



West Linn-Wilsonville School District

Local Plan of Service for English Learners

Approved, June 2015

Moon and Stars

I am Jalisco
Part of my family is from there
In farms animals wait to be fed
In México there is a lot of cows
I feel proud of my self
Speaking two languages
So I can give my family
Give them ideas

I am Oregon
Part of my family is from here
I live in West Linn
West Linn is like a big place to me
Here people dont ride in the back of trucks
I miss riding in the back of trucos

I am a teacher
I can show my students what its like in México
I can help my students speak two languages
Like a moon surrounded
By Stars glowing
I am brighter then the stars but
I am the only moon in the sky
That speaks two languges

Bianca
5th Grade
Willamette Primary School
West Linn-Wilsonville School District

Section I: District Demographics

The District Vision

The West Linn-Wilsonville School District program for English Learners (ELs) is designed to be an integral part of the district's total educational program. The program for English Learners as a part of the total educational program is guided by the following powerful set of district vision themes. Each vision theme is exemplified in the district's Local Plan of Service for English Learners.

- **Personalized Education**
- **Personal and Academic Excellence**
- **Circle of Support**
- **Educating the Whole Child**
- **Integrating Technologies in Daily Learning**
- **Community Partnership**

Overarching Program Goals for English Learners

1. West Linn-Wilsonville School District will provide English Learners with educational experiences that create conditions for each student to maximize his or her human potential.
2. West Linn-Wilsonville School District will provide English Learners with effective English language development and support for academic success in all subject areas leading to high school graduation.

Introductory Profile

The West Linn-Wilsonville School District is a high-performing suburban school district operating nine primary schools, three middle schools, and three high schools.¹ In addition, the district charts a school with students in grades 4-8. The district serves 9287 children in grades K-12 (May 1, 2015 reporting).² The district also operates preschool classes located in two primary schools.

The growing suburban communities of West Linn and Wilsonville are largely homogenous in ethnic makeup with the district's student ethnicity represented as follows (May 1, 2015 reporting):³

- 76.3% White
- 11.4% Hispanic
- 6.6% Multi (two or more) Racial
- 4.1 % Asian
- .8% Black
- .4% American Indian/Alaskan Native
- .4% Native Hawaiian/Other Pacific Islander

¹ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 1.1

² ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 1.2

³ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 1.3

English Learners

During the 1997-1998 school year, there were 25 English Learners in the district. In the last eight years our EL population has held to about 3% of our overall student population. The following tables show the reported district EL population numbers for the last six years.⁴

Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015*
# of English Learners	278	294	265	259	270	293
% change over previous year	-29%	6%	-10%	-2%	+ 4%	+ 8%
% total pop	3%	3%	3%	3%	3%	3%

* May 1, 2015

We have families who come to us with a wide variety of home languages: Spanish, Vietnamese, Japanese, Korean, Russian, Serbo-Croatian, Polish, Mandarin Chinese, Malay, Marathi, Tongan, Hindi, Tamil, Gujarati, Moharic, Romanian, German, French, Swedish, Danish, Portuguese, Cambodian, Hmong and Urdu. The overall composition of our English Learners' home languages has not changed significantly over the years.

The continuing challenge the district faces relative to our EL population is the situation of very small numbers of students in most of our schools – determining how to effectively schedule English Language Development (ELD) resources across schools (taking into account overall student schedule requirements) and provide instruction to a handful of students all at different proficiency levels. The recent growing challenge for the district is the increasing poverty rate we are experiencing – within both the general and EL student population. The district poverty rate this year (2014-2015) is at 20% with three of our primary schools at 35.5% (Boeckman Creek), 46.1% (Boones Ferry) and 36.6% (Lowrie). These three primary schools are also Title I-A Targeted Assisted Schools.⁴ The district launched a Two-Way Dual Language K-5 program in 2012-2013 at Lowrie Primary School and a One-Way Dual Language K-5 program at Trillium Creek Primary School the same year.

During the 2014-2015 school year and obtained from the district's student reporting system (Schoolmaster®), 65 EL students (22%) also participated in Special Education programs⁵. By primary disability, the specifics are:

- Specific Learning Disability – 28 (43.1%)
- Communication Disorder – 26 (40.0%)
- Other Health Impairments – 4 (6.2%)
- Autism Spectrum Disorder – 3 (4.6%)
- Intellectual Disability – 1 (1.5%)
- Hearing Impairment – 1 (1.5%)
- Visual Impairment – 1 (1.5%)
- Orthopedic Impairment – 1 (1.5%)
- English Learners with a 504 Plan – 2 (3.0%)

Our English Learners are under-represented in our Gifted Education program compared to the percentage of students overall. Currently only one (1) English Learner is also identified for Gifted Education programs.⁶ This has caused us to re-examine our identification process and adopt a new non-verbal tool, the Kaufman Brief Intelligence Test (KBIT-2), which can also be administered in Spanish.

⁴ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 1.4 & 1.7

⁵ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 1.5

⁶ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 1.6

District Progress for English Learners

The most recent English language proficiency results (Annual Measures for Achievement Outcomes, 2013-2014) for ELs include:

- 99 students (44.0%) with individual growth percentiles equal to or greater than their individual growth target (AMAO Criterion 1)⁷
- 22 students (9.1%) attaining academic English proficiency, fewer than 5 years identified as EL (AMAO Criterion 2a)⁷
- 28 students (46.7%) attaining academic English proficiency, 5 or more years identified as EL (AMAO Criterion 2b)⁷
- The Oregon State Assessment status for Limited English Proficient (LEP) sub-group: Not Met⁷
- 38 students are on monitoring status year one (current to May 15, 2015)⁸
- 32 students are on monitoring status year two (current to May 15, 2015)⁸
- 218 former English Learners (still enrolled but not in monitor status as of May 15, 2015)⁸
- 1 student re-entered ELD program after exiting for proficiency (during 2014-2015)⁸
- Parents declined services (waiver) for 5 ELs, 1.7% of total EL population (current to May 15, 2015)⁹

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

Educational Approach¹⁰

The West Linn-Wilsonville School District ELD Program draws from the positive elements of several effective, research-based, program approaches, applying varying models in schools with needs determined by the number and language needs of students who attend. The program models used in West Linn-Wilsonville are described in the educational literature on programs for Limited English Proficient (LEP) students as:

1. Sheltered Instruction (Oregon LEP Program Model Type Code 30)

The goal of this approach is simultaneous acquisition of English language skill development and core content learning. All instruction in a Sheltered Instruction classroom is in English using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. Teachers have specialized training in meeting the needs of ELs through this model. In addition to the basic district training for classroom teachers, many possess either a bilingual education or ESOL teaching credential and/or training such as SIOP and GLAD.

