EL Plan for Mitchell SD Use

District #: Mitchell School District #55   Date: August 22, 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	The size of the district, including number of schools. *The Mitchell School serves the small rural community of Mitchell and surrounding areas. There is one K-12 school, the Mitchell School, with an enrollment of 52 students. The Charter School as part of the Mitchell School District #55 is the Insight School of Oregon – Painted Hills is in the process of preparing their own EL Plan for 2017-2019.*
2	The enrollment of the district, please include the data date (i.e., spring membership). *According to the Period 1 Fall ADM report, 52 students are enrolled in our district.*
3	The district's ethnic diversity (could be percent or number). The ethnic breakdown of the student population is as follows: <table><tr><td colspan="3">Mitchell School 2016-2017 Ethnic Summary</td></tr><tr><td>Ethnic Group</td><td>Population</td><td>Percent</td></tr><tr><td>White</td><td>36</td><td>69.2%</td></tr><tr><td>Hispanic</td><td>10</td><td>19.2%</td></tr><tr><td>Native American</td><td>1</td><td>1.9%</td></tr><tr><td>Asian</td><td>3</td><td>5.8%</td></tr><tr><td>Black</td><td>1</td><td>1.9%</td></tr><tr><td>Hawaiian</td><td>0</td><td>0%</td></tr><tr><td>Multiracial</td><td>1</td><td>1.9%</td></tr><tr><td></td><td>52</td><td>100%</td></tr></table> Count – September 2017
4	**The number of different languages represent in your EL population (a chart by language and number of speakers is recommended).** <table><tr><td>Language</td><td>SPANISH</td></tr><tr><td>Students Served</td><td>4</td></tr><tr><td>Monitored</td><td>0</td></tr></table>

5	The number and percentage of EL students enrolled in district (could include number per school). *Mitchell School has 4 students enrolled for 7.7% of our total population.*
6	The number of ELSWDs (have an IEP) – provide this information by primary disability. Include number of ELs with a 504 Plan. *The Mitchell School has 0 EL students with an IEP or 504 plan.*
7	The number of ELs enrolled in the Talented and Gifted program. *The Mitchell School has 0 EL students enrolled in our Talented and Gifted programs.*
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.). *Mitchell School is a School-Wide Title 1 school. There are no students enrolled in the Talented and Gifted Program. The Painted Hills Charter School is part of the Mitchell School District.*

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).**	

	Number of EL	Percentile of EL
Total EL's	2/3	67%
ELSWD	0/0	0
ELs 5+yrs.	1/1	100%

10	**The number and percentage of ELs exiting as proficient in 2016-17 (disaggregate by all ELs, ELSWD).**	

Total ELs	0	0%
ELSWD	0	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).** 0
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).**	
	Year 1	n/a
	Year 2	n/a
	Year 3	n/a
	Year 4	n/a
	Former EL's	n/a
	Re-Entered ELD Program	n/a
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.).** This was not rated in the Academic Growth Details, but there is one 7th grade student (8rd year), one 10th grade student as of September 2017.	
19	**The number and percentage of the district ELs who have a waiver for ELD services.** From 2015-2017, no students have a waiver for ELD Services.	

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

Question #	
20	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.** *The Mitchell School's approach is to use cooperative strategies to meet the challenges of educating students who speak a language other than English by offering instructional practices that enable English Language Learners (ELLs) to understand the core content classes that are required for high school graduation. The district's primary goal is to transition these students to English proficiency and assist them in achieving the high academic standards that are required for all students. Our staff works collaboratively to ensure that English Learners have instruction to address their language acquisition needs and provide language support to access grade-level curriculum. Teachers use a variety of strategies, depending on their background and student needs, to ensure students have access to core curriculum and are receiving specialized instruction necessary to increase the student's English proficiency.* *Examples of Sheltered Instruction: Mitchell teachers use visual aids, physical activities, and text features in content areas, social interactive activities and the environment to teach academic vocabulary for concept development in all core instruction. For grades K-12, research based sheltered strategies are incorporated. All classroom instruction may also include the following: culturally responsive teaching, cooperative and conversational learning, cognitively guided instruction, some primary language support (when available) and technology enriched instruction. Monitored students are to check in as needed, during the 4-day week.*

	Mitchell School Students K-12 spends the majority of their time in the mainstream classrooms with an Educational Approach and Core Content to develop Language Acquisition. Assisting students in developing basic interpersonal communication skills and building the academic language necessary for students to access learning and be successful in school. In the core classrooms students receive individualized and explicit instruction using a variety of strategies. We are a small school with a low student to teacher ratio (7 to 1), with approximately 52 students and 7 teachers.
21	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) ***Mitchell School uses the following relevant research on effective implementation of instructional programs and strategies.*** *Sheltered Instruction may be used for all grade levels at Mitchell (Center for Research on Education, Diversity, and Excellence (Crede), 1999).* Dutro.S., Levy, E., & Moore, D. W. (2011). Equipping Adolescent English Learners for Academic Achievement: An Interview with Susana Dutro and Ellen Levy. *Journal of Adolescent & Adult Literacy, 340-342* Marzano, R. (2001). Marzano's 9 high-yield instructional strategies. *Classroom Instruction that Works: Researched-Based Strategies for Increasing Student Achievement.* Teaching specific types of knowledge, 123-155. Robb, L. (2004). *Teaching Nonfiction Writing: Strategies and Tips from Leading Authors Translated into Classroom-Tested Lessons. Scaffolding Ideas: Helping Students Who Struggle with Planning Research , 82-96.* Sweeney, S. & Mason. P. (2011). Researched-based practices in vocabulary instruction; an analysis of what works in grades Prek-12. Prepared by the Studies & Research Committee of the Massachusetts Reading. Zwiers J., O'Hara S., & Pritchard, R. (2014) *Common Core Standards in Diverse Classrooms the Essential Practices for Developing Academic Language and Disciplinary Literacy*. Designing activities and lessons, clarifying, modeling, and guiding students using complex text, 22-62.

