclusion, and contribution, in every classroom to create community pride.*

# District Contact Information



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

Misty Wharton or Madlen Silkwood

Nestucca Valley Elementary (503) 392-3435

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.



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# Elementary School and Student Demographics



Schools	Serving...	Total	ELs	M1 M2	% ELD	Title 1?
<b>Gearhart Elementary</b>	North Seaside Gearhart	<b>325</b>	<b>35</b>	<b>15</b>	<b>11%</b>	<b>Yes –</b>
<b>The Heights Elementary</b>	South Seaside Cannon Beach	<b>450</b>	<b>101</b>	<b>9</b>	<b>22%</b>	<b>Yes –</b>

- Languages: Overwhelmingly Spanish, also Korean, Chinese
- Most arrive at school with only L1.
- Most students are exited/promoted by end of 5<sup>th</sup> grade.

# Secondary School and Student Characteristics







Schools	Serving...	Total	ELs	M1 M2	% ELD	Title 1?
<b>Broadway Middle School 6-8</b>	Gearhart Seaside Cannon Beach	<b>350</b>	<b>7</b>	<b>18</b>	<b>2%</b>	<b>SEEK</b>
<b>Seaside High School 9-12</b>	Gearhart Seaside Cannon Beach	<b>430</b>	<b>12</b>	<b>8</b>	<b>2%</b>	<b>No</b>

**Middle School:** Primarily newly exited ELs (M1 or M2 after elementary school) and some long term ELs.

**High School:** Primarily newcomers and Long Term ELs

# ELD Program Staffing

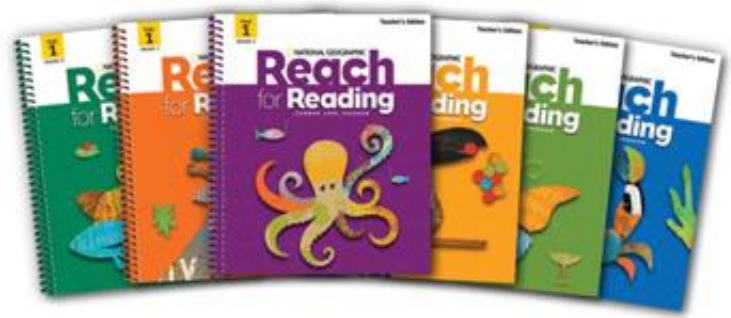


Schools		Model	Min. Daily	Qualifications
Gearhart Elementary K-5	<p><b>Eva Hague</b> (1.0 FTE) + 1 Bilingual Assistant Katie Resindez Higgins</p> 	Pull out	30	ESOL GLAD SYSELD
Heights Elementary K-5	<p><b>Suzy Roehr</b> (1.0 FTE) + 2 Bilingual Assist. Marcos Villegas Karen Viveros</p> 	Pull out	30	ESOL GLAD SYSELD
Broadway Middle School 6-8	<p><b>Melissa Rigby</b> (.5 FTE) + 1 Bilingual Assistant Hilda Pugh</p> 	ESL Class	55	ESOL SIOP
Seaside High School 9-12	<p><b>Dorota Haber Lehigh</b> (.5 FTE) + 1 Bilingual Assistant Leticia Campos</p> 	ESL Class	74	ESOL SIOP CM SYSELD

# Elementary: Access to Core Content



	ELD Curriculum and Core Curriculum	Access to Core via.....	RTI
Gearhart Elementary  And The Heights Elementary	National Geographic <b>Reach for Reading</b> (ELA)  and <b>Reach</b> (ELD)	GLAD, SIOP, SYSELD  <b>Challenge Hour</b>	Read Math





# Support Structure/Trainings



	Teachers	Administrators	Assistants
ESOL Endorsement Program	X	X	Woodcock Muñoz
SIOP or GLAD	X	X	Interpreter Training
SYS ELD	X	X	
Constructing Meaning	X	X	
New ELP Standards	X	X	
Training on use of Sentence Frames	X	X	
Spanish Language and Culture Immersion Courses	X	X	



# Implementation Monitoring



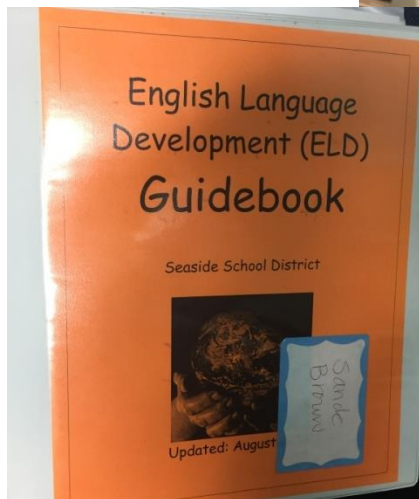
Method	Frequency	Staff Involved:	Remediation
ELPA Data Review	Annually	ELD Staff K-12	Intensify Groups
Monitor Students Review	Three X per year	ELD Staff and K-12 staff	May provide interventions or re-enter ELD program
RTI for K-8 Reading and Math	Minimum 3X per year – up to 2 X per month	Title I Staff and K-12 staff	Title I K-5 Seek 6-8
Data Teams Review for Reading and Math	Meet every six weeks	All Staff K-5 ELA and Math 6-8	Title I K-5 Seek 6-8

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



	Northwest Regional ESD	Seaside School District	ODE	Other
<b>Response to Intervention</b>		<b>X</b>		<b>X</b>
<b>ESOL, GLAD, SIOP, CM, SYS ELD (for teachers and administrators)</b>	<b>X</b>	<b>X</b>		
<b>Spanish Immersion Programs for Teachers</b>		<b>X</b>	<b>X</b>	
<b>National Geographic Curriculum</b>		<b>X</b>		