The Sheltered Instruction strategy is based on a set of beliefs and assumptions about learning through comprehensible input (Kraschen). Brain research, cognitive theory, and current best educational practices suggest that second language is best learned in ways that are similar to the acquisition of first language (Thomas & Collier).

Second language is acquired most effectively when:

- instruction is focused on the needs and interests of the student
- natural communication is stimulated
- errors are accepted
- students are engaged in situational activities
- instruction includes visuals, manipulative materials, and active participation
- instruction is supported with guided practice in a learning group
- sufficient time is given for the language to develop

Sheltered instructional practices, learned in workshops such as SIOP and GLAD, are used to make academic instruction in English understandable to English Learners. In the Sheltered Instruction classroom, teachers use

⁷ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 1.8, 1.9, 1.10, 1.16

⁸ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 1.11, 1.12, 1.13, 1.14

⁹ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 1.15

¹⁰ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 2.17

physical activities, visual aids, songs, chants, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

All students in the West Linn-Wilsonville School District, whose primary language is other than English, will participate in some Sheltered Instruction settings occurring in the regular classroom.

2. ELD Push-In (Oregon LEP Program Model Type Code 21)

The goal of this approach is English language development, literacy, and academic development through additional instruction within the Sheltered Instruction setting. English learners are co-taught in the content-area classroom by the ELD teacher and classroom teacher through regular and consistent individual, small group, or class settings with other non-native speakers of English. Instruction is geared at each child's own English language proficiency level.

ELD instructional practices include techniques, methodology, and special curriculum designed to teach English language development, forms and functions of language, content vocabulary, literacy, and cultural orientation. ELD instruction is in English with some occasional use of native language to scaffold understanding.

3. ELD Pull-Out (Oregon LEP Program Model Type Code 22)

English Learners still spend the majority of their school day in the content-area classroom receiving Sheltered Instruction and are "pulled out" for a small portion of the day to receive ELD. The goal of this approach is English language development through a short-term, pull-out setting designed to provide newcomer students (recent arrivals from other countries) an integration of academic and personal-social support to help students adjust to US schools (Chang, 1990). The instruction is primarily in English but may make use of students' home language. This model is short-term (3-4 months) and used only until ELD instruction can be fully delivered through Push-In and Sheltered Instruction.

4. ELD Class Period (Oregon LEP Program Model Type Code 23)

English Learners still spend the majority of their school day in the content-area classroom receiving Sheltered Instruction. The goal of this class period is for students to receive their ELD instruction (content area literacy and vocabulary) during a regular class period and also receive course credit for the class. This program model is only used in our high schools.

5. Two-Way Dual Language Immersion (Oregon LEP Program Model Type Code 12)

The goal of this approach is to integrate language minority and language majority students, providing instruction in both English and the native language of the language minority students. Students are immersed in non-English language content instruction for a significant portion of the school day. Two-way bilingual immersion programs strive to promote bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all students. Currently, the West Linn-Wilsonville School District has one Two-Way Dual Language program in one of its primary schools: Lowrie Primary School.

Research and Program Development Background¹¹

The educational approaches chosen by the district are recognized as sound approaches by experts in the field and recognized as legitimate educational strategies to ensure English language learners acquire English language proficiency and have meaningful access to the educational program (see **Bibliography** section).

The study of professional literature reveals that there are multiple perspectives and often-competing theories for the education of English language learners. Learning from brain research and Best Practices in pedagogy helped the district team sort out the competing theories. The result of our district study is a commitment to a language acquisition approach to second language learning supported by seminal researchers with multiple options to provide access to instruction.

- Two-Way Dual Language Immersion - Thomas & Collier, 2012
- Sheltered Instruction; Pull-Out Instruction; ELD Class Period - Peregoy & Boyle, 2008
- Push-In (Integrated, Collaborative instruction) – Honigsfeld & Dove, 2010

¹¹ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 2.18

Over the years, educators in this school district have been on a steep learning curve to expand understanding and to implement the range of strategies known to support English Learners. An aggressive professional development agenda and the implementation of best practices for English Learners is high priority in our schools. The elements of the district ELD Program educational approach are well-researched and the objective is to deliver effective instruction leading to the achievement of the measurable goals as outlined below. It is important to recognize that both research and practical experience show less certainty, more complexity, as well as how little is actually known regarding the “right” answer or formula for determining the best instructional approach for emerging bilinguals.

Educational Goals¹²

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

Lau v. Nichols, 1974

Broadly, the West Linn-Wilsonville School District model builds on current research in language acquisition, literacy development, and second language learning. The district program model responds to the learning from brain research and engages the instructional best practices represented in the literature. We aspire to achieve relative to the following three major goals which help to characterize the experience created for each child:

- 1. Each child will experience a welcoming learning environment with time and value for his/her home language, family, and culture through culturally responsive teaching practices in the school setting.**
- 2. Each child will make progress in English language development along the continuum described in the Oregon English Language Proficiency Standards and at a rate equal to or greater than the rate described in the AMAO targets.**
- 3. Each child will make progress in core content knowledge as he/she develops English language for academic work as measured by classroom and district assessments and Oregon State Assessment Standards at a rate equal to or greater than the AMO targets.**

Measurable Goals

The district pursues the following measurable goals consistent with Oregon’s AMAOs for the program as a whole and consistent with AMO for academic progress (per Oregon guidelines).¹³

Goal 1. The percentage of students on track to attain English language as measured by number and percent of students with individual growth percentiles equal to or great than their individual growth target (AMAO 1) will increase from 44.0 % (2013-2014) to 57% (2016-2017) representing a 10% increase each school year.

Goal 2. The percentage of students attaining academic English (level 5 ELPA) in fewer than 5 years identified as English learner (AMAO 2a) will increase from 9.1% (2013-2014) to 12% (2016-2017) representing a 10% increase each school year.

Goal 3. The percentage of students attaining academic English (level 5 ELPA) in 5 or more years identified as an English learner (AMAO 2b) will increase from 46.67% (2013-2014) to 60% (2016-2017) representing a 10% increase each school year.

