

**Lowell School District**



**English Language Development  
Handbook**

# **Title III Plan**

**May 2007**

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## **I.A. Introduction: School District Information**

Lowell School District is a small rural district approximately 15 minutes east of the Eugene/Springfield area. The district is composed of Lundy Elementary, a K-7 school which serves approximately 161 students, and Lowell High School, an accredited high school which serves about 116 students in grades 8 through 12. The 2006-2007 school year is the first that Lowell School District has had a Limited English Proficient (LEP) student. This student is currently in 7<sup>th</sup> grade.

As of January 2007, the LEP student makes up less than one percent of the total district population of 277 students. Our LEP student is not currently enrolled in Special Education or the Talented and Gifted Program. Our LEP student is Spanish speaking and of Hispanic origin.

The ethnic make up of our district is as follows:

- 92% Caucasian
- 1% African American
- 4% Hispanic
- 1% Native American
- 1% Asian
- 1% Other

The Lowell School District's 1 LEP student (<1%) is expected to progress to a higher proficiency level at year's end. The number and percentage of students exited from a 5-year program is zero, as it is this student's first year in our district. At this time, we do not have any LEP students in year one or two of monitoring status, and the number of students who have been re-entered into monitoring status is also zero. The Oregon State Assessment results for our LEP student is expected upon completion of the spring 2007 implementation.

## **I.B. Introduction: School Information of Program Goals and Philosophy**

Lowell School District strives to achieve excellence in education with pride, communication and respect in an exciting and safe environment. The district employs Highly Qualified teachers as required by the federal regulations of No Child Left Behind. Students enjoy small classes, ensuring that individual needs of students are met in the best possible learning environment.

Lowell's English Language Development (ELD) Program is designed to ensure that students are offered primary language support, as well as access to English language development curriculum. The educational approach of the district will ensure that LEP students will have access to all academic and extra curricular programs offered by the district. An individualized plan will be developed for each LEP student by the ELD Coordinator in cooperation with the LEP student's teacher(s).

Lowell School District incorporates both Sheltered Instruction and ESL models in order to meet the needs of all LEP students. This two-sided approach allows for both the second language focus to develop students' linguistic competence and the Sheltered Instruction to work toward

proficiency in academic language in content area settings or cognitive academic language proficiency (CALP). ESL is a program of techniques, methodology and special curriculum designed to teach LEP students English Language skills including listening, speaking, reading, writing, study skills, content vocabulary and cultural orientation. ESL instruction is in English with little or no use of native language.

In addition to ESL, students receive Sheltered Instruction. This model was chosen to meet both district and individual student goals including academic English proficiency, cross-cultural understanding and integration and usability for all grade levels during transition to English. The educational approach chosen by the district is recognized as a sound approach by experts in the field.

The goals of the program are as follows:

- Increase students' English language proficiency;
- Increase students' academic achievement in core subjects;
- Provide an ESL curriculum and content area sheltered instruction, in an effort to support students in making adequate progress toward meeting grade level benchmarks;
- Provide cross-cultural understanding and integration
- Ensure LEP students graduate from high school;
- Facilitate parent and family involvement in the district and in the education of their children;
- Continually monitor and re-evaluate administration of the ELD program and services, and;
- Provide on-going staff development and training opportunities that will have a positive and lasting impact on teachers' understanding of second language acquisition and proven teaching techniques.

The success of LEP students will be measured by:

- Curriculum based assessments;
- Oregon Statewide Assessments;
- Student progress towards benchmarks;
- Report card grades;
- Teacher reports;
- High school graduation rates;
- Woodcock-Munoz placement testing;
- Progress monitoring, and;
- ELPA test results.

Students will acquire English language proficiency within five years of placement in the District's ELD program. The program will show adequate success when measured by the following proficiency targets.

### **Proficiency Targets for the 2006-07 school year:**

- 90% of LEP students at the beginning level of English proficiency (Level 1) will acquire one level of language proficiency per five to six months of program service.
- 90% of LEP students at the early intermediate level of English proficiency (Level 2) will acquire one level of language proficiency per five to six months of program service.
- 90% of LEP students at the intermediate level of English proficiency (Level 3) will acquire one level of language proficiency per two years of program service.
- 90% of LEP students at the early advanced level of English proficiency (Level 4) will acquire one level of language proficiency per two years of program service.
- 25% of all LEP students will attain English language proficiency (Level 4).