# Teacher Perspective: To what do you attribute the success?





# Teacher Perspective:



- We have one language, not 40 languages
- We demonstrate that we value home language/culture and incorporate it in our instruction
- We have great teaching assistants/Bilingual assistants
- We have longevity with students and families
- We plan family engagement activities
- We get to know students well in small groups/can advocate for them in all arenas of school
- Our district ELD binder/shared files guides our work
- Elem: National Geo curriculum has been a good addition
- Secondary: Be creative with curriculum

# Administrator Perspective: To what do you attribute the success?



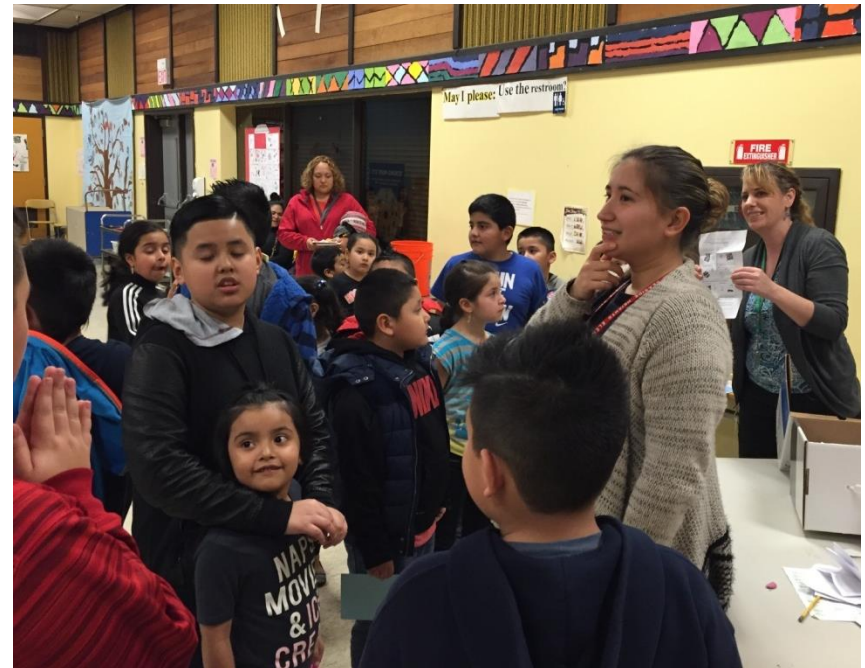
- Great teachers (Both ELD and General Ed staff)
- Supportive school administrators
- Support from NWRESD/Marisol Jimenez and Small Schools Consortium and ODE/Kim Miller *et al*
- Engaged families



# Challenges faced when implementing your ELD program.



- The usual: Money and Time
- Qualified staff
- Communicating w/parents
- Challenging secondary schedule due to lower numbers
- Curriculum materials for secondary

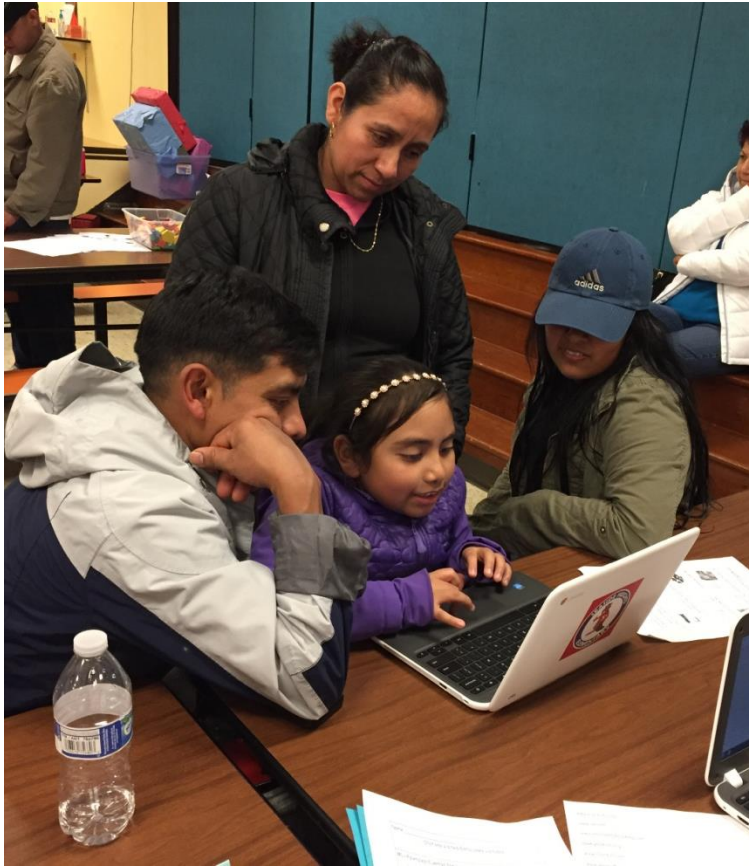


# Areas of our Plan Identified as Deficient



- Evaluating our procedures
- Monitoring students with waivers
- Monitoring students who are former ELs
- Communicating verbally with parents in a language they understand

# What areas of your ELD program still need refining?



- Which model?
- Bilingual program/bilingual literacy at elementary and secondary
- Staff capacity
- Plan for newcomers
- Website
- Monitor students support
- Support for parents re: homework



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



- Teamwork, always
- Use data to advocate for change
- Be creative in building the capacity of staff
- Look at all changes, purchases, hiring from the lens of serving English language learners.....

# District Contact Information



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

Sande Brown – Title III Director

Seaside School District

[sbrown@seaside.k12.or.us](mailto:sbrown@seaside.k12.or.us)

