

# English Language Learner Outcomes Action Plan Report

Updated November 2019

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Three Rivers School District was awarded \$90,000 per year for a total of four year in a grant to support our English Language Learner program at all schools. This money is targeted for curriculum, professional development, technology, and parent involvement. We annually complete a 'needs assessment' to determine the best use of money with the ultimate goal of exiting students from the program in a timely manner. Identified needs for TRSD EL program included the purchase of updated curriculum, technology, professional development opportunities, and increased parent involvement. All monies received from ODE for our Target District status have been spent in these four areas.

During the 2018-2019 school year, unfortunately we receive the \$90,000 in July 2019. This late delivery of money was due to multiple issues within the Oregon Department of Education. As a result, the goals we had for the 2018-19 school year were postponed to the 2019-20 school year. Included in this report is a summary of information from the 2018-19 school year.

### English Language Learner Data for Three Rivers School District

2018-2019 school year	2019-2020 school year (as of 12/31/19)
<p><b>35 identified EL students at 10 TRSD schools</b> (AP, EV, MD, FR, FTV, LSMS, LBMS, IVHS, HVHS, NBHS)</p>	<p><b>71 identified EL students at 13 TRSD schools</b> (AP, EV, MD, MZ, FR, FTV, WI, FMS, LSMS, LBMS, IVHS, HVHS, NBHS)</p>
<p><b>31 monitored students</b> (students who have been exited from the EL program due to high test scores, but school progress is regularly monitored for three years)</p>	<p><b>35 monitored students</b></p>
<p><b>6 students on waivers</b> (parents declined all services)</p>	<p><b>7 students on waivers</b></p>

## **Four Goal areas for 2018-19**

<b>Goal(s) for this area:</b> <i>Increase ELPA21 growth percentiles in reading, writing, listening, speaking. Also increase SBAC performance percentiles in math.</i>		
<b>Outcome(s)</b>	<b>Activities</b>	<b>Impact</b>
<p>Best practices for Newcomer instruction was researched, contacts made with publishers, support materials purchased and used starting September 2019.</p> <p>Three Rivers School District purchased additional units of <i>Systematic ELD</i> to be used in grades K-5 beginning September 2019.</p> <p>Purchased headphones so students at all schools would be able to access parts of the curriculum and support materials requiring headphones with accompanying microphone.</p>	<p>Researched best Newcomer curriculum. Contacted local districts and SOESD to find out what area districts are using. Hope is to align with them to be consistent in delivery of instruction to newcomer students.</p> <p>Purchased Units 2, 4, 6 from <i>Systematic ELD</i> to use in grades K-5.</p> <p>Researched best headphones to use with current curriculum and supplemental materials. Purchased headphones for all EL students at their school and eliminated</p>	<p>Newcomers in Three Rivers previously did not have specific curriculum tailored to their needs. We are now able to offer them targeted instruction using research-based strategies to help them with language acquisition. This is not a quantifiable impact, but one we are confident will have results in ELPA and in their confidence being new to public schools in the United States. Impact of these activities on standardized tests is unknown since funds were not received until July 2019. We are excited to track progress on DIBELS, ELPA, and SBAC to quantify the impact these purchased made for identified EL students.</p> <p>Impact unknown due to purchase of headphones in September 2019.</p>

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<p>Added licensed for Imagine Learning reading and math for all students in EL department.</p>	<p>the need to transport headphones between schools.</p> <p>Purchased Imagine Learning licenses for all current EL students. Will work with classroom teachers to incorporate time on Imagine Learning as much as possible.</p>	<p>Impact unknown due to purchase of headphones in September 2019.</p>
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<p><b>Goal(s) for this area:</b> Increase parent participation and involvement from 30% to 50%.</p>		
Outcome(s)	Activities	Impact
<p>We were unable to complete any activities in this area due to the late arrival of funds. It is our goal to continue this goal in the upcoming school year as it is vital for student growth.</p>		

<p><b>Goal(s) for this area:</b> <i>Provide two weeks of inquiry-based science exploration to increase science knowledge.</i></p>		
Outcome(s)	Activities	Impact
<p>Offered two weeks of science inquiry-based exploration. Location was embedded within a local neighborhood of TRSD EL students.</p>	<p>EL staff researched best practices for science enrichment.</p> <p>Permission from neighborhood dairy was obtained to provide the camp with minimal barriers for students and families.</p>	<p>18 students ranging from 1<sup>st</sup> grade to 10<sup>th</sup> grade attended the two-week science camp. By the start of the second week, the older students requested time to mentor younger students and support them in science experiments.</p>