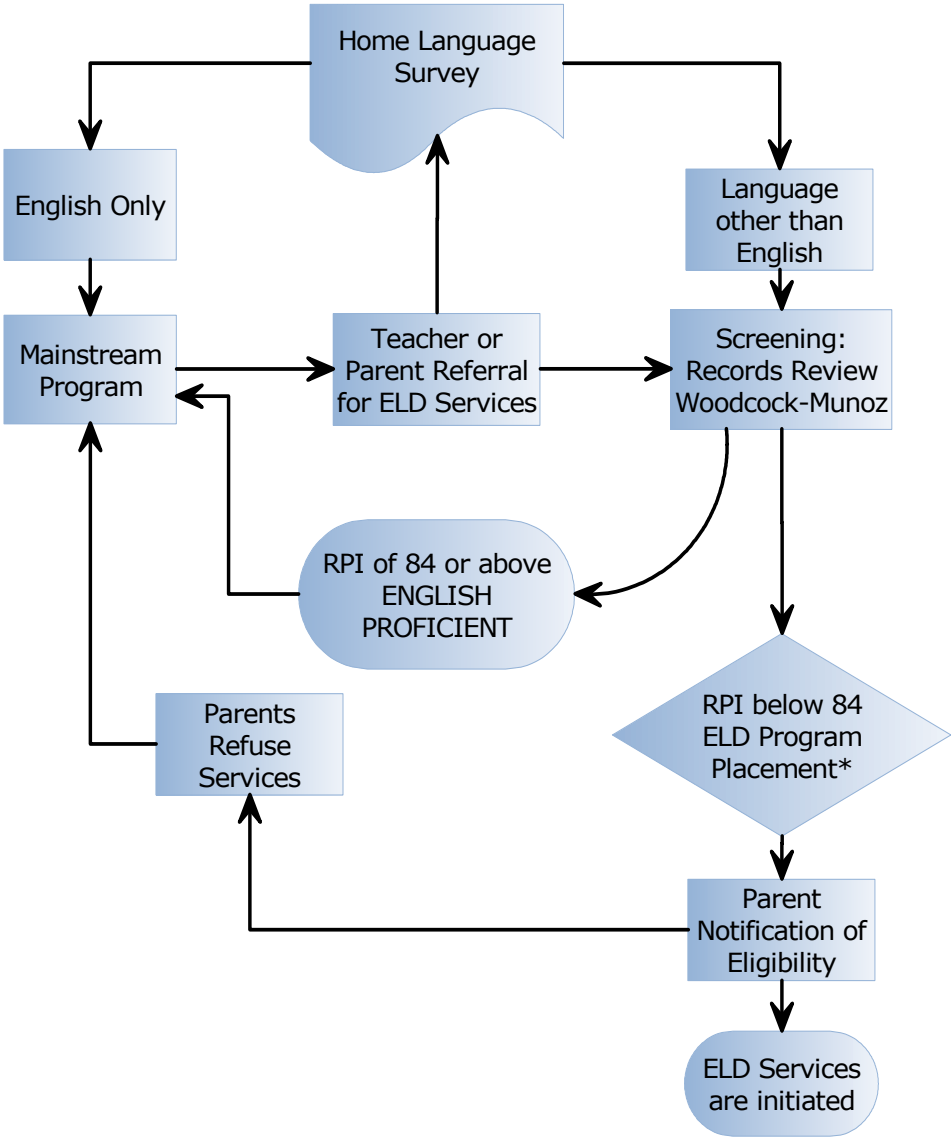
AYP targets will be determined by the district to meet NCLB consolidated subgrant goals and indicators 2.2/2.3 once the percentage of district LEP students exceeds 5% of total district enrollment, as our current enrollment is less than one percent. Although our current LEP student population is inadequate for statistical analysis, individual student progress will be monitored using the above goals in addition to ELPA and other measurements utilized by the district.

### **II. Identification of the Primary Language other than English (PHLOTE)**

Upon registration to Lowell School District, the new students' parent/guardian will be asked to complete a Home Language Survey in order to determine both languages used in the home, as well as ethnic background. This Home Survey will also determine eligibility of Native American students who may need language development services. All students who are identified through this survey will be identified as English-Only or using another language other than English, at which point, records will be reviewed and the Woodcock-Munoz administered. If after administration of the Woodcock-Munoz the student is determined to have below 84 RPI, the student will be placed in the ELD program. If the student has an RPI above 84, the student is considered English proficient and will enter the mainstream program.

Upon ELD Program placement, parent/guardian will be notified of eligibility and asked to conference with translator, if necessary, regarding eligibility. With parent or guardian consent, ELD services will be initiated. If parent/guardian refuses services, the student will then be returned to mainstream program. In addition to Home Language Surveys, teachers or parents may request referral for ELD services, at which point, the screening process will be initiated by the ELD Coordinator.

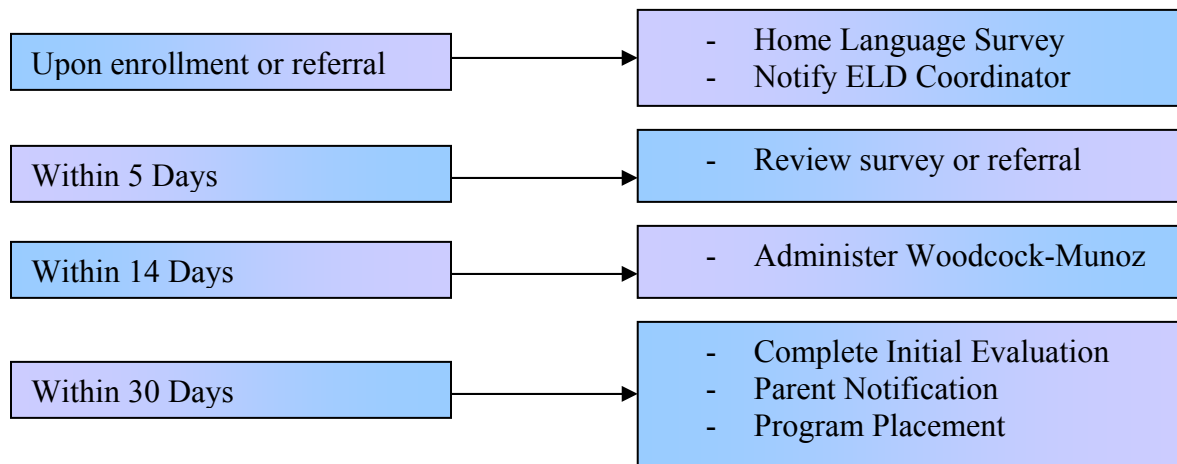
# Primary Home Language other than English (PHLOTE) Student Identification and Assessment Process



*\* Note: A student with an RPI of 84-90 may be considered for program placement based on other criteria such as reading level, classroom performance, classroom-based assessments, eligibility for other special services, etc.*

In the Home Language Survey completed by all entering students, there is an opportunity to identify family members as Native American. Any or all students identified as Native American will be assessed through DIBELS to determine need for language development services within 30 days of enrollment at the beginning of the year or within 2 weeks if enrollment happens during the school year. Lowell School District currently offers after school language development services to students of Native American origin, including a weekly homework club and tutoring offered through the Natives Program upon recommendation of the teacher and/or request of the parent and completion of a Tutor Request Form (see Appendix A).