22	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).**
	
	Mitchell School –
	    1. *Students in grades K-12 will increase English Language Proficiency by demonstrating annual growth as measured by ELPA21, with a Goal Growth of One Level each year.*
	    2. *Students will demonstrate English proficiency with five years of starting ELD services, with advancement of a least one level of English proficiency as measured annually by ELPA21.*

	3. *Students will have access to research-based curriculum, which supports academic English language development.* 4. *In addition, Middle School and High School students will develop critical language skills to meet college and career readiness standards necessary for school success, graduation and post-secondary goals as measured by ELPA21, Career Information Systems for all students, grades 9-12 and Woodcock Munoz Language Survey.* ***Students with Interrupted Formal Education (SIFE) –*** *Oregon defines students with interrupted formal education as meeting at least one of the following two categories:* 1. *Students come from a home where a language other that English is spoken and enter a school in the US after grade 2;* 2. *Immigrant students who enter a school in the United States after grade 2, and meet the following conditions: a). Have had at least two years less schooling that their peers: and b). Function at least two years below expected grade level in reading and in mathematics; and, c). May be pre-literate in their native language.* ***Recent Arrivers***- *Oregon defines recent arrivers as students who are aged 3-21; were not born in any US state or Puerto Rico; and have not been attending one or more schools in the United States for more than three full academic years.* ***Students who are in the categories SIFE and Recent Arrivers will have the same objectives to meet rigorous language proficiency and academic growth benchmarks, but will require additional support and focus to meet their unique educational, social and cultural needs. Recent Arrivers and SIFE identified students will have access to additional supports to include:*** 1.) ***A supportive environment that responds to the social, cultural and linguistic needs of students with limited school experience within the general education setting.*** 2.) ***Additional support to ease potential transition concerns, such as use of a school-wide collaborative model to develop linguistic and academic development, explicit instruction to basic school activities and programs, with community resources to support transition to the new culture, and flexibility in scheduling to respond to needs and obligations for all EL students, but particularly of secondary aged students with high urgency to meet graduation criteria.*** ***English Learner Students with Disabilities (ELSWD)-*** *English Learner Students with Disabilities will make annual progress toward meeting state standards, and toward their IEP goals, in collaboration with English Language Development instruction. ELSWD will be regularly progress monitored to ensure they are able to meet rigorous academic standards in light of their handicapping condition, and English Language Proficiency standards as measured by ELPA21, Woodcock-Johnson Test of Achievement, and IEP progress monitoring data and general education progress monitoring in English Language Arts and Math.*
23	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.** *Mitchell School's Broad Educational Goals are the same for ELs as for all students:* 1. *Mastery of subject matter content at each grade level.*

	2. *Meaningful participation in all school programs* 3. *Developing life and social skills within the community* 4. *Increased English Proficiency – All students will demonstrate appropriate individual growth in Math and English Literacy as indicated by the Measures of Academic Progress.* ***Elementary*** *– English Language Learners will make annual growth toward grade level Oregon and Common Core State Standards in Mathematics, English Language Arts and Science as measured by the Oregon Statewide Assessment- SBAC (ELA and Math) and OAKS (Science). District Formative Assessments to include the following are used in regular intervals throughout the school year to assess progress and plan for mid-course instructional corrections for students not demonstrating expected progress:* - *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* - *Attain Benchmark Unit Assessments* - *Easy CBM Assessments* ***Secondary*** *– English Language Learners will make annual growth toward prioritized Oregon/CCSS standards in Math, English Language Arts and Science as measured by the Oregon Statewide Assessments-SBAC (Math and ELA) and OAKS (Science), and or Local Essential Skills assessments in Math, Reading, Writing, PSAT, SAT, ASVAB (according to the needs to meet graduation requirements) and District Curriculum Assessments. District Formative Assessments are used at regular intervals throughout the school year to assess progress and plan for mid-course instructional corrections for students not demonstrating expected progress.*
24 25 26	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.** 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.** Describe the frequency the district will progress monitor the established goals. **Mitchell School Formative Assessment and Progress Monitoring Practices Implemented for All Elementary, Middle School, and High School Students, and *Assessments Specific to English Language Learners:**

Test Type by Grade Level	Frequency Progress is Monitored Yearly All Students * EL's and Potential ELs
Mitchell Elementary	
DIBELS	**Benchmark 3x Annually then Progress Monitoring 2x Monthly for Identified Students**
Kindergarten Assessment	**1x Annually - Fall**
SBAC Math/ELA/OAKS Science	**1x Annually Grades 3rd-5th only - Spring**
*ELPA21 Screener (Fall 2018)	**At least 1x Annually-**
*Woodcock Munoz Language Survey	**1x Annually (If additional data is needed).**
Easy CBM	**Fall and Spring Data Online Program**

	*ELPA21	1x Annually Spring –
	Mitchell Middle School	
	SBAC Math/ELA/OAKS Science	1x Annually - Spring
	ELPA 21 Screener (Fall 2018)	At least 1x Annually –
	Woodcock Munoz	At least 1x Annually –
	Mitchell High School	
	ASVAB	1x Annually by Juniors (by choice)
	PSAT	1x Annually by Sophomores/Juniors (by choice)
	SAT	Juniors and Seniors (by choice)
	Work Sample/Local Assessments	Freshman through Senior years
	SBAC/MATH/ELA	1x Annually/ All Juniors and Seniors (by choice)
	OAKS - Science	1x Annually / All Juniors and Seniors (by choice)
	Woodcock Munoz	At least once and as needed 1x annually
	Career Information Systems Assessments	Grades 7-12 throughout grades

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. **Mitchell School holds EL students to the same standards of educational progress as non-EL peers; specifically, essential skills required for graduation. ELs and non-ELs goals are compared and monitored 3x a year (Fall, Winter, Spring).**
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. **ALL Mitchell School Students K-12 have access to all core grade level content and programs. Holding EL students to the same academic expectations and Non-EL Peers support the attainment of an Oregon Standard Diploma and readiness for college and careers opportunities. Our graduation rates have been over 90% for our brick and mortar school.**

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.** *Goal: To identify all students whose background includes uses of a primary language other than English, and who may be in need of services as they learn to speak, comprehend, read, and write in English. Identification that a home language other than English had/has a significant impact on the child's English language development is crucial to being able to*

	provide for the needs of all students, regardless of national origin, race, gender, sexual orientation, or degree of language proficiency. *The Language Use Survey is included in the registration packet for students new to the district. The school secretary is responsible to insure this is completed by all new students. If "yes", another language other than English is spoken or understood at home, the school secretary notifies the EL Specialist. The district has 30 day from the beginning of the year to assess, notify parents, and begin series or 14 days for students enrolled during the school year. The assessment currently being used is the Woodcock-Munoz Language Survey Revised. All students whose Broad English Ability Total score is a 4/Early Advanced or below qualify to enter into our EL Program.*
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.