Goal 4. The school district will MEET the AMO target for the LEP subgroup as defined in the ESEA waiver-growth model. More specifically, the Elementary Reading and Math growth will increase from a Level 3 to a Level 4 or 5. The Middle School Math growth will increase from a Level 1 to a Level 3 or more. The Graduation Rating will increase from a Level 2 to a Level 4 or 5.

¹² ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 2.19 & 2.20

¹³ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 2.21, 2.22 & 2.23

The District will measure these goals over time using the ELPA (English Language Proficiency Assessment) results; the OAKS Smarter Balanced Assessment results; 4- and 5-year graduation results; and state assessment participation.¹³

Goals in Comparison¹⁴

The district's educational goals for English Language Learners are the same as those of non-English learner students. This is evidenced by our district's ongoing mission *question* "How do we create learning communities for the greatest thinkers and most thoughtful people...for the world?" and by our School Board Goal #1: "Grow student achievement through the use of high leverage instructional strategies that raise rigor for *all* students while simultaneously closing achievement gaps."

The district's projection and expectation for core content knowledge standards to be met or exceeded by all students is the same or higher than the state targets. The long-term target is the same for both English Learners and non-English learner students, grounded in our theory of action that when students have **access** to rigorous, high quality learning opportunities and experiences, they will learn and succeed at impressive levels. Our outcome goals are the same for English Learners and non-English learners, in that every student in our district will graduate with a high school diploma and be ready for college or career.

As English Learners move through our ELD program, we pay careful attention to the various sub-group measures (LEP, Special Education, Gifted and Talented) with the long-term goal of high school graduation as our measure of success. Recent state data (2013-2014) shows that our district has one of the highest graduation rates for Latino students in the state, one of the highest graduation rates in the state for Special Education students, and the highest (or second-highest) graduation rate in the state for all students.

Goals for ELs, different from district goals for non-EL students, include attaining English language proficiency in 5-6 years in the ELD program. Research shows that a typical trajectory of academic language proficiency is between 5-7 years.

College/Career Readiness Goals¹⁵

"A student who is ready for college and career can qualify for and succeed in entry-level, credit-bearing college courses leading to baccalaureate or certificate, or career pathway oriented training programs without the need for remedial or developmental coursework." (Conley, 2012)

Dr. David Conley defines four keys to College and Career readiness: Key Cognitive Strategies, Key Content Knowledge, Key Learning Skills and Techniques, and Key Transition Knowledge and Skills. This framework guides our thinking and efforts around College and Career Readiness. The district's efforts to support students with programmatic and personalized effort in all these four Keys, is paying dividends.

At each high school 2-3 Accelerated Pathways counselors are part of the staff, with their key role being to make sure all 9th graders are on track with passing all of their courses. A bilingual Accelerated Pathways counselor at Wilsonville High School (where we have more of our ELs) pays close attention to the academic progress and success of our English Learners, making sure they are also on track with passing all of their courses.

West Linn-Wilsonville has the highest (or second highest) graduation rate in the state for the largest 25 school districts, one of the top graduation rates for Latino subgroup and near the top graduation rate for Special Education students.

Section 3: Identification of Potential English Learners (OCR steps 2 and 3)

All students enrolling in the district are screened to identify potential English Learners. When enrolling students in their neighborhood schools, parents/guardians complete the **District Registration Form** which includes **Home Language Survey** questions and information on a student's place of birth and ethnic background. Using established criteria, the district reviews the provided registration information to identify potential ELs.

¹⁴ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 2.24

¹⁵ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 2.25

The following table outlines the district's established procedures for identifying potential English Learners:¹⁶

Identification of Potential English Learners		
Timeline & Procedure Step/Action ¹⁸	Person Responsible ¹⁸	Outcome/Documentation
District Registration Form (containing Home Language Survey) distributed to all enrolling students in summer, August and September of new school year and as students enter throughout the year	School office staff	<ul style="list-style-type: none"> District Registration Form (containing Home Language Survey¹⁶ questions) is completed by parent/guardian (with assistance from school staff as needed) and returned to school office Student information is captured in Schoolmaster® (including home language survey information, place of birth, ethnicity) Registration form becomes part of student's permanent education record file
August/September - Completed registration form is reviewed using district criteria to identify potential ELs	ELD teacher Assistant Principal (AP) or Instructional Coordinator (IC)	<ul style="list-style-type: none"> If <u>any</u> of the following criteria are met, the student is identified to be further reviewed as a potential English Learner: <ul style="list-style-type: none"> ✓ A language other than English is listed for either of the two home language survey questions on the registration form: "What is the student's primary language?" and "What languages are spoken at home?" ✓ The student was born outside the United States ✓ Student ethnicity is Native American¹⁷ Cues suggesting a student might be a potential English Learner (e.g. student comments, teacher observations, etc.) are also noted and forwarded to the ELD teacher/AP/IC for follow-up (independent of information provided on registration form)
Summer-September - Personal family intake/interview conducted to confirm known information and/or collect additional home language information <i>This event is optional, at each school's discretion, and may be scheduled as appropriate within the identification and assessment processes timeline</i>	School administrator ELD teacher AP or IC Interpreter or Special Education designee may join this process if student does not demonstrate receptive or productive language ¹⁸	<ul style="list-style-type: none"> Supplemental Family and Student Home Language Information form (see Appendix) is completed Family and Student Home Language Information form is placed in student's permanent education record file; Schoolmaster® <i>Home Language Survey</i> record is updated (if necessary)
September - Identified potential ELs are forwarded for assessment to determine which, if any, ELD program services are appropriate	ELD teacher AP or IC	See following pages
Timeframe ¹⁸		
This identification process combined with the assessment process for English Learners will be accomplished within 30 calendar days at the beginning of the school year and within 10 school days at other times during the school year.		

¹⁶ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 3.26 & 3.27

¹⁷ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 3.29

¹⁸ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 3.28 and 3.30

Assessment of English Learners

Students identified as potential English Learners are formally assessed using the Woodcock-Munoz Language Survey-Revised (WMLS-R) to determine English language proficiency.¹⁹ There are 7 tests of listening, speaking, reading and writing; students are administered all seven tests.¹⁹ Students are referred for placement into the district's ELD program if they qualify under the district's eligibility criteria (based on the results of the WMLS-R assessment considered with the presence of academic difficulties attributed to language proficiency deficiencies). Parents are notified of recommended placement based on assessment results and may accept or decline the recommended services.