**III.A. Assessment of LEP Students:**



Upon enrollment in Lowell School District, every family is given a Home Language Survey (see Appendix B). When a primary home language other than English is indicated, the district ELD Coordinator will be notified within five days of enrollment. Within 14 days of enrollment, the ELD Coordinator or a Woodcock-Muñoz trained staff will administer the Woodcock-Muñoz Language Survey in order to determine the student’s proficiency in English as well as the student’s native language. Only staff certified to administer the Woodcock-Muñoz assessment will administer the test, and the results will be used by the ELD Coordinator to determine necessary ELD services. These results will be placed in the student’s plan and placement file and housed in the ELD Coordinator’s office.

An ELD Program Plan Folder and Placement File will be established upon completion of testing, both of which will be reviewed quarterly by the ELD Coordinator. Once the initial evaluation and placement process is complete, the ELD Coordinator, and a translator if necessary, will meet with the student’s family to begin the Lowell School District English Language Development Program. The teacher(s) of LEP students will be notified and invited to attend this meeting.

**III.B. Assessment of LEP Students:**

In order to ensure that LEP students meet standards and objectives for raising levels of English proficiency, the ELD Coordinator will monitor and evaluate each LEP student quarterly. The

objective of these quarterly evaluations is to ensure adequate progression in both assessment and performance towards annual goals. This quarterly review shall include assessment data, teacher input (see Appendix G), student and family feedback (see Appendix D) and other relevant considerations in order to determine whether or not the LEP student is receiving adequate instruction. This process ensures that each student's learning opportunities are maximized in order for students to meet annual measurable achievement objectives (AMAO's), adequate yearly progress (AYP), as well as adequate ELPA progression.

#### **IV. Instructional Program and Educational Approaches for LEP Students:**

Lowell School District incorporates both Sheltered Instruction and ESL models in order to meet the needs of all LEP students. This two-sided approach allows for both the second language focus to develop students' linguistic competence and the Sheltered Instruction to work toward proficiency in academic language in content area settings or cognitive academic language proficiency (CALP).

##### **ESL (English as a Second Language)**

ESL is a program of techniques, methodology and special curriculum designed to teach LEP students English Language skills including listening, speaking, reading, writing, study skills, content vocabulary and cultural orientation. ESL instruction is in English with little or no use of native language. Each LEP student in Lowell School District with negligible to limited skills will receive an ESL class period of no less than 45 minutes per day, five days per week in the ELD Coordinator's classroom. The LEP student participates in the ESL program until he/she has reached an English proficiency level of at least 80 RPI, sufficient to benefit from Sheltered Instruction. This service provides intensive English language development to facilitate and accelerate the student's ability to benefit from an all-English instructional program. ESL services will be provided by the ELD Coordinator who is certified in Cross-Cultural Language Acquisition and Development (CLAD), SIOP trained and an NCLB highly qualified teacher with a Master's Degree in Education.

##### **SIOP (Sheltered Instruction Operation Protocol)**

This model is a framework that brings together the district-wide instructional program by organizing methods and techniques, and ensuring that effective practices are implemented and can be quantified. The Sheltered Instruction model was chosen to meet both district and individual student goals including academic English proficiency, cross-cultural understanding and integration and usability for all grade levels during transition to English. LEP students will participate in Sheltered Instruction in classrooms with teachers who have been SIOP trained, until exited from the ELD program.

Sheltered Instruction classes are taught by highly qualified classroom teachers who receive SIOP training and strive to use necessary adaptations including visuals, realia and culturally appropriate curricula, making a positive and lasting impact on all LEP students in the district. Specific methods include differentiating instruction for multiple language levels in the same classroom, getting teachers and staff 'on board' for meeting the needs of English learners, conducting quarterly observations in classrooms with LEP students, and ensuring the use of key SIOP methodology. The Sheltered Instruction classroom teacher also emphasizes techniques



such visuals, repetition and pause during speech, and interactions such as cooperative groupings, think-pair-share and other SDAIE methods inherent in the SIOP model.

### **Additional Services**

Within 30 days of enrollment in the district, at the time of placement in the ELD program, parents are provided notice in their native language of services available in the district and invited to a conference with the District ELD Coordinator, Migrant Educational Services and a translator, if necessary. At that time, they are given the opportunity to accept or refuse by completing an ELD Program Enrollment Form (see Appendix E) either or both ESL and Sheltered Instructional services. Upon request, families of ELD program participants are provided with notices, student progress reports, school schedules, information provided in the student handbook, extracurricular activities, special meetings and events in their native language, if requested.

### **V. Staffing and Professional Development:**

ELD services are provided to students by an ELD Coordinator who is CLAD certified, SIOP certified and trained in sheltered English instruction and research based programs. The ELD Coordinator will also teach ESL classes. Teachers of LEP students will be provided opportunities to attend in-services, trainings and certification sessions on sheltered instruction practices. These teachers are also responsible for checking with their building administrator quarterly about on-going professional development opportunities designed to meet the needs of second language learners, including sheltered instruction and GLAD. Such opportunities are often provided by Lane ESD and the consortium pays stipend and substitute expenses for attending teachers.

Periodic, on-going training is done by the ELD Coordinator to provide training specific to the needs of individual students. Trainings might include information on the language acquisition process, teaching strategies, and the legal requirements of teachers of LEP students. Quarterly in-class observations by the ELD Coordinator or administrator will determine the need for additional staff development to meet the needs of ELD students in the general education classroom. The observer will complete the ELD Classroom Observation Form (see Appendix F) to ensure that professional development programs have a lasting impact on teachers' performance in the classroom. The content in this form is specially designed to match the SIOP model and, thus, support the district's goals for our ELD Program. In addition, in June of each year an ELD Teacher Feedback Form (see Appendix G) will be completed by teachers of LEP students to determine if professional development has had a lasting effect on student performance. An examination of which teachers participated in training opportunities and the progress of those teachers' LEP students towards meeting AMAO's will be completed by the ELD Coordinator annually.