Identification Procedure	Timeline	Responsible Party
(2017-2018) Home Language Survey (HLS) Completed (2018-2019) Language Survey (LUS) Completed	At Registration	School Secretary/ Administrative Assistant
Woodcock-Munoz Language Survey administered. Survey and scored report placed in student's CUM file. (2018-2019) ELPA21 Screener administered. Survey and scored report placed in student's CUM file.	Within 30 days – beginning of the school year or within 2 weeks, if during the school year.	EL Specialist
Parents of students who qualify for ELD services receive parent notification letter. (TransACT form.)	Within 30 days – beginning of the school year or within 2 weeks, if during the school year.	EL Specialist
Copy of parent notification letter placed in the student CUM file.	Within 30 days – beginning of the school year or within 2 weeks, if during the school year.	EL Specialist
If student does not qualify for services, documentation of non-qualification placed in student's CUM file.	Within 30 days – beginning of the school year or within 2 weeks, if during the school year.	EL Specialist

31	Describe the district's procedure to include a process to identify Native American students who may be ELs. *All new students who register fill out a Language Use Survey. The EL specialist will follow the same time line above (#30) for identification of EL services. Our goal is to identify all students whose background includes uses of a primary language other than English, and who may be in need of services as they learn to speak, comprehend, read, and write in English. Identification that a home language other than English had/has a significant impact on the child's English language development is crucial to begin able to provide for the needs of all students, regardless of national origin, race, gender, sexual orientation or degree of language proficiency.* *The district supports the legal basis for provision of EL programs for English Learners. School*

aged students are identified with Limited English Proficiency (LEP) under the following guidelines:

The student is enrolled or preparing to enroll in an elementary school or secondary school:

1. *Was not born is the United States or whose native language is a language other than English;*
2. *Who is a Native American or Alaska Native, or a native resident of the outlying areas; and*
3. *Comes from an environment where a language other that English has had a significant impact on the individual's level of English language proficiency; or*
4. *Who is migratory, whose native language is a language other that English is dominant; and*
5. *Whose abilities in speaking, reading, writing, or understanding the English language may deny the individual:*
   a. *The ability to meet Oregon's state standards as measured by State assessments (SBAC/OAKS).*
   b. *The ability to successfully achieve in classrooms where the language of instruction of English.*
   c. *The opportunity to participate fully in society.*

An interpreter or liaison may be included in the process if it is determined that assistance is necessary to overcome any language barriers or cultural understanding which would limit serving the student fully.

32	**Describe the district's procedure for identifying potential ELs with a disability (i.e., interpreter, special education, refugee, etc.).** *If a student who is on an IEP needs to be language tested, the EL specialist will meet with the SPED case manager prior to testing. Both specialists will discuss a testing schedule (SPED) case manager to determine appropriate ELD services and ELPA accommodations/exemptions. In very rare circumstances, students who have severe disabilities (e.g. communication coupled with physical disabilities) may not be tested; documentation will be retained in the student's cum file. Determination of 'unable to test' will be a joint decision by the EL Specialist and SPED case manager. For students transitioning with a Family Service plan (SEF), the EL specialist, the SPED case manager, CESD case manager will meet to determine the EL assessment. When possible, the standard administration will be given of the WMLS-R.*
33	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.** *Mitchell School District uses the Woodcock-Munoz Language Survey Revised to identify ELs, as it provides a norm-referenced measure of reading, writing, listening, speaking, and comprehension to cover all aspects of the English language proficiency that could affect a student's ability to participate meaningfully in the regular classroom. We administer all sections of this assessment. The final determination of EL status will not be made until after the assessments are complete. All students whose Woodcock-Munoz broad English score is a 4/Early Advanced or below qualify to enter into Mitchell's EL program. We will be using the ELPA Screener beginning Fall of 2018.*
34	Describe the district's plan for having students assessed by a trained assessor. *Any student, who is identified through the Home Language Survey as having a first language other than English spoken in the home, will be tested using the Woodcock Munoz Language Survey by the district's trained EL Specialist.*

35	Describe the district's plan to include the procedures for collecting the assessment data, **and** sharing the results with teachers. *The EL specialist will gather WMLS-Revised data and distribute reports with the test data to all teachers with EL students. Each fall, the EL specialist will share assessment results and descriptions of language levels of the ELs within each teacher's classroom.*
36	Describe the district's plan to include a description of where and how the assessment data will be stored. *All test data will be placed in the student's file, documented, and located inside the Cumulative folder in each school's office where the student is attending.*
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 *The Mitchell School District provides a parent notification letter in the family's primary language stating:* o *The reasons for identification* o *The child's level of English proficiency* o *The method of instruction* o *How the program will meet the educational strengths and needs of the child* o *How the program will specifically help their child learn English and meet on grade level academic achievement standards for grade promotion and graduation, the specific requirements to exit into English-only instruction, and expected rate of graduation for secondary students.* o *If the child has an IEP, how the program meets the objectives of the IEP and information pertaining to parental rights that includes written guidance on the right that parents have to have their child immediately removed from the program upon their requests;* o *The options that parents have to decline to enroll their child in the program or mainstream into a non-sheltered class; parent refusal of service.* o *Stating how EL staff can assist parents in selecting among various programs and methods offered by the school or district.*
38	Include the process for ensuring parent notification letters are provided in a language parents can understand. *The EL Specialist will send the parent notification letter home within the 30 days at the beginning of the year and within 2 weeks during the school year. It will be sent home in English and in the family's primary language as needed (Spanish, Russian, other). A dated copy of the letters will be placed in the student's file.*
39	**Describe where the original language use survey, identification screener results, and original parent identification communication will be stored.** *The original Language Use Survey, Identification screener results, and original parent identification communication will be stored in the student's CUM file, in the ELD folder, in the Mitchell School office.*