Students transferring into the district and who were receiving ELD program services at their previous school (and had not been exited from those services for achieving proficiency) are automatically considered qualified for services; they are not tested. Placement specifics are determined from recent proficiency assessment information in the student's transfer file and/or if necessary, by contacting the student's previous school. Parents are notified of the continuation of services and may accept or decline the recommended services.

Trained and certified school personnel (e.g. ELD teachers, psychologists, AP, IC, counselors, learning specialists, speech language pathologists, etc.) conduct the language proficiency assessment of identified potential English Learners. These personnel receive training in the administration of the Woodcock-Munoz Language Survey from certified Woodcock-Munoz trainers through classes offered by the ESD or other local sources. The District ELD Coordinator maintains a list of all Woodcock-Munoz trained personnel, insures any new personnel who will administer Woodcock-Munoz receive training, and verifies (yearly) that personnel administering the Woodcock-Munoz are current in their training.²⁰

Identified potential ELs are administered the Woodcock-Munoz Language Survey within 10 school days of enrollment (or within 30 calendar days at the beginning of the school year).

A student is determined to be an English Learner and eligible for ELD program services based on meeting the district criteria relative to the student's Woodcock-Munoz score. Members of the school's ELD team consider the results of the Woodcock-Munoz assessment, along with supporting data as needed, and make a determination about the eligibility of the child for language assistance. Members of a school's ELD team are appointed by the school principal and may include the classroom teacher, ELD teacher and/or support staff as appropriate. The team will include staff with expertise in second language and cultural issues whenever possible. The ELD team could also recommend assessment for special education or gifted education. In these cases, parent permission will be obtained in accordance with the school procedures for those programs. The results of the assessment and the ELD program plan are shared with the classroom teacher(s).²¹

The printed report of the assessment and scores are kept in the student's permanent education record file. Additionally, the scores are entered into Schoolmaster®, the district's student information and tracking system.²¹

¹⁹ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 3.31

²⁰ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 3.32

²¹ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 3.33 & 3.34

The following table outlines the district's established assessment procedures at the time of initial identification of potential English Learners:²²

Assessment Procedures – Initial Identification of Potential English Learners		
Timeline & Procedure Step/Action	Person Responsible	Outcome/Documentation
September: Identified potential EL is administered the Woodcock-Munoz Language Survey-Revised	Trained & certified school personnel (e.g. ELD teacher, AP, IC, psychologist, counselor, learning specialists, etc.)	<ul style="list-style-type: none"> Assessment result (printout) obtained and becomes part of student's permanent education record file WMLS-R score recorded in Schoolmaster®
September: Results of WMLS-R assessment are considered to determine student's eligibility under district criteria for ELD services	Child Study Team which includes classroom teacher	<ul style="list-style-type: none"> If the following criteria is met, the student is identified as an English Learner and eligible for ELD program services: <ul style="list-style-type: none"> ✓ WMLS-R <i>Broad English Ability</i> score of 1, 2, 3, 3.5 Student is determined not to be an English Learner and not in need of ELD program services: <ul style="list-style-type: none"> ✓ WMLS-R <i>Broad English Ability</i> score of 4 or higher
Students determined to be ELs are referred for placement into the district's ELD program Transfer students who were receiving services at their prior school and who had not achieved proficiency, are automatically referred for placement into the district's ELD program	ELD teacher AP or IC	<ul style="list-style-type: none"> Schoolmaster® <i>ELD-Current</i> program record created with appropriate information captured (need entry date, program entry date, etc.) Student enters ELD program and begins receiving services – see Section 4
Parents are notified of student eligibility or ineligibility for ELD services Teachers are notified of students in their class who qualify for ESL services; results of assessment are shared to help create meaningful goals.	ELD teacher AP or IC	<ul style="list-style-type: none"> Appropriate form (in language parents can understand) is sent home to parents (see Appendix): <ul style="list-style-type: none"> ✓ Parental Notification of Services for English Learners – Initial and Continuing ✓ Parental Notification – Services for English Learners Not Required Copy of form placed in student's permanent education record file
Parent may choose to decline or request a change to recommended services	Initiating parent Interpreter may be needed	<ul style="list-style-type: none"> Parent contacts school principal to schedule a meeting to discuss recommended services After meeting, if parent decides to decline ELD services for the child, appropriate documentation (Parent Request to Discontinue or Not Accept Program Services for English Learners – See Appendix) is completed and placed in student's permanent education record file; Schoolmaster® ELD program record and/or WMLS-R test record are updated to reflect decision
Students not receiving ELD services (e.g. non-qualified, parent declined services, other) are noted	ELD teacher AP or IC	<ul style="list-style-type: none"> Schoolmaster® <i>Guidance: EL Non-Participant</i> record created with appropriate information captured (date, reason)
Timeframe		
This assessment process combined with the identification process for potential English Learners will be accomplished within 30 calendar days at the beginning of the school year and within 10 school days at other times during the school year		

²² ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 3.35

Parent Notification Procedures²³

The West Linn-Wilsonville School District has a policy directing that schools communicate with parents in a language they can understand. To this end, we attempt to communicate with parents who are native speakers of a language other than English whenever possible in their home language. We have a commitment to clear comprehensible communication. The district recognizes that the volume of school-to-home written communication and the number of home languages represented by our students creates a significant challenge, which makes this goal difficult to meet.

Notification to parents of newly enrolled English Learners, of the availability and type of district ELD Program services and other options will be done in a language the parents understand. The district will ensure communication of key communications relative to student grades and progress, student and parent handbooks, extracurricular activities, suspension, expulsion, IEPs and special programs, and other legal matters in a clear and comprehensible manner. The district will ensure translation quality to the best of our ability, making every effort to protect confidential information in any communication.

Registration materials, report cards, and ELD program materials have been translated into Spanish. Further translation of district forms into other languages are made as needed.

Upon entry into our schools, each family is asked to help the school identify a friend or acquaintance who can be a key communicator and translator for the family. This person is asked to relay messages and facilitate general conversations between the teachers and the family. When the key communicator is not available, the school will make every effort to locate a bilingual community member to translate and facilitate conversations between the teachers and the family.

The district hires qualified interpreters to serve at meetings and to translate documents for all legal meetings and communications including Special Education issues and disciplinary matters, to assure that parents are well-informed before making educational decisions for their children.