When an educational assistant is hired, priority is given to candidates who are bilingual so that they may assist in the education of LEP students. The district's goal is to provide professional opportunities to instructors and assistants working with English language learners. When a staff opening arises, the district will recruit and hire staff qualified to teach in the ELD program with training and certification will include a TOEFL endorsement recognized by the State of Oregon.

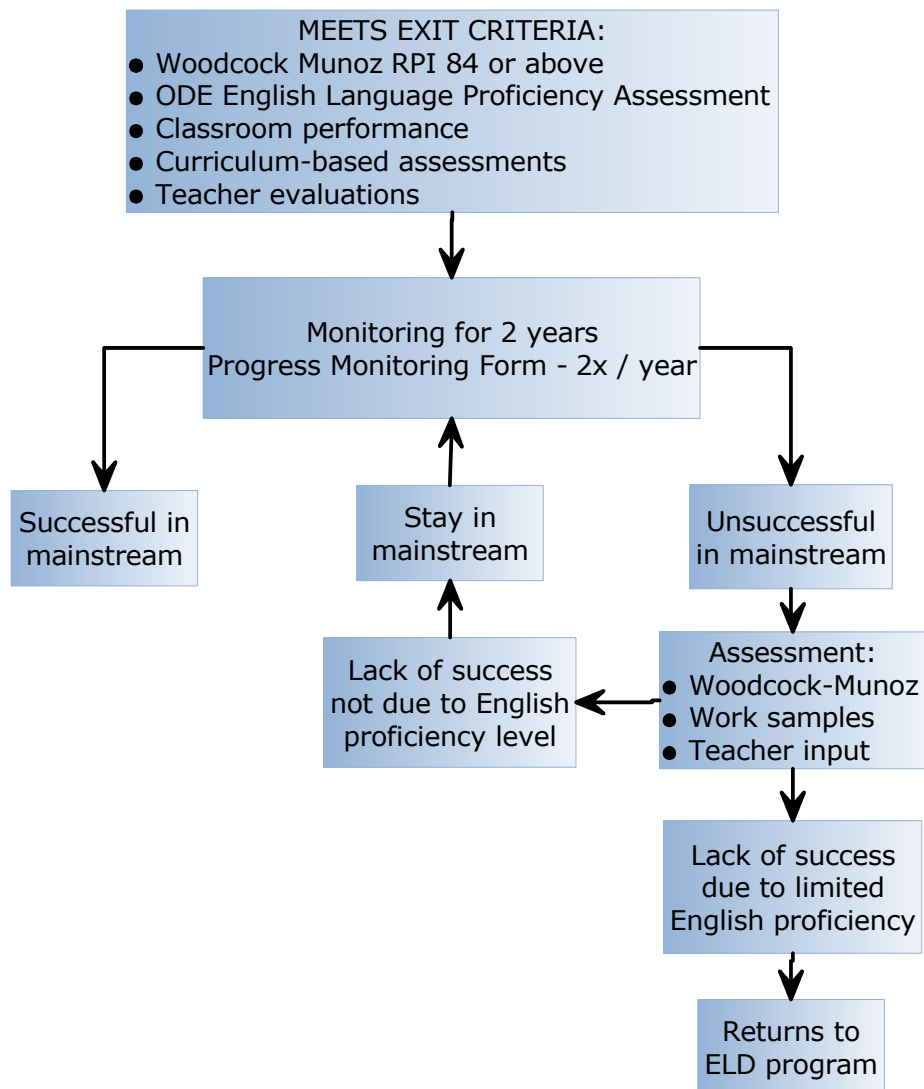
The district makes an on-going effort to ensure that all staff is NCLB compliant and, therefore, qualified to provide services to LEP students. Both staff and paraprofessionals who work with LEP students are given regular opportunities to attend professional development workshops and trainings.

## **VI. Reassessment, Reclassification & Exiting:**

1. Procedures for reassessment, reclassification and exiting LEP students:
  - a. Quarterly evaluations will be given by the ELD Coordinator, which will include observations, teacher input, Woodcock-Muñoz testing and student-family feedback;
  - b. Reclassification is offered quarterly upon evaluation by the ELD Coordinator, and;
  - c. Preliminary exiting will be offered to students in Level IV who will then move into the Monitoring phase for two years.
2. Procedures to notify teachers of reclassification and exiting of LEP students from the District's LEP program:
  - a. The classroom teacher and site administrator will be copied on quarterly evaluations and notified of any reclassification or exiting of LEP students by Notification of Reclassification (see Appendix H);
  - b. Classroom teachers and site administrators will be notified by the ELD Coordinator of any reclassification or exiting of students from the District's LEP program.
3. Procedures for monitoring students who have exited from ELD services:
  - a. Students who have successfully progressed to Level IV will be considered in the first year of monitoring for exit from the ELD program;
  - b. All students will be monitored for two years before exiting the ELD program. During the two years of monitoring, quarterly evaluations, including testing, will continue;
  - c. Formal exit will be considered at the end of this two year period if the student meets exit criteria as determined by ELD Coordinator.
4. Procedures to readmit monitored students:
  - a. Readmitting monitored students into the District's ELD program will be considered if quarterly evaluations reflect substandard progress;
  - b. During quarterly evaluations, teacher and/or parent requests will be considered.
5. Staff responsible for monitoring exited students:
  - a. ELD Coordinator who is in regular communication with the site administrator.

# ELD Program

## Student Exiting and Monitoring



## VII. Equal Access to Other School District Programs:

### Special Education

It is of the utmost importance that a student with limited-English proficiency is not incorrectly identified as needing Special Education services. All efforts will be made to determine that a student's learning problems are the result of a disability and not a normal process of language acquisition. It is, therefore, important to determine that any learning disabilities or language problems exist in the native language as well as in English.