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, and grade level; include all EL programs for all groups of ELs (SIFE, Recent Arriver, ELSWD, etc.).** <table><tr><td>Mitchell School</td><td>Program Type</td><td>Location/Provider</td></tr><tr><td>Mitchell K-12</td><td>ELD: Sheltered Instruction</td><td>Regular Classroom/ Classroom Teacher</td></tr></table> *Recent Arrivers and students with interrupted formal education may be provided additional academic and language instruction and supports to ensure an equal educational opportunity, and which may include additional tutoring based on the student's individual needs.* *English Learner's with Disabilities are provided additional academic, language, and /or behavioral supports as designed in the student's Individualized Education Plan.*
41	Describe the methods and services the district will use to teach English language. **Break this out by each different English language program.** *Oregon English Language Proficiency (ELPA) standards work well with common core ELA standards. These standards guide the English language learning that occurs in each class.* *ELP Standards 1-7 involves the language necessary for ELLs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and progress to engagement in these practices. Standards 8-10 focus on some of the micro-level linguistic features that are important.* *Oregon's English Language Proficiency Standards by Modality groups include:* *1. Receptive: Listening& Reading* *2. Productive: Speaking & Writing* *3. Interactive: Listening, Speaking, Reading, and Writing* *4. Linguistic* *Based on the Standards mentioned above, teachers implement individualized instructional plans using Sheltered Instruction: Teachers use physical activities, visual aids, text features in content areas, social interactive activities and the environment to teach academic vocabulary for concept development in all core instruction. For grades K-12, content area teachers use a variety of sheltered instructional strategies to ensure content is comprehensible and accessible to ELs. All grades should also include: culturally responsive teaching, cooperative and conversational learning, cognitively guided instruction, some primary language support, when available, and technology enriched instruction.*

	Monitored students check in as needed, weekly or bi-weekly.
42	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.).** *The students English Language Proficiency scores in the areas of listening, speaking, reading, and writing will be reviewed by the classroom teacher(s) and EL specialist to guide lesson planning and to increase meaningful access using sheltered instruction which provides comprehensible input.* *For grades K-12 teachers will incorporate research based sheltered strategies. Mitchell School is a considered a Title 1 School throughout the building. Also, for grades K-12, content area teachers use a variety of sheltered instructional strategies to ensure content is comprehensible and accessible to ELs. All grades should include: culturally responsive teaching, cooperative learning, instructional conversations, use of sentence frames, cognitively guided instruction, some primary language support (when available), constructing meaning techniques and technology enriched instruction.*
43	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.** *This plan will be modified annually according to the needs of the Mitchell School District. The district believes that professional development should be on-going with time and money invested for the staff to learn and implement new teaching methods, review current research, design appropriate curricula, and plan for grade-to-grade articulation. To ensure that the staff development opportunities are of sufficient duration and intensity, and do indeed apply to all students, we have building in-service trainings; attend ESD regional trainings and statewide trainings. The ELL specialist attended COSA Title 3 conference last year.*
44	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.** *The ELP Standards are interrelated and can be used separately or in combination in relation to participation in content-area practices:* 1. *Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.* 2. *Participate in grade-appropriate oral and written exchanges of information, ideas, and analysis, responding to peer, audience, or reader comments and questions.* 3. *Speak and write about grade-appropriate complex literary and informational texts and topics.* 4. *Construct grade-appropriate oral and written claims and support them with reasoning and evidence.* 5. *Conduct research, evaluate, and communicate findings to answer questions or solve problems.* 6. *Analyze and critique the arguments of others orally and in writing.* 7. *Adapt language choices to purpose, task, and audience when speaking and writing.* 8. *Determine the meaning of words and phrases in oral presentations and literary and informational text.* 9. *Create clear and coherent grade-appropriate speech and text.* 10. *Make accurate use of Standard English to communicate in grade-appropriate speech*

	and writing.
	The Mitchell School District varies the amount and type of services to EL students according to their individual needs. The teachers in the classroom may use the previously mentioned strategies depending on the student needs. The effectiveness of these services is measured by daily formative assessments, summative assessments with the various curriculum, Easy CBM, Smarter Balance State Assessment, and ELPA21 scores at the end of each year.
45	**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. 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.**
	The Mitchell School District provides intensive services of EL's who also experience a disability. Often this requires staff to work with students in small groups or individually. It also requires frequent consultation between special education teachers, general education teachers and EL specialist to help others understand the impact of English acquisition on learning and how student's disability impacts learning. The North Central ESD staff provides services for all students eligible for Special Education services under IDEA. The placement options and services provided are not specific to the disability, but specific to the student's needs identified in the evaluation and IEP process. Students who have any one of the eligibilities under IDEA are provided with the services and placements related to specific student needs: Regular Education classroom, Resource Room/Pull-out, Self-contained Special Education Classroom.
	For eligible students, the IEP is developed with a plan to ensure both academic content and language needs are addressed and planned for as needed. Students may also be eligible for services to support behavior, organization, social, communication and functional skill deficits. The Individualized Education Plan is the document used for students who require specially designed instruction to progress in the education program. For all students with disabilities, including students who are English Learners, students are evaluated in all areas of suspected disability through a comprehensive standardized evaluation process by trained educators in the area of suspected disability. When a student is found eligible with a disability both placement and the IEP plan are considered to ensure the best program plan possible to ensure progress.
	Students under consideration for Section 504 participate in an evaluation process to determine eligibility. Section 504 defines a person with a disability as someone who:
	Has physical or mental impairment that "substantially" limits one or more major life activity, such as, reading or concentrating. The bar for eligibility is different than under IDEA, however, students found eligible are served under Section 504 plan that details accommodations and/or other services the district provides to ameliorate the impact of the disability.
	Mitchell School District goal is to ensure that students graduate with four years, with this process beginning by ensuring freshman are on track earning credits, and completing their four year plan and profile. Throughout the High School experience, students are monitored for credit accumulation and offered credit recovery resources, if necessary to graduate on time. Mitchell High School students are offered a number of opportunities to explore their college and career interests, such as field trips to local colleges, mock interviews, work experiences within the local community, resulting in a high graduation rate overall.

Section 5: Staffing and Resources (OCR section 5)

Question #	
46	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). *In the Mitchell School District, a full-time classroom teacher provides extra duty time to provide the services to the currently identified K-12 students qualifying for ELD services. The EL Specialist has been serving the district for 12 years. The Mitchell School District K-12 Program Type is Sheltered Instruction by Highly Qualified Teachers. A Licensed Administrator provides oversight from the District Office for the K-12 School.*
47	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. *EL Specialist has completed the necessary coursework for an ESOL endorsement to meet the requirements of the state. The school pays for the required coursework and testing. The Mitchell School provides release time for the teacher to pursue the necessary credentials to meet the district and state criteria. Also, a mentor with ESOL endorsement provides training support. Mitchell School provides Sheltered Instruction by Highly Qualified teachers who participate in annual SIOP training for professional development.*
48	Describe what methods and criteria the district will use to determine the qualifications of instructional staff assigned to the language development program. *We evaluate qualifications through college transcripts, TSPC licensure, job applications, resume, reference checks, and interviews with potential instructional staff prior to hiring.*
49	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. o *Use of Title 11a and other funds for EL specified to train the current EL Specialist on new strategies.* o *A certified teacher per TSPC regulations in the grade levels assigned.* o *Must be trained in EL Assessments (initial/Woodcock-Munoz Language Survey Revised, ADEPT, Gap Finder; training paid for by Mitchell School.* o *Assignment of a district mentor/coach to work closely with teacher as needed and review lesson plans/student data.* o *Completion of sheltered instruction training (overview of GLAD/elementary and complete SIOP/secondary; training paid for through Title lla funds, Title lll Consortium resources, and other funding for EL funding sources for staff, as needed.*
50 51	Describe the district's selected core ELP instructional materials and supplies available for the district's language development program. 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.**
52	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.