Section 4: Program of Services for English Learners (OCR Step 4)

The major components of the West Linn-Wilsonville School District ELD Program combine to provide a comprehensive educational experience for each English Learner. This section provides a description of program services at each school level: preschool, primary (grades K-5), middle (grades 6-8), and high (grades 9-12). These programs and services are consistent with and reflect the educational theories selected by the district as outlined in **Section 2**.

Preschool

The District operates a preschool program in two of the primary schools. Each year, children attend for whom English is not their native or first language. As per Headstart guidelines and district priority, either the teacher or the preschool Instructional Assistant is bilingual (English-Spanish). Native literacy in both of these languages is supported and integrated. Sheltered Instruction strategies are implemented to help children make input comprehensible thereby growing their English language vocabulary and accessing the academic content.

Primary School (Grades K-5)

Each child will experience a welcoming learning environment with time and value for his/her home language, family, and culture in the school setting.

At primary school this element is a priority. Welcoming all children and their families with care and respect is accomplished with a well-designed set of practices.

The school team, under the direction of the principal, works with the parents throughout the identification and service process. If no one on staff speaks the home language of the family, the school team works to identify an

²³ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 3.36

adult in the community who speaks the child's home language. This person plays a family connection and support role to assist with communication and welcoming. Students receive ELD program services that best meets their needs.

A description of each program model provided in our primary schools (K-5) is outlined below using Oregon Department of Education's approved Types of Program Service Models and Definitions.

World Language Program

At the primary level, a World Language program, grades K-5, provides Spanish and Mandarin Chinese speaking students with the opportunity to showcase proficiency in their first language alongside classmates learning Spanish and Mandarin as a second language. Students K-5 learn Spanish and Mandarin through a once-weekly 30-minute lesson from a native speaker; students in Grades 2-5 practice their Spanish and Mandarin through a once-weekly 30-minute web-based lesson through Rosetta Stone®. Students may also access their Rosetta Stone® lessons at home and over the summer to continue practicing their language lessons.

Sheltered Instruction

All students grades K-5, participate in general classes throughout the day. The classroom teachers use a variety of Sheltered Instruction strategies and techniques shown to be effective for students who are English Learners; GLAD is most commonly used in primary schools.

Placement of English Learners in the regular classroom will be given the same care that all children are given. English Learners will be placed with teachers who have or will be getting appropriate professional development for teaching ELs in the general classroom through a district Sheltered Instruction 3-day Workshop. This professional development workshop emphasizes best practices in sheltered instruction techniques, ELD through content and GLAD strategies.

Teachers with English Learners in class will have the support of regular lesson design collaboration and consultation with an ELD teacher and/or instructional coordinator. Specialized classroom materials, teacher planning resources and the support of the Child Study Team will be provided by the principal as needed.

ELD Push-In

English language development, literacy, and academic development are provided through additional instruction within the Sheltered Instruction setting. English Learners are co-taught in the content-area classroom by the ELD teacher through regular and consistent individual, small group, or class settings with other non-native speakers of English. Instruction is geared at each child's own English language proficiency level.

ELD instructional practices include techniques, methodology, and special curriculum designed to teach English language development, forms and functions of language, content vocabulary, literacy, and cultural orientation. ELD instruction is in English with some occasional use of native language to scaffold understanding.

ELD Pull-Out

English Learners still spend the majority of their school day in the content-area classroom receiving Sheltered Instruction and are "pulled out" for a small portion of the day to receive ELD services. The goal of this approach is English language development through a short-term, pull-out setting designed to provide newcomer students (recent arrivals from other countries) an integration of academic and personal-social support to help students adjust to US schools (Chang, 1990). The instruction is primarily in English but may make use of students' home language. This model is short-term (3-4 months) and used only until ELD instruction can be fully delivered through Push-In and Sheltered Instruction.

Two-Way Dual Language Program

Students in one of our primary schools have the option of developing language proficiency in two languages through an immersion program (Spanish and English). The students at Lowrie Primary School have a two-way immersion program, integrating 50% language minority and 50% language majority students. The academic program design is a 50/50 model, meaning that for approximately half of the day the instruction is delivered in the target language (Spanish) and the other half of the day in English.

The following table outlines guidelines for the delivery of district ELD Program services to English Learners in our primary schools, including how and where services will be provided and by whom as well as the standards and/or criteria used to determine the amount and type of language development services provided:²⁴

Programs & Services – Primary Level (Grades K-5)				
	Sheltered Instruction (Code 30)	ELD Push-In (Code 21)	ELD Pull-out (Code 22)	Two Way Immersion (Code 12)
Population Served using Standards and/or Criteria	All English Learners	ELs who qualify for ELD program services with a WMLS-R <i>Broad English Ability</i> score of 1, 2, 3 or 3.5. ELs with ELPA composite scores of 1, 2, 3, 4.	Newcomer ELs who qualify for ELD program services with a WMLS-R <i>Broad English Ability</i> score of 1 within their first year of receiving services. ELs with ELPA composite scores of 1.	English Learners in the Two-Way Immersion class (K-5)
Schools Offering	All primary schools	All primary schools	All primary schools	Lowrie Primary School
Where Conducted	Regular classroom	Regular classroom	Small group or individual settings in student's classroom or nearby	Two-Way Immersion classroom
Frequency	Daily	2-4 times/week	2-4 times/week	Daily
Description	Core content is taught using Sheltered Instruction strategies to assure comprehensible input in all academic subjects. English language acquisition is also one of the goals. Instructional support to assure active engagement in lessons in all academic subjects	Core content is taught using Sheltered Instruction strategies to assure comprehensible input in all academic subjects. English language acquisition is also one of the goals. ELD teacher "pushes-in" to co-teach and integrate English language standards and goals within the content area	ELD teacher "pulls out" the newcomer student for a small portion of the school day to provide targeted ELD. All efforts are made to pull the student out of the classroom in the least disruptive manner and when missing instruction doesn't create an even greater learning opportunity gap.	Students study core content area in both languages over the course of the program with the goal of bilingualism and biliteracy in English and Spanish. Instructional support to assure active engagement in lessons in all academic subjects
Provided by	Classroom teachers with preparation and training in Sheltered Instruction strategies and ELP standards	ELD teacher or by ELD teacher and classroom teacher in a co-teaching model	ELD teacher or classroom teacher	Classroom teachers with preparation and training in Sheltered Instruction or ESOL Endorsement ELD teacher provides consultation and support as needed

²⁴ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 4.37 & 4.38 & 4.41

Middle School (Grades 6-8)

Each child will experience a welcoming learning environment with time and value for his/her home language, family, and culture in the school setting.