The Academic Team, which is responsible for deciding whether to formally evaluate a student for Special Education, includes classroom teachers, Special Education Coordinator/teacher, TAG Coordinator, building administrator, and, at the individualized level, associated specialists (SLP, school counselor, behavioral consultant, etc.) and the parent.

The team, along with the ELD Coordinator, will determine whether an interpreter will be needed to administer any tests.

When a teacher has a concern that an ELL student may have a learning disability, the district shall follow the pre-referral/referral process:

***Weekly Academic Team meetings:*** The Academic Team convenes weekly to evaluate the progress of the students involved in group interventions. The team reviews weekly progress monitoring data for each student, analyzing *aimlines* and/or *trendlines* (see Decision Rules for Kindergarten and Grades 1-7). One of four different decisions may be made at this meeting for each student being reviewed:

- 1) The group intervention has been successful, and the student no longer needs small group instruction;
- 2) The intervention appears to be working for the student and should be continued as is;
- 3) The group intervention is not working for the student and should be revised or refined; or,
- 4) The group intervention is highly unlikely to be successful for the student and therefore a more individualized approach is needed.

***Individualizing/Intensifying Intervention:*** When an individualized approach is needed, the Academic Team fills out and sends the Team Meeting Notice to parents inviting them to attend a meeting where their child's needs will be discussed and an action plan will be formulated. A Developmental History form should also be completed by the school psychologist prior to the meeting.

At this meeting, team reviews each student's cumulative record using the Individual Problem Solving Worksheet. Although time consuming, this level of evaluation is typically necessary for only a small percentage of students. It provides detail on the student's history and needs and is important in designing an effective, individualized intervention. Another resource for students with behavioral issues is the brief Functional Behavior Assessment protocol which can easily be completed by the PBIS Team upon referral by the Academic Team.

At the individualized planning level, it is also necessary to assign a case manager for each student. The case manager's responsibility is to ensure that the intervention is implemented correctly and that progress is monitored according to the schedule agreed upon by the team. In addition, the case manager completes the Individual Student Action Plan and continues to track intervention details using the Student Intervention Profile. Case managers report back to the Academic Team on the progress of the students under their supervision on at least a monthly basis.

Based on the progress monitoring data, the Academic Team may determine that a referral for a *formal special education evaluation* is appropriate. This child will be referred to the Child Study Team at this time. The information from the intervention profile should be included with the referral, as it provides evidence regarding the student's responses to various interventions.

Should the Child Study Team determine that a student needs an intervention *within a special education setting*, the following additional steps are required:

1. A meeting is set up with the parent to describe the proposed intervention.
  - a. *Consent for Special Education Evaluation* is completed. On the assessment line, note "diagnostic teaching in a special education setting".
  - b. Specify a limited amount of time.
  - c. Provide notice of parents' rights.
2. At the end of the designated time, the team reconvenes with the parent to review progress monitoring data.
  - a. If the team determines that there has been good progress and that the problem appears to have been related to a lack of instruction, the student exits the special education group. A *Prior Written Notice* is completed to document the team's decision.
  - b. If the team determines that there has been limited progress and the student appears to have been "non-responsive to instruction," a referral to Special Education is made immediately. It makes the most sense to complete the Referral, Minutes of Evaluation Planning and Consent for Evaluation at this time.

### **Talented and Gifted Program**

The Lowell School District is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as intellectually gifted and/or academically talented in reading and/or math.

The Lowell School Board directs the District Staff to develop procedures for identifying academically talented and intellectually gifted students in kindergarten through grade twelve. The Lowell School Board further directs the superintendent to develop a written plan that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students. This will be accomplished by writing individual Education Plans for all identified and qualified TAG students.

Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified, at which point the ELD Coordinator will be notified.

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Students may be referred for TAG by the classroom teacher, ELD Coordinator or parent. If a student with limited-English proficiency is referred for TAG, it will be determined if he/she can qualify using the standards that are currently in place in the district. If not, the school psychologist can use a non-verbal intelligence test and/or anecdotal information to determine if the student qualifies.

With approval of the Academic Team, the TAG Coordinator obtains permission to test. Testing occurs and all data is gathered for the TAG Screening Team. The TAG Screening Team will review all TAG referrals that have been approved by the Academic Team and reach a decision on each individual student. The TAG Coordinator will gather all relevant data and present it to the screening team. The screening team has the following options: require further data to determine eligibility, identify a student based on the state mandate or deny a student based on the mandate. In order to reach a decision, the screening team will follow the state guidelines regarding identification of TAG as stated in the mandate.

### **Extra Curricular Activities**

ELD students are encouraged to participate in all district programs such as sports, clubs or after school activities. School district staff will make every effort to facilitate this participation. Staff will contact parents, help with any necessary paperwork, and help attain any financial assistance if necessary. The ELD Coordinator will make every effort to contact parents via phone or letter, using a translator or translated material to notify them of events and activities that their children may benefit from.

### **VIII. Parent and Community Involvement:**

NCLB and school report card related information will be translated for families of students in the ELD program. Upon entrance into the ELD program, the ELD Coordinator will meet with the student and his or her family upon entrance into the ELD program.

Regular contact will be kept in the form of:

- Written and verbal translations of district wide, school, and classroom documents;
- Bilingual notification of all ELD program placement decisions made regarding their child;
- Personal invitations to interpreter-assisted parent conferences when necessary

ELD program families are personally invited to attend all community and family-oriented school events including, but not limited to: family literacy nights, PTSA sponsored events and membership, field trips, assemblies, banquets, concerts, plays and fundraising activities.