	Mitchell School District provides Sheltered Instruction by the Highly Qualified teachers use a variety of instructional strategies to ensure content is comprehensible and accessible to ELs. Such strategies include various physical activities, visual aids, and text features in content areas, social interactive activities, and the environment to teach academic vocabulary for concept development in all core instruction for K-12 grades. Mitchell School District is current with the Oregon requirement for curriculum adoption for grades K-12 in all content areas.
	
	Regular and Other Classroom Materials for K-6:
	    o *English Language Arts – McGraw Hill Education – Wonders – Meets Common core requirements and includes Science, Social Studies, content maps, diagrams, visual vocabulary, writing, phonics, spelling, word study, literature anthology, leveled independent reading levels, and interactive activities online, and more*
	    o *Grades K-2 - Engage New York Math Curriculum and Activities*
	    o *Grades 3-6 Houghton Mifflin Harcourt - Go Math*
	    o *Discovery Science 3-5 – online course – Science*
	    o *Algebra, Geometry, Algebra ll – McGraw Hill/Glencoe*
	
	  Adopted review follows the state schedule (every 7 years); the new adoption is place fall of 2015. Resource review and update end of each school year.
	Materials needed for the language program are reviewed in May of each school year. Needed items for the core program are purchased over the summer so that are ready for the classroom when the students return. Resource materials are purchased as soon as the Title la/lll narrative is approved by ODE; fall of each year.

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

Question #	

53
 	
54
	Describe the district's criteria used to determine that an EL is proficient. I**nclude any special considerations used for ELSWD students, SIFE students, Recently Arrived ELs, etc.**
	
	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.
	
	Each spring EL Specialist and District Administrator reassess students with the English Language Proficiency Assessment (ELPA21). This assessment measures the four proficiency areas: Understanding, Speaking, Reading, and Writing.
	Criteria for Exit:
	   • *All students considered for exiting or promotion must show a natural language progression over a three-year span via ELPA test results.*
	   • *The criteria to exit an EL is when a student has a composite score of a 5/Advanced on the ELPA and Exit team meeting will be scheduled to determine if this student is proficient.*
	
	Promotion considerations:
	   • *Students may also be promoted/exited if they score a 4/Early Advanced for 2 consecutive years, again a team meeting must be scheduled.*
	   • *If there is not an ELPA21 score, a portfolio of student work and other evidence that is linked to ELP Standards may be reviewed as evidence that a student has attained*

	sufficient English proficiency to enable him/her to access learning in the regular education program.
	
	Special Considerations – IEP
	• *EL students that have special considerations and additional academic and/or language/communication needs (IEP), may be promoted if they score a 3 (Intermediate) and have been in the EL Program for at least 6 years.*
	• *An English Learner Student with a Disability (ELSWD) may be promoted from EL Program if:*
	    ○ *English proficiency/domains are within expected levels given the student's disability.*
	    ○ *Academic performance is with expected levels in relation to developmental and functional performance, based on current assessment and evaluation results.*
	    ○ *Promotion packet considerations:*
	       ▪ *Student progress on IEP goal over time*
	       ▪ *Student ELPA domain scores*
	       ▪ *If the student participates in listening/speaking, how did the student perform in those specific domains over time*
	       ▪ *If the student has a disability in reading/writing how did the student perform in those specific domains over time*
	       ▪ *Work samples from mainstream, SPED, and EL classes*
	    ○ *The team recommends promotion during a team meeting, includes EL Specialist, Special Education teacher, Counselor (as needed), parent, School Administrator, General Ed Teacher, Interpreter (if needed).*
	    ○
	EL Specialist records the ELPA results on the EL Exit/Promotion Form. The EL Specialist will note performance standards, and teacher observation in the team comments section on the Exit/Promotion Form. When a student meets these criteria, all team members: EL Specialist, classroom teacher, and Administrator fill out the EL Exit/Promotion form, sign, and check "Yes" they agree that this student is proficient and qualifies to exit from ELD services. If the checks "No", and documents that the student is not meeting performance standards due to a language issue, then the student will be retained in the school's EL program.

55	Describe the staff responsible and their role in the exiting process. *EL Specialist is responsible for compiling test results of the ELPA21, and documenting student progress. Parents may be contacted and invited to participate in the decision making process. Students identified as fluent are exited from the ELD Program. The EL Specialist is responsible for completing the parent notification, informing teachers and parents of the child's progress and filing all paperwork in the appropriate files. These students are exited from the ELD program and placed in monitored status for 4 years.*
56	Describe how and where the documentation of the district's exiting procedures will be maintained, **and** who is responsible for maintaining the documentation. *A copy of the Exit form is filed in the student's CUM file by the EL Specialist, and he/she will document the exit to teaching staff and the Student Information System.*
57	**Describe how parents are included in exiting decisions, and how the district communicates with parents that their student has obtained English proficient or not.**

	Criteria for exit: When a student has a composite score of a 5/Advanced on the ELPA21. If there is question as to whether a student should be exited/promoted to monitor status due to special circumstances, parent will be included in the team discussion and decision. Parents receive a copy of the student's ELPA21 score. A copy of the Exit form is filed in the student's CUM file by the EL Specialist, and the parent/guardian is notified in their native language of the change instructional program and a Parent Notification Letter is sent to the student's family.	
58	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). ***The EL Specialist, classroom teachers, and the Mitchell Administrator will monitor students who have exited from ELD services for four years. Depending on the student's academic progress or monitoring year, the EL Specialist may meet with this student quarterly. Frequency will be based on the student need. At the end of Semester 1 and Semester 2, the EL Specialist, classroom teacher, and Administrator complete a 4-year monitoring form. Criteria reviewed on the monitoring form are: grades, statewide assessment scores and teacher observation.***	