At middle school this element is a priority. Welcoming all children and their families with care and respect is accomplished with a well-designed set of practices. If no one on staff speaks the home language of the family, the school team works to identify an adult in the community who speaks the child's home language. This person plays a family connection and support role to assist with communication and welcoming.

In addition, when needed, the middle school will be alert to the developing interests of the child. The school will make an attempt to find a native speaker, a mentor who is an expert or practitioner in a field of student interest. For example, a child interested in art might be connected to an artist or a high school student artist, a child interested in biology may be connected to a scientist who speaks his or her first language.

When needed, the school will identify first language texts to supplement content and concepts for children at emerging language levels. When the class is reading a piece of literature, a copy in first language can help assure that the child is engaged in the meaning and literary analysis of the work.

A description of each program model provided in our middle schools (Grades 6-8) is outlined below using Oregon Department of Education's approved Types of Program Service Models and Definitions.

World Language

The World Language program, grades 6-8, provides opportunities for English Learners to participate in first language experiences in Spanish, Mandarin Chinese and French.

Sheltered Instruction

All students, grades 6-8, participate in general classes throughout the day. The classroom teachers use a variety of strategies and techniques shown to be effective for students who are English Learners; SIOP and GLAD are most commonly used in middle school.

Placement of English Learners in the regular classroom will be given the same care that all children are given. English Learners will be placed with teachers who have or will be getting appropriate professional development for teaching ELs in the general classroom through a district Sheltered Instruction 3-day Workshop. This professional development workshop emphasizes best practices in sheltered instruction techniques, ELD through content and GLAD strategies.

Teachers with English Learners in class will have the support of regular lesson design collaboration and consultation with an ELD teacher and/or instructional coordinator. Specialized classroom materials, teacher planning resources and the support of the Child Study Team will be provided by the principal as needed.

ELD Push-In

English language development, literacy, and academic development are provided through additional instruction within the Sheltered Instruction setting. English Learners are co-taught in the content-area classroom by the ELD teacher and classroom teacher through regular and consistent individual, small group, or class settings with other non-native speakers of English. Instruction is geared at each child's own English language proficiency level.

ELD instructional practices include techniques, methodology, and special curriculum designed to teach English language development, forms and functions of language, content vocabulary, literacy, and cultural orientation. ELD instruction is in English with some occasional use of native language to scaffold understanding.

ELD Pull-Out

English Learners still spend the majority of their school day in the content-area classroom receiving Sheltered Instruction and are "pulled out" for a small portion of the day to receive ELD services. The goal of this approach is English language development through a short-term, pull-out setting designed to provide newcomer students (recent arrivals from other countries) an integration of academic and personal-social support to help students adjust to US schools (Chang, 1990). The instruction is primarily in English but may make use of students' home language. This model is short-term (3-4 months) and used only until ELD instruction can be fully delivered through Push-In and Sheltered Instruction.

The following table outlines guidelines for the delivery of district ELD Program services to English Learners in our middle schools, including how and where services will be provided and by whom as well as the standards and/or criteria used to determine the amount and type of language development services provided:²⁵

Programs & Services – Middle Level (Grades 6-8)			
	Sheltered Instruction (Code 30)	ELD Push-In (Code 21)	ELD Pull-out (Code 22)
Population Served using Standards and/or Criteria	All English Learners	ELs who qualify for ELD program services with a WMLS-R <i>Broad English Ability</i> score of 1, 2, 3 or 3.5. ELs with ELPA composite scores of 1, 2, 3, 4.	Newcomer ELs who qualify for ELD program services with a WMLS-R <i>Broad English Ability</i> score of 1 within their first year of receiving services. ELs with ELPA composite scores of 1.
Schools Offering	All middle schools	All middle schools	All middle schools
Where Conducted	Regular core content classrooms	Regular classroom	Small group or individual settings in student's classroom or nearby
Frequency	Daily	2-4 times/week	2-4 times/week
Description	Core content is taught using Sheltered Instruction strategies to assure comprehensible input in all academic subjects. English Language acquisition is also one of the goals. Instructional support to assure active engagement in lessons in all academic subjects	Core content is taught using Sheltered Instruction strategies to assure comprehensible input in all academic subjects. English Language acquisition is also one of the goals. ELD teacher "pushes-in" to co-teach and integrate English Language standards and goals within the content area	ELD teacher "pulls out" the newcomer student for a small portion of the school day to provide targeted ELD. All efforts are made to pull the student out of the classroom in the least disruptive manner and when missing instruction doesn't create an even greater learning opportunity gap.
Provided By	Classroom teachers with preparation and training in Sheltered Instruction strategies and ELP standards	ELD teacher or by ELD teacher and classroom teacher in a co-teaching model	ELD teacher or classroom teacher

High School (Grades 9-12)

Each child will experience a welcoming learning environment with time and value for his/her home language, family, and culture in the school setting.

Welcoming all children and their families with care and respect is accomplished with a well-designed set of practices at the high school. If no one on staff speaks the home language of the family, the school team works to identify an adult in the community who speaks the child's home language. This person plays a family connection and support role to assist with communication and welcoming.

In addition, when needed, the high school will be alert to the developing interests of the child. The school will make an attempt to find a native speaker, a mentor who is an expert or practitioner in a field of student interest. For

²⁵ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 4.37 & 4.38 & 4.41

example, a child interested in art might be connected to an artist; a child interested in biology may be connected to a scientist who speaks his or her first language.

As appropriate, the school will identify first language texts to supplement content and concepts for students at early English language levels. When the class is reading a piece of literature, a copy in first language can help assure that the child is engaged in the meaning and literary analysis of the work.

A description of each program model provided in our high schools (Grades 9-12) is outlined below using Oregon Department of Education's approved Types of Program Service Models and Definitions.

World Language

The World Language program in Grades 9-12, provides opportunities for English language learners to participate in first language experiences in Spanish, French, Japanese, and Mandarin Chinese.

Sheltered Instruction

All students, grades 9-12, participate in general classes throughout the day. The classroom teachers use a variety of strategies and techniques shown to be effective for students who are English Learners; SIOP and GLAD are most commonly used in high school.