### **IX.A. Program Evaluation, Review and Improvement:**

Lowell School District is in the process of developing the ELD Program. There will be quarterly evaluations performed by the ELD Coordinator, as well as an annual review and improvement plan. Quarterly reviews include classroom observations, teacher feedback forms, student and family feedback forms and assessment data (see also section V). Quarterly Evaluations will be submitted to the District Administrator no later than 15 days following the end of each quarter term. This frequent and thorough process will ensure that the needs of everyone involved in the education of LEP students are met. This process will also clarify instructional goals and help those involved work together to meet ELD Program annual goals and objectives.

After quarterly evaluations are completed, the ELD Coordinator and District Administrator will determine how services can be improved to meet the students, family and/or staff needs. Annual review and improvement plans are intended to evaluate the quarterly progress toward annual measurable achievement objectives and adequate yearly progress.

All goals and achievement objectives will be examined and student progress in reaching those goals will be measured.

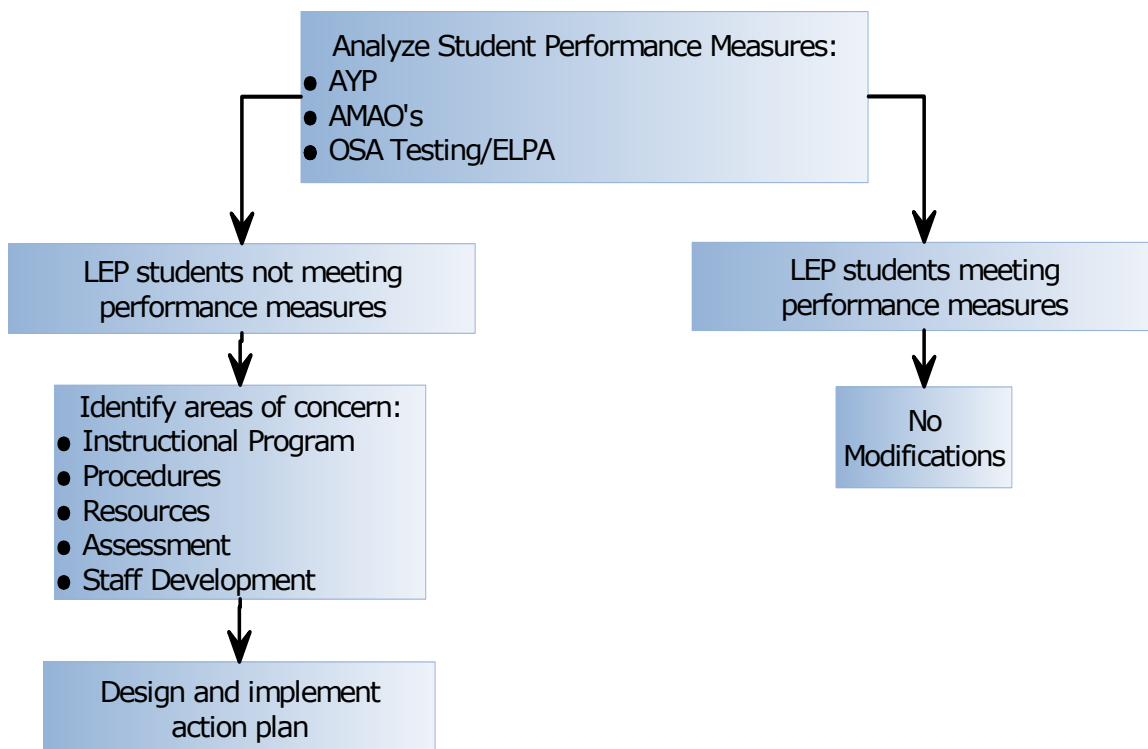
- Measure of student progress towards AMAO's
  - i. Analysis of Woodcock-Muñoz test results, and
  - ii. Analysis of student progress in classroom setting
- Measure of student progress towards AYP goals
  - i. Analysis of classroom performance as determined by teacher observation student comments and academic records;
  - ii. Results and tracking of curriculum-based assessments;
  - iii. High School graduation rates, and;
  - iv. Study of ELPA/OSA results.
- Measurement of staff preparation and future professional development needs
  - i. Evaluation of annual staff survey regarding their staff development needs;
  - ii. Review of ELD Coordinator-conducted classroom observations, and;
  - iii. Analysis of progress of students in the classrooms of staff that have participated in staff development opportunities.

The results of the annual review will be considered by the ELD staff, ELD Coordinator and District Administration. Recommendations for changes and modifications will be made according to the following process:

- ✓ Review results (AMAOs, AYP and staff development)
- ✓ Consider other instructional models that may be more appropriate
- ✓ Consider shifting instructional services and/or resources
- ✓ Consider targeting resources to specific areas of need (early childhood literacy, dropout rates, etc.)

Changes to ELD plans will be implemented within 15 days following the review period. Parents will be consulted by the ELD Coordinator at both the beginning and the end of the school year and included in the evaluation process in order to set new goals, review old goals and discuss successes and needs. Proficiency targets and progress monitoring will be tracked by the ELD Coordinator with a special consideration to the number of years the student has been in the program. Consideration will be given to how well the student's needs are being served, how they're being identified for services and the integrity of assessment procedures.

## ELD Program Evaluation Process





**IX.B. Program Evaluation, Review and Improvement:**

Lowell School District is in the first year of ELD Program Implementation. Practices and procedures will be put into place during the 2007-2008 school year, at which time, the program will be evaluated using the procedure outlined in section IX.A.