Person Responsible for Monitoring Progress of Former EL Student	*Frequency Monitoring Years 1-4*	*Documentation Reviewed*	*How the Monitoring Documentation is Collected and Stored*
EL Specialist *Classroom Teachers* *Administrator*	*Minimum of 2 times a year for Reading, Writing K-5 and core classes 6-12* *Monitoring Form at the 1st semester and 2nd semester* *End of Year*	*Review Schoolmaster Gradebook* *----------* *Monitoring Form: Grades, Statewide Assessment, Teacher Observation & Comments*	*EL Specialist extracts the reading, writing, and math assessment data and inputs it on a spreadsheet; data stored with the EL Specialist.* *Also, collects from teachers and fills out the monitoring document. A copy is sent to the teacher and the original gets filled in the CUM file.*
See Appendix for forms: EL 4 Year Monitoring Form			

59	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.** *Staff, and/or parents may request for a student to be considered for re-entry into the EL Program if language is interfering with access to core content. In order for a student to be returned to the EL Program specific evidence (work samples, assessment scores) must be presented to a team and the parents which shows that the student has a language issue in on e of more of the of the four domains. The team should include a content-area teacher that is familiar with the student, an EL Specialist, Mitchell School Administrator and the parent or guardian of the student.* *Step 1: Determine if the lack of progress is due to language.* *Student is a former EL: Students, staff, and /or parent may request for a student to be considered for re-entry into the ELD Sheltered Program if language is interfering with access to core content. The student's grades and other circumstances (such as attendance, behavior, and home impacts) will be reviewed by the EL specialist to determine if the additional language assessment is necessary, if so, then administer the Woodcock Munoz Language Survey-Revised or the ELPA21 screener. Afterwards, the team will meet and review a student's screener to determine if language is interfering from a student's access to core content. If the team determines that language is interfering, then the student will be re-admitted into the ELD Sheltered Instruction Program. Findings from the EL team meeting will be documented on the EL Re-Admittance letter. If a parent cannot attend the meeting, parental input must be obtained and documented prior to the student returning to the EL Program. EL Specialist will meet with the parents and obtain their signature. A Parent Notification of Re-Admittance to Services for English Learners will be sent home to officially notify parents (English/Spanish/Russian, etc.). This letter will be sent home within 30 days of the EL team meeting.*
60 61	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.** 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**.** *When a student is identified as "not making adequate progress" through semi-annual student progress monitoring form, the EL Specialist collaborates with classroom/core teachers on best instruction, placement and possible interventions. Similar action may be necessary if for a "waivered student". Students who waive ELD services are also still annually assessed on ELPA21. Once ELPA21 scores received, a Parent Notification Letter with an individual student report is sent to the student's home.* *Step2: Academic Support for Monitored and Waived Students not succeeding in Core Instruction.*

Elementary	Middle School	High School
• Title 1 • Additional flexible, small group instruction with an instructional aide (tier 2 or 3 based on need of the student; ELA and Math	• 2 periods of academic support classes beyond the core content class periods. • 2 periods of math	• Math lab (double period) for Algebra or Geometry (freshman-junior year; for students who did not pass state wide assessment in 8th

• Moby Max (individualized based on student pre-assessment; web based) • Phone call home or parent meeting (with an interpreter, if needed)	support available to students. Math lab. • Study Skills class. • Phone call home or parent meeting (with an interpreter, if needed) • Schedule an update for the student	grade or Algebra 1 or Geometry) • Study Skills class. • Phone call home or parent meeting (with an interpreter, if needed) • Schedule an update for the student
In compliance with current state mandates: OAR 581.021.0030,	OR 581-21-046(8), OAR 581-23-100(3).	

62	**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.** _**Mitchell School District's Communication with Parents of Monitored EL's**_ _For Consideration of Reentry: The EL Specialist will meet with parents to obtain their signature. A Parent Notification of Re-Admittance to Services for English Learners will be sent home to officially notify parents within (English/Spanish/Russian) 30 days of the EL Team meeting._ _For Monitor Completion: The EL Specialist sends a letter to the parents; in a language they understand, to inform them that their child will not longer be in Monitor status._ _For Additional Academic Support Needed: Parent notification: Phone call home or a parent meeting with an interpreter, if needed._

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

Question #	
63	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.

Steps	Assessments/Documents	Timeline	Person(s) Responsible
1. Initial identification	Classroom Assessments	As concerns arise	Classroom teacher
2. Teacher reflection and Tier 1 Interventions	Individual Referral for Interventions Form	4-6 weeks	Classroom teacher, Parent contacted
3. Concerns continue – Tier 2 Interventions	Individual Referral for Interventions Form	On-going interventions every 4-6 weeks	Classroom teacher, Parent, EL Specialist, Administrator, and SPED case manager
4. Concerns continue- Referral for SPED Interventions Tier 3 Interventions	Special Education Referral Assessment based on recommendations of Student Study Team and consent of parent	60 days of initial referral	Classroom teacher, Parent, EL Specialist, Administrator, SPED Case Manager
5. Student evaluations and sharing of results with Student study team.	Assessment results	60 days of the initial referral	Classroom teacher, Parent, EL Specialist, Administrator, SPED Case Manager
6.If student is eligible: If the student is non-eligible:	Develop the IEP Continue intervention planning	60 days of the initial referral	IEP Team, Classroom teacher, Parent, EL Specialist, Administrator, SPED Case

					Manager

64	Describe how ELD teachers are included in the IEP process during pre-referral and IEP team meetings for ELSWD. In the case of any qualified EL student, the ELD specialist is a participant in each step of the evaluation process above.
65	Describe the process for determining the best ELD educational program is selected for each ELSWD. *When it is determined that a student needs more personalized plan for instruction, a team of (Special Education teacher, ELD specialist, general education teacher, counselor, administrator, parent) will meet and determine the educational program plan that best fits the student needs. Data is reviewed to develop a plan based on language needs, core academic program needs, attendance, student incidents/behavior data and educational setting/placement needs. Parent input is gathered as the plan for the student is developed. The final plan is shared with parents. The plans are reviewed annually to insure that the student's needs are met and that they are growing both academically, as well as, linguistically.*
66	**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.** *The district would provide an interpreter at an IEP meeting and have IEP documents translated into the parent's language.*
67	Describe the district's procedures for identifying ELs as Talented and Gifted. Include the steps, assessments, timeline, and person(s) responsible. *In order to serve academically talented and intellectually gifted students in grades K-12, the district directs the superintendent after due consideration of input of staff, parents, and the community, to establish a written identification process based on state OARs. (OAR 581-021-0030(2)* *The district will review the entire population of enrolled students as the initial screening pool for identification as talented and gifted. Students scoring at or above the 97th percentile on district administered tests of academic and intellectual ability should be considered for referral. English proficient students being considered for eligibility as Academically Talented, are administered at least two achievement tests, SBAC assessment is one. For EL students, a second individual academic test will not be administered; the TAB specialist will conduct detailed analyses of curriculum based formative and summative assessments to gather additional evidence for identification.* *Indications of the potential to perform and the 97th percentile include:* *Acquiring a second language more rapidly than usual* *A mature sense of culture and language* *Code switching easily, which shows the ability to think easily in two languages* *Demonstrating an advanced understanding of English expressions and idioms* *Translating at an advanced level* *Navigating appropriate behaviors in two cultures* *Every effort will be made to provide assessment tools that are culturally fair, based on current research, and best practices. If necessary (tests other than nonverbal) a bilingual translator who translates the test in the student's primary language will be provided.*
68	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.