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<p>Students experienced application of learned science standards by going on two field trips to Pacifica Gardens and Science Works Museum.</p>	<p>Materials were purchased. EL staff met to write curriculum and plan lessons.</p>	<p>Interest is very high for the two-week camp to occur again Summer 2020. Science will be the focus, but the experiments and themes will be different. Location will still be embedded in local neighborhood to increase participation and reduce the need for bus/transportation.</p>
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**Goal(s) for this area:** *Increase ELPA21 growth percentiles in reading, writing, listening, speaking. Also increase SBAC performance percentiles in math.*

<b>Outcome(s)</b>	<b>Activities</b>	<b>Impact</b>
<p>EL Coordinator attended the SIOP training held in Portland, OR.</p>	<p>EL coordinator attended SIOP training.</p> <p>We were unable to complete any activities or offer professional development to teachers in this area due to the late arrival of funds. It is our goal to continue this goal in the upcoming school year as it is vital for student growth.</p>	<p>EL Coordinator is able to provide SIOP training, but has not been able to offer these classes due to the timeline that funds were received. Impact will not be fully known until the end of the 2019-2020 school year.</p>

<b>Innovative Idea</b>	<b>Description</b>
<p>Offer summer science camp embedded in the neighborhood</p>	<p>With such a large percentage of EL students living at the Noble Dairy, we partnered with the dairy owner to be able to offer the science camp on his property where the students are living.</p>

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<p>where many ELs live, partnering with land owner for permission.</p>	<p>He was very willing to partner with TRSD and allowed us to be on site daily, even allowing the bus to pick up the students at the dairy and take them to the two field trips as part of the science camp. Families commented they greatly appreciated having “us come to them” and the proximity of the camp to their neighborhood increased participation.</p>
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Community Partner	Contribution
Noble Dairy	Allowed summer science camp to be on their property.
Pacifica Gardens	Field trip for students to apply learned knowledge in real-life application situation.
Science Works Museum	Field trip for students to apply learned knowledge in real-life application situation.
Southern Oregon ESD	Advisors, Professional Development

## **Sustainability**

Describe plans to sustain and/or expand this plan beyond the June 30, 2019 funding cycle.

<p>The activities completed as part of this grant in July-September 2019 are the foundation for the future even though the window to spend the allocation was brief. EL Coordinator will now be able to offer SIOP training to our district staff, creating the capacity for sustainable professional development. The science camp was such a huge success we plan to include it in the 2019-2020 grant request and then embed it into district funds that are sustainable for many years. Curriculum purchased will be used for many years to come and the license agreement for digital technology will be sustainable through district resources.</p>
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## **Student and Family Engagement**

How has this action plan impacted a higher level of student and family engagement? Please share any of those observations in the box below. If you are not able to identify specific instances, leave the area blank.

EL parents in the Three Rivers School District communicate to use their appreciation for the intentional relationship we are building with them. They attend parent conferences, participate in family events, and contact the EL department with questions or concerns. We have had significantly more intentional interactions with parents over the course of the last 18 months. Parents provide feedback to the EL staff at each of the Family Nights, helping drive future initiatives to increase the support we provide to them.

## **Challenges/Barriers**

What barriers do you anticipate, or have you encountered that might affect the final outcome of your EL Outcomes Action Plan? Propose mitigations you can employ to reduce the impact of those barriers.

Due to the late arrival of funds, we were unable to implement many of the activities planned for the 2018-2019 school year. It is our hope this does not occur in the future. Regardless of the timeline of funds being released, TRSD staff are 100% fully committed to the education of all EL students.

## **Fiscal**

1. What percentage of your resource allocation were you able to spend for the 2018-2019 school year?
2. What percentage of your ADM EL Weighted Funding were you able to spend for the 2018-2019?
3. List activities funded by ADM EL Weighted Funding for the 2018-2019 school year.

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| <ol style="list-style-type: none"><li>1. We have spent \$90,000 out of the \$90,000 received, or 100% of allocated funds.</li><li>2. We have spent \$199,792 out of the \$119,598 ADM EL Weighted Funding, or 167% of allocated funds.</li><li>3. Of the \$199,792, it was spent in three categories. \$194,851 in Salaries/Benefits, \$3,105 for Supplies, and \$1,836 for Travel.</li></ol> |
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