## ELD Program/Natives Program Tutor Request Form

Intake by _____	Date _____	Mentor	Tutor	Both
Release letter sent: YES (date) _____		NO (reason): _____		
506: YES	NO	Pending (date sent) _____		Tribe _____
Referred by: _____				
Relationship: _____				
Student Name _____		Age _____	Grade _____	
School _____		School Phone _____		
Teacher/Contact Person: _____				
Parent/Guardian: _____				
Address: _____			City/Zip: _____	
Home Phone: _____		Work: _____		
Emergency Contact: _____				
Comments re: family: _____				

### Currently Receiving Services:

Mentoring	Title I (Sp Ed)
Counseling	Tutoring (other)
IEP	Other

### Needs help with:

Reading	Study Skills
Math/Algebra/Geometry	Foreign Language
Social Studies/History	Social Skills
Science	Organizational Skills
Language Arts	Other

Student not turning in homework	Doesn't do homework
Behind in assignments	Other

Comments: \_\_\_\_\_

Tutor Assigned: \_\_\_\_\_ Mentor Assigned: \_\_\_\_\_  
 Tutor Phone: \_\_\_\_\_ Mentor Phone: \_\_\_\_\_

# Lowell School District

## Home Language Survey

Lowell School District needs to know the language(s) spoken and heard at home by each child registered in the district. This information is needed in order to provide the best instruction possible for all students. Thank you for your cooperation.

Name of student \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

### Language(s) spoken in the home:

♣ English is the only language spoken in the home.

♣ English is **not** the only language spoken in the home.  
*If so, please complete the following questions:*

1. Which language did your child first learn to speak? \_\_\_\_\_
2. What language does your child use most often at home? \_\_\_\_\_
3. What language do you most frequently use to speak to the child? \_\_\_\_\_
4. What language(s) are spoken by all adults in the home? \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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### Encuesta de lenguaje en casa

Nuestra escuela necesita saber el lenguaje o lenguajes que se hablan o escuchan en el hogar de cada estudiant. Esta informacion es necesaria para que nosotros podamos proveer la mayor instruccion possible para todos los estudiantes. Por favor conteste las siguientes preguntas y regrese esta forma a la/el maestro/o por medio de su hijo/a. Muchisimas gracias por su ayuda.

Nombre del hijo/a \_\_\_\_\_

Escuela \_\_\_\_\_ Grado \_\_\_\_\_ Edad \_\_\_\_\_

♣ El ingles es la unica lengua que se habla en casa.

♣ El ingles no es la unica lengua que se habla en casa  
*Si es asi por favor complete las siguientes preguntas:*

1. Cual lenguaje fue el primero que su hijo/a hablo? \_\_\_\_\_
2. Cual es el lenguaje que su hijo/a usa mas seguido en su hogar? \_\_\_\_\_
3. Cual es el lenguaje que su hijo/a usa mas con amigos y hermanos? \_\_\_\_\_
4. Que lenguaje usa Ud. mas seguido para comunicarse con su hijo/a? \_\_\_\_\_

Firma del Padre or Guardian \_\_\_\_\_ Fecha \_\_\_\_\_

**Lowell School District  
ELD Program Quarterly Evaluations**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Quarter: \_\_\_\_\_

\_\_\_\_\_ **Classroom Observations Completed** (attach copies)

Subject: _____	Date Observed: _____	Teacher: _____
Subject: _____	Date Observed: _____	Teacher: _____
Subject: _____	Date Observed: _____	Teacher: _____
Subject: _____	Date Observed: _____	Teacher: _____

\_\_\_\_\_ **Teacher Feedback Forms Received** (attach copies)  
*Check only when received from all teachers observed and listed above*

\_\_\_\_\_ **Student & Family Feedback Form Received** (attach copy)

\_\_\_\_\_ **Assessment Data Collected**

Woodcock-Munoz English Language Proficiency Survey Scores

Date given: \_\_\_\_\_ Broad: \_\_\_\_\_ Oral: \_\_\_\_\_ Read/write: \_\_\_\_\_

Grades as indicated on Quarterly Report Card:

Math \_\_\_\_\_ Language Arts \_\_\_\_\_ Science \_\_\_\_\_ Social Science: \_\_\_\_\_ PE: \_\_\_\_\_

Other: \_\_\_\_\_

Other: \_\_\_\_\_

Other: \_\_\_\_\_

\_\_\_\_\_ **Professional Development Needs Determined**  
*As indicated by one or more teachers on the Teacher Feedback Forms in the area(s) of:*

\_\_\_\_\_

**Evaluation Summary**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Lowell School District  
ELD Program Student and Family Feedback**

Parent Name (optional): \_\_\_\_\_ Date: \_\_\_\_\_

Student Name (optional): \_\_\_\_\_

**Homework/Schoolwork**

Yes No Student is generally able to complete homework on his or her own

Yes No Student knows who to ask/where to look if they need help

Yes No Student feels comfortable asking for help

Yes No Student knows what is expected of them at school

Yes No Student knows what is expected of them for their schoolwork

If the answer to any above questions is “No”, please explain how we can improve:

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**Communication**

On a scale of 1 (low) to 5 (high), please rate the following:

1 2 3 4 5 Lowell School District provides communication to me in my native language.

1 2 3 4 5 I am notified when my student starts or changes programs.

1 2 3 4 5 I feel comfortable calling the ELD Coordinator or District Administrator to get my questions answered.

1 2 3 4 5 I know what to expect from teachers, the ELD Coordinator/Administrator and program.

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**Comments**

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*Thank you for your valuable time. Please send this completed form to Cherie Harbour, ELD Coordinator, as soon as possible. If you have questions/comments about this form or your student, please contact Cherie Harbour at (541) 937-2105 x209. Thank you.*

## ***Helpful Hints for Parents: How you can become involved***

When parents are involved in the education of their children, these children are more likely to have success. By becoming involved, you are helping them attain English proficiency and achieve the state's high standards.