	ELs are provided equal access to core instruction at all levels in the Mitchell School through: • *Careful planning of the master schedule and grouping students in grade level classes. Person responsible is the superintendent. ELs are provided equal access to core instruction at all levels.*
69	Describe the district's procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs). *Mitchell School District #55 provides school-wide Title 1A program to all the students. After a Tier 1 interventions have proven to be unsuccessful, an ELD student may be referred to school wide Title 1A for support. The Title 1A teacher and EL specialist review common assessment data (Reading Assessment scores, writing samples, Easy CBM data, Lexia) as compared to grade level expectations in literacy and math to determine the level of need for intervention support.*
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)** *Mitchell School District #55 goal is to have all students complete all credits and grade requirements within 4 years doing everything we can to offer support that students need to do this. In case a student is not on track for 4 year graduation, we work with them and their families individually to decide the best plan for a 5ᵗʰ year, however, if completely depends on what they need to finish. If a student arrived and did not speak English or students that have had interruptions in their education (SIFE). We would develop a plan with the student and their family.*

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). The graphic represents the planning of district personnel to ensure parent and community involvement. Mitchell School District #55 works to ensure a home language other than English does not deprive any student of opportunities to participate in learning and social activities that are available to all students and patrons of our district.

Description of Procedure	Timeline	Person Responsible
Initial ELD Placement Letter • (Spanish, Russian, English) • Dated and signed by superintendent • Mailed to parent • Documented and copy placed in CUM file and Title lll monitoring notebook/file at school.	Within 30 days at the beginning of the school year or 14 days during the school year.	EL Specialist
• Continuing ELD Letter • (Spanish, Russian, English) • Dated and signed by superintendent • Mailed to parent • Documented and copy placed in CUM file and Title lll monitoring notebook/file at school	Within 30 days at the beginning of the school year or 14 days during the school year.	EL Specialist
•		

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.** *Mitchell School District #55 does not offer bilingual programs, alternative school or magnet school; however, Mitchell School does have an online charter schools affiliation. In Mitchell community there is not an identified significant community of learners other that English, however, Spanish-speaking families do reside and work in the area. The district makes every effort to provide communication in Spanish to provide parents/families meaningful access to their child's education. All students, parents and community members have equal access to all services and activities in the district, and that speaking a language other that English does not create a barrier to participation.*
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? *Since our EL population is small, the Mitchell School District provides interpreter support to notify parents of EL students school activities communication in the language parents can understand on an individual basis, as needed. Parent and community involvement are encouraged by reaching out to each parent of EL students and personally inviting them to the Back to School events, Parent/Teacher Conferences, Music or Theatre Programs and the staff is available to respond to questions.*
74	Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools? *There is no private school in the Mitchell School District #55.*
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.** *There is no private school in the Mitchell School District #55.*
76	**Describe the progress in sharing the ODE EL Legislative Report with parents, School Board members, community members, and staff annually.** *In the fall of 2018, ODE EL Legislative Reports will be posted online for parents and community members on the district's website. Reports will be shared with board members and staff annually at board meetings.*
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.** *Parents may become involved in site council, and the Booster Club. Due to our small number of ELs in a very rural setting limits some parents from participating due to transportation or time constraints. However, every effort will be made to encourage the parents of ELs to participate and feel welcome to share their ideas, and interpreters may be necessary.*

Section 9: Program implementation Evaluation

Question #	

ODE – Title III EL Local Plan Template   22

78	Describe the district's program evaluation process of the implementation of district's EL Plan.
	○ 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:
	    ▪ 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.
	
	Three goals of English Language Learners:
	    1. *They will become proficient in English*
	    2. *Meet the same academic content and achievement standards expected of all students.*
	    3. *Be provided with high-quality language instruction and education programs. Goal #1 is measured by an annual review of the scores from our English Language Proficiency Assessment (ELPA21). The goal and measurement of success if that each student moves one proficiency level each school year. Levels 3 and 4 may require an additional year due to the amount of content and levels of difficulty. Students are exited when they score a level 5 on the ELPA21 Assessment. We consider individual student growth and progress, as well as overall results, as an indicator of a successful instructional program.*
	
	Goal #2 is measured by how closely we are meeting our state academic targets as measured by the Smarter Balance assessment. We annually review student achievement outcomes in reading and math to ensure students participating in ELD programs are achieving at rate similar to our typically performing students. We look at assessment data 3 times a year to measure growth. Any gaps recognized become improvement goals for future years and are included in improvement planning.
	
	Goal #3 is measured by gathering information in the general education setting. The EL specialist will meet with teachers and administrator throughout the year to ensure the EL student access to content.
	The following questions will re reviewed each spring:
	    1. *Does our identification procedure meet the required standard and are all students correctly provided with services?*
	    2. *Were eligible students assessed timely after enrolling in school?*
	    3. *We all identified students provided services in a timely manner, meeting all state requirements?*
	    4. *Were notification procedures followed? Were students who were exited due to proficiency or other reasons placed appropriately on monitoring?*
	    5. *Was the amount of instruction provided consistent with program guidelines and appropriate to support students at specific proficiency levels?*
	    6. *In what ways can we improve our communication with parents, community, and staff?*
	    7. *Are there changes in our system that would improve student instruction and achievement?*

	Access to core content questions:
	    1. *Are ELs enrolled in core classes leading to on-time graduation?*
	    2. *What type of staff professional development, or other types of training does content area teachers need to more effectively enable EL students to develop language proficiency and gain access to core content?*
	    3. *Do assessment outcomes indicate appropriate progress towards academic targets?*
	    4. *What district-level programs can we strengthen or implement to improve outcomes for ELs?*
	