Placement of English Learners in the regular classroom will be given the same care that all children are given. English Learners will be placed with teachers who have or will be getting appropriate professional development for teaching ELs in the general classroom through a district Sheltered Instruction 3-day Workshop. This professional development workshop emphasizes best practices in sheltered instruction techniques, ELD through content and GLAD strategies.

Teachers with English Learners in class will have the support of regular lesson design collaboration and consultation with an ELD teacher (the two large high schools) and/or instructional coordinator (small alternative high school). Specialized classroom materials, teacher planning resources and the support of the Child Study Team will be provided by the principal as needed.

ELD Class Period: English Language Development

Students participate in regular and consistent small group or individual sets of lessons. English as a Second Language lessons are designed and taught by the ELD teachers. These lessons teach English language development (ELD), literacy, and content area vocabulary.

Children are engaged in intensely interactive English instruction. The teacher uses verbal, visual, kinesthetic, and context cues to support the development of listening, speaking, reading, and writing English. The instruction in this ELD class uses the best comprehensive practices for developing literacy.

Instruction is guided by ELD curriculum goals that assure coordination of the instruction to the state English Language Proficiency (ELP) standards. The district uses the Oregon English Language Proficiency standards and the results of the ELPA as a framework to determine the specific and targeted goals for each child and to determine whether the child's progress is at a sufficient level for each particular child.

The following table outlines guidelines for the delivery of district ELD Program services to English Learners in our high schools, including how and where services will be provided and by whom as well as the standards and/or criteria used to determine the amount and type of language development services provided:²⁶

Programs & Services – High Level (Grades 9-12)		
	Sheltered Instruction (Code 30)	ELD Class Period (Code 23)
Population Served using Standards and/or Criteria	All English Learners	Entering children with WMLS-R <i>Broad English Ability</i> scores of 1, 2, 3 and/or children with ELPA composite scores of 1, 2, 3, 4
Schools Offering	All high schools	West Linn High School Wilsonville High School
Where Conducted	Regular classroom	Class, small group or individual settings
Frequency	Daily	2-5 times/week
Description	Core Content is taught using Sheltered Instruction strategies to assure comprehensible input in all academic subjects. English Language acquisition is also one of the goals. Instructional support to assure active engagement in lessons in all academic subjects	Instruction in English language development, content area literacy and content area vocabulary at each student's own proficiency level during a regular class period. Students also receive course credit for the class.
Provided By	Classroom teachers with preparation and training in sheltered instruction strategies and ELP standards	ELD teacher with an ESOL Endorsement

Core Instruction and Special Programs²⁷

The West Linn-Wilsonville School District has a policy that all students including English Learners should have access to all core instruction and all district special programs. Among the programs are Special Education, Title I, Gifted Education, Honors/AP courses, enrichment programs, summer school, and extra-curricular athletics/activities programs.

To assure all students access to all programs, the district provides administrators and school staff with clear information about the district commitment to equity and access. At each school, administrators direct processes for assuring all children access to all programs. The schools communicate options to all students and parents including English Learners. All information is translated/interpreted into parents' native language as required. The ELD team and school administration facilitate communication about opportunities and access to programs.

The district encourages participation in activities and athletics and other extracurricular activities at all levels. Information about opportunities is shared with students and disseminated to parents at parent conferences, parent meetings, through school newsletters and flyers, and on the district and schools' websites. A very large percentage of our students at all grade levels participate in school activities and athletics. Special effort is made to assure recruitment, personal contact, and a welcoming environment, that assures access to all students. Scholarships are generously given when fees are a potential deterrent to student participation.

²⁶ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 4.37 & 4.38 & 4.41

²⁷ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 4.39

Professional Development²⁸

Professional Development support for core content teachers is provided annually through a 3-day district course, “Sheltered Instruction: ELD through Content”. The course is co-taught by a bilingual language acquisition trained professional who has expertise with GLAD and Sheltered Instruction strategies and the district ELD Coordinator. Teachers become familiar with language acquisition levels; ELP standards; Sheltered Instruction strategies; and the district’s overall EL Plan. Teachers also spend time during this course observing classrooms of teachers modeling Sheltered Instruction strategies.

Process for Unique Education Program²⁹

There are times when an English Learner’s educational program may need to be uniquely designed based on a student’s specific needs. The process and design of the program is lead by the school’s Child Study Team which includes the child’s classroom teacher, ELD teacher, Special Education designee, parents, interpreter (if needed), and school administrator. Together the Team determines how ELD program services will be delivered, including English Language Development and access to core content subjects. The Team will determine the frequency and location of delivery and who will deliver the instruction. For some home-bound students, for example, this may be at the child’s home by a certified teacher under the direction of an ELD teacher. The Team will also determine a timeline for this unique education program and when the Team will reconvene to determine if services in this delivery model need to be adjusted, continued or discontinued. Documentation of this education program is kept in the student’s education file.

Section 5: Staffing and Resources (OCR Step 5)

Number and Category of Instructional Staff³⁰

During the 2014-2015 school year, the following staff implemented the district’s language development program:

Instructional Staff	Primary School	Middle School	High School
Full-time or part-time ELD teacher(s) with ESOL Endorsement	Lowrie Primary School (2 full-time ELD teachers) Boeckman Creek Primary School (1 full time ELD teacher) Boones Ferry Primary School (2 full-time ELD teachers)	Inza Wood Middle School (1 full-time ELD teacher)	Wilsonville High School (1 part-time ELD teacher)
Part-time ELD teacher	Stafford Primary School Sunset Primary School Trillium Creek Primary School Willamette Primary School Bolton Primary School Cedar oak Park Primary School	Rosemont Ridge Middle School Athey Creek Middle School	West Linn High School Arts & Technology High School

²⁸ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 4.40

²⁹ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 4.42

³⁰ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 5.43

Qualified English Language Development (ELD) Teachers ³¹

The district recruits, hires, and supports qualified ELD teachers for English Learners in ELD programs. ELD teachers engage in professional development to assure that they are updated on current best practices and the research based on second language learning. ELD teachers include teachers who:

- Are fluent in both English and Spanish (preferred)
- Hold ESOL endorsement, or
- Have Sheltered Instruction or GLAD training
- Have attended classes and workshops for working with English Learners
- Have cultural proficiency training

These qualifications meet the requirements of Oregon's OAR 581-023-0100 for credentialed staff trained in instructional strategies that are effective with English Learners (OAR 581-023-0100 4d) or by tutors supervised by credentialed staff.