### **Ways Parents Can Become Involved**

- Attend parent conferences and other school meetings
- Volunteer in the classroom
- Go on field trips with the class
- Ask your children about what they are doing in school
- Set aside a time and place for your children to do homework
- Involve your children in any available homework club programs at school
- Have books available at home for your child to read
- Talk to your children about your hopes and their hopes for the future
- Help your children attend school regularly

**Lowell School District**  
**Notification of Initial Enrollment in the English Language Development Program**

Date of Enrollment: \_\_\_\_\_

Dear Parent/Guardian:

This letter is to inform you that your child \_\_\_\_\_ is eligible for English Language Development (ELD) services. This determination is based on the home language survey, teacher referral, and/or results of recent testing. On \_\_\_\_\_ the Woodcock-Munoz Language Survey was given. Your child's level of English proficiency is:

- Non English Proficient (speaks little or no English)
- Limited English Proficient (still in the process of acquiring English)

By participating in the ELD Program, your child will receive both English as a Second Language (ESL) instruction and Sheltered Instruction in the general classroom to improve oral language, reading and writing abilities. This instruction will be delivered individually or in small groups. It will be designed for your child's current language level and will build upon what he/she already knows to increase performance in the regular classroom.

The ELD Program provides services that will help your child increase English proficiency and meet age-appropriate academic achievement standards by:

- Providing individualized English-language instruction
- Increasing English-language vocabulary skill necessary for success in Math, Science, Language Arts and Social Studies

These services will also help your child meet graduation requirements by:

- Teaching the language, skill and knowledge needed to participate in grade-level instruction provided by teachers trained in Sheltered Instruction.
- Providing individual attention and monitoring to ensure that students understand the credit system and are given the opportunity and ability to participate successfully in all classes across the curriculum.

Research shows that it takes five to seven years to achieve fluency in a second language. Research also shows that even when students develop oral-language proficiency, they may still lack the fluency in academic language that is necessary for success in school, particularly as the curriculum becomes more challenging in the upper grades. Students will be exited from the ELD Program when they have demonstrated an ability to perform successfully in the regular classroom without ELD support.

If you have any questions regarding this letter or the program, please contact the ELD Coordinator at (541) 937-2105 ext. 209.

Sincerely,

Cherie M. Harbour  
*ELD Coordinator*  
*Lowell School District*

**Lowell School District**  
**Quarterly Classroom Observations for ELD Program Participants**

Date of Observation: \_\_\_\_\_ Teacher: \_\_\_\_\_  
Subject: \_\_\_\_\_ No. of Students Present: \_\_\_\_\_ Grade Level: \_\_\_\_\_

**Classroom Structure**

- Teacher-led whole class - activity in which all students are performing the same task
- Student-led whole class – presentation in which all students are doing the same activity
- Independent work - students working alone on common or individualized task
- Student groups – working to accomplish a task, no assigned roles evident
- Cooperative groups – working to accomplish task with team member roles defined

**Curriculum and Lesson Planning**

- Lesson has explicit content objectives
- Content objectives are grade-level and based on Oregon Standards
- Lesson has explicit language objectives
- Language objectives address language functions and forms addressed in Oregon English Language Proficiency standards
- A variety of assessment practices are incorporated into the lesson, including those to gauge English language proficiency.

**Learning Environment**

- Classroom exhibits work banks, graphic organizers, & supplementary reference books
- Student work (that is current and connected to the curriculum) is displayed
- Classroom is clean, neat & has adequate space for different kinds of student groupings

**Instructional Strategies**

- Lesson objectives are posted
- Logical flow of lesson is demonstrated, explained or evident
- Graphic organizers and visuals reinforce the content to be learned
- Vocabulary instruction, content related and everyday vocabulary is tied to lesson content
- Grouping allows for all students to participate
- Group interaction is planned so that students of all levels can participate in challenging activity

**Student Tasks**

- Students have multiple ways to display knowledge (speaking, pointing, writing, etc.)
- Students have a variety of materials and texts so that lesson content is comprehensible
- Students participate by asking and/or responding to questions and contributing in small groups
- Student tasks are project-based and/or have a product

***Additional Notes:***

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**Lowell School District  
ELD Program Quarterly Teacher Feedback Form**

Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Classroom Performance**

Yes No Student is generally able to complete assignments correctly

Yes No Student is able to meaningfully participate in class discussions

Yes No Student produces acceptable written work

Yes No Student asks for help when needed

Yes No Student can understand oral directions the first time given

Yes No Student interacts successfully in group settings and activities

If the answer to any above questions is "No", do you believe that the student's lack of English fluency is a contributing factor to the lack of success? Please explain:

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**Assessment Data**

Please indicate the types of assessments given to the student and results of those assessments.

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**Professional Development**

Do you have sufficient training to adequately meet the needs of this LEP student? Yes No

*If no*, are you aware of training opportunities available to you? Yes No

What additional information or training would be most helpful for you?

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*Thank you for your valuable time. Please send this completed form to Cherie Harbour, ELD Coordinator, no later than 5 business days following quarterly in-class observations.*

**Lowell School District**  
**Notification of Re-enrollment &/or Reclassification in the ELD Program**

Student: \_\_\_\_\_ School Year: \_\_\_\_\_ Grade: \_\_\_\_\_

This student was evaluated and tested to determine his/her ability to use English language while participating in this school year. This evaluation included classroom observations, feedback from the student, parents and teachers as well as assessment data including but not limited to the Woodcock-Munoz Language Survey.

**Woodcock-Munoz Scores**

Broad Language Ability: \_\_\_\_\_

Oral Language Ability: \_\_\_\_\_

Reading and Writing Ability: \_\_\_\_\_

Date given: \_\_\_\_\_

**Score Range Indicates Level of Proficiency**

- 1 Beginning learning English
- 2
- 3 Intermediate English proficiency
- 4
- 5 Advanced English proficiency (fluency)

After careful consideration of all factors, the ELD Program has determined:

\_\_\_\_\_ This student will continue to receive the following ELD Program services

- English as a Second Language (ESL) Instruction
- Sheltered Instruction in Content Area Classrooms

\_\_\_\_\_ This student will not need ESL Instruction this school year, he/she will be entering monitoring status and after two years will be exited from the ELD Program if he/she makes adequate yearly progress.