	Overall Goal: *To ensure ELs are receiving quality instruction by ensuring students are provided with adequate instructional time and expertise that does not conflict with their content area access and progress.*

79	Include the evaluation of the district's identification process. **Did the district meet the timelines for each step of the district's identification process?** *Looking over student files during the evaluation of processes, allows us to determine if the district's identification process is successful. The process begins with a "Yes" marked on the Language Survey, which is given to the EL Specialist. Our goal is for the EL Specialist to meet with that student and complete testing using the Woodcock-Munoz Revised, so that within less than 30 days, the student can begin receiving ELD services. Once ELs are identified, tested, letters sent to parents, letters signed and filed in the student cum file within 30 days.*
80	Include the evaluation of the student initial identification assessment process. **Did the district administer the identification screener timely?** *Yes, Cum records are checked for previous ELD records, ELPA21 scores, ect.*
81	Include the evaluation of placement in EL program services to all students with identified language needs. *New students were identified, tested, and placed in the EL program.*
82	Include the evaluation of adequate staff and materials that is consistent with the district's EL program of service. *Teachers are highly qualified and all curriculums are approved and current under Oregon adoption criteria.*
83	Include the evaluation of the district's exiting/reclassification process for students transitioning from the EL program. *See process used in evaluation in #57 and Exit/Promotion diagram.*
84	Include the evaluation of the district's monitoring practices for students who have transitioned from the EL program **for each year of monitoring.** *EL Specialist gathers data from the monitored student's teachers in the Teacher Student Monitoring Survey at the end of 1st and 2nd semester and looks at scores during every monitoring year. This data is used to inform support and instruction as needed.*
85	Include the evaluation of EL parent participation in school/district decision-making groups and the district's recruitment practices. *We do not currently have any EL parents participating in the Booster Club or on the Site Council.*

Student Performance Evaluation – English Language

Question #	
86	Describe the district's rate of ELs acquiring English language skills. Is the pace consistent the with district's EL program goals or expectations? *Our current 2017-2018 students are making consistent growth, however, some students were not tested every year due to a testing oversight.*
87,88,89	Describe the district's rate of language development progress compatible with the district's objectives for academic (core content) progress. In the 2017-2018 school year, composite scores of all students in each grade level reached the following core content progress as demonstrated by SBAC testing: <table><tr><td><u>Grades</u></td><td>ELA</td><td>MATH</td><td>Science</td></tr><tr><td>3rd-5th</td><td>Fewer than 6 students</td><td>Fewer than 6 students</td><td>Fewer than 6 students</td></tr><tr><td>6th – 8th</td><td>40%</td><td>20.7%</td><td></td></tr><tr><td>11th</td><td>58.8%</td><td>25.5%</td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>
88	Describe how the ELs are performing in English language skills compared to the district's goals and standards. *Most ELs are not meeting on SBAC, Mitchell School District had only 2 ELs testing last year.*
89	Describe how the district's ELs are progressing in English language skills so they will be able to successfully handle regular coursework. *Based on a review of progress, the half of students will have English Language skills to succeed in regular education classes when the classroom teachers use research-based strategies such as activating prior knowledge, building background knowledge, pre-teaching and reviewing high value vocabulary, scaffolding instruction, use of graphic organizers, and picture cues when presenting new information.*
90	Describe how the **monitored** ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework. *Individual progress is measured 3 times a year using Easy CBM, Lexia and Teacher ELL Student Monitoring Surveys 3 times a year. The EL Specialist uses this data to inform instruction and support as needed. We are working with families and students by making progress in completing assignments and turning work in on time. SBAC scores will also measure student success.*
91	**Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.** None.

Student Performance Evaluation – Academic Performance

Question #	
92	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.
	Academic progress is measured by (individual growth), ELPA21, SBAC, Easy CBM, DIBELS, formative and summative assessments with the K-12 curriculum.
93	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.
	Due to the relatively low number of ELs attending Mitchell School, the district reviews the performance of students on grade level course work while they are identified and receiving EL support services, during monitoring, as well as, after exiting. Course grades, attendance, formative and summative test results are reviewed, with inclusion of classroom teachers and EL Specialist in student performance evaluations twice a year. The mentioned assessments give comparisons of individual student progress, district progress, and national percentiles. The desire to have the EL students continue to achieve and progress at a rate similar to their classmates or if not progressing the necessary interventions that will create success in academic areas and the parents are made aware of student performance and progress in a timely manner.
94	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.
	Overall performances of EL students are measured primarily by Easy CBM (individual growth), ELPA21, and formative and summative assessments within the core classroom curriculums. Quarterly grades for all ELs monitored by the EL Specialist, and classroom teachers collaborate to assess and evaluate how students are doing in the classroom setting. During any evaluative process, referring back to the 3 goals of our Mitchell School District #55 EL Plan (#78).

Program Improvement/Modifications

Question #	
95	List any identified concern(s) based on this evaluation.
	Consistent inclusion of EL Specialist in scheduling and program decisions relating to current students, monitored and former EL students. Implementation of necessary interventions to address student achievement.
96	Describe how the district will address the concern(s).
	Teachers are receiving instruction and resources in Building Academic Language in Across Content Areas. Review communication strategies/plans relating to continued intervention for current, monitored and former EL students. EL specialist to have access to data from SBAC, Easy CBM and DIBELS progress monitoring.

OREGON DEPARTMENT OF EDUCATION

Title III Local Plan (2017-19)

Signature Page

Re-Submission Date: _____

District Name: Mitchell School District #55_____

District Address: P.O. 247_____

City, State and Zip code: Mitchell, OR 97750_____

District Phone Number: 541-462-3036_____

District Superintendent: _____
                              (Printed Name)

    Signature: _____

    Date: _____

EL Coordinator Director: _____
                              (Printed Name)

    Signature: _____

    Date: _____

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.

_____   **Date:_____**
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
Vincent Swagerty	**Principal/Superintendent**
Bonnie Tolton	**EL Specialist**
Tanya Parsons	**Title 1-A Coordinator**
Kristi Dennis	**Librarian**
Kim Williams	**Special Education**
Lisa Jones	**Instructional Assistant**
Duana Charapata	**Instructional Assistant**
Bonnie Tolton	**Elementary Teacher**
Tanya Parsons	**Elementary Teacher**