The district does not use instructional assistants (paraprofessionals) to provide direct ELD instruction to English Learners. At times instructional assistants provide support to other students in the classroom so that the classroom teacher is available to provide direct language or academic instruction (e.g. pre-teaching, preview, review and scaffolded instruction) to the English Learner(s) in his/her class.

Recruiting/Hiring and Ensuring Qualified Teachers ³²

The district will hire teachers with specialized training where possible, and support the classroom teachers teaching in the general classroom where English Learners are included. The district values and hires candidates with certification in ESOL or language development and those who have specific training in the strategies for sheltered instruction, cooperative learning, differentiated instruction and culturally responsive teaching.

Qualified candidates for ELD teaching positions are recruited through postings on TalentEd, participation in the Oregon Professional Educator Fair, and ongoing relationships with specific colleges and universities (Pacific University, Portland State University, Lewis & Clark College, Western Oregon State University and Marylhurst University).

The District has joined the Portland State University Bilingual Teacher Pathway Program which provides completed graduates with a Teaching Degree as well as an ESOL Endorsement. One of our Dual Language teachers was hired internally through this program. Currently there are two participants finishing this program Spring 2015 and three more who have been accepted into the program and will begin 2015-2016.

Steps Taken to Develop Qualified Staff

- Since 2012-2013, the district has conducted a 3-day training workshop on "Sheltered Instruction: Teaching ELD through Content" professional development course. This workshop is taught by a credentialed Second Language Development Expert, Jody Wiencek. The course lasts over 3 days (early October, January, March) and includes an overview of language development; sheltered instruction strategies; ELP Standards; observations of classrooms; and two hours of mandatory coaching by Ms. Wiencek in the participant's classroom to ensure implementation of Sheltered Instruction. This course is used to train all classroom teachers who have an English Learner and have not had GLAD or Sheltered Instruction training.
- The district continues to send teachers and administrators to SIOP training through ESD upon request.
- In the summer of 2013, the district partnered with Marylhurst University to begin an ESOL Endorsement Cohort. The cohort will include district teachers as well as Marylhurst pre-service teachers. Several completed their degrees in the summer of 2014; others will complete this summer 2015.

³¹ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 5.44

³² ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 5.45

- With the launch of the district Dual Language Program (2012-2013), the district has contracted a credentialed Second Language Development expert, Jody Wiencek, to provide ongoing best practices training and consultation to the classroom teachers and principals of this program.

District Plan for Temporary Staff³³

The District makes every effort to only hire credentialed staff to fulfill the requirements of the English language development program. Until now, we have not hired anyone who cannot meet these qualifications. Should, however, conditions arise where this may occur, we would create a personalized plan for the temporary staff member leading to full certification as soon as possible. To begin, any temporary staff member would be required to take the 3-day district workshop “Sheltered Instruction: Teaching ELD through Content” course.

Professional Development Program

All administrators participate in professional development. All teachers with ELD students in class participate in professional development.

The full resources of the school district for professional development, a budget of nearly half a million dollars, stand behind all the following options:

- Tuition reimbursement is granted at 12 graduate hours each year for every teacher
- Teachers and administrators have opportunities to attend conferences at district expense
- ESD sponsored SIOP and ELD workshops
- District sponsored ELD 3-day “Sheltered Instruction: Teaching ELD through Content” Course
- “Leading with Equity” Administrators Monthly Seminars
- ELD Administrative Program Guidance & Evaluation meetings
- Attendance at state, regional, and national conferences such as OABE, AMME, OALA, ATDLE and most recently the COSA EL Conference
- Portland State University’s Bilingual Teacher Pathways Program (with current participants in the program)
- Confucius Institute of Portland State University partnership with Confucius Classrooms in three primary schools and each middle school; seminars and resources available to teachers and administrators

Staff development needs are reviewed yearly in individual goal setting conferences (teacher and principal) and through an ESD survey of professional development needs. These needs/goals and subsequent professional development activities are recorded in MyLearningPlan.com. This program allows the district to link goals from the teacher to the school development plan, to district goals, and to school board goals. This system, in partnership with goals established as per SB290 criteria, provides a continuously updated tool for setting and assessing professional development goals and needs. The data can be correlated to student outcomes thus providing one more way to assess the efficacy of professional development activities.

Instructional Materials and Resources³⁴

The district reviews materials on an ongoing and regular basis as per state guidelines for curriculum renewal.³⁵ When the state renews an academic content area, the district adopts materials to fulfill state standards and meet high quality, researched basis materials criteria.

English Learners are given equal access to materials that are used in the content areas. Sheltered Instruction techniques (such as visuals, pre-teaching) and accommodations are made to content area materials by the classroom teachers and ELD teachers to help English Learners understand the academic vocabulary and access the content.

For newcomer students (students who are recent immigrants and have very little to no exposure to the English language), the district purchases instructional materials that develop essential basic English language vocabulary

³³ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 5.46

³⁴ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 5.47

³⁵ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 5.48

(BICS); assist students with acculturation to US schools, community and culture; and provide assistance and access for students to their core academic program as well as extracurricular programs. These materials are selected from the approved list of ELD materials provided by the state.

The Dual Language program uses an English or Spanish version of the same curriculum materials used by all classroom teachers to instruct in the core content areas (e.g. Spanish version of Math Investigations, Spanish leveled reading texts). The Dual Language program uses the EDL (Spanish), LAS (Spanish) and DRA2 (English) language and reading assessments.

The district currently has the resources necessary to implement the district language development program. A contingency plan should there not be the funds, is to prioritize this program and make reductions in other areas of the general education budget.³⁶

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

The West Linn-Wilsonville School District believes that the acquisition of English as a second or third language is a long-term process. Experts do not all agree, but most believe that full English proficiency is attained somewhere between 5 and 7 years. For some children the process is even longer. Each child will progress from beginning to proficient English in his or her own unique time and way. Language acquisition will be influenced by many factors and variables. English Learners will generally benefit from support even as they reach the higher levels of proficiency. It is clear from research and from our students' experience that withdrawing English language learning support too early may slow a child's academic progress.

English Learners are reassessed yearly using the Oregon ELPA to track their English language proficiency development. The district has established criteria to determine when students have developed sufficient language proficiency in speaking, writing, and comprehension of English to enable them to participate meaningfully in the education program – the time when ELD services are no longer required. Generally, this occurs when a child scores at Advanced, level 5, on the Oregon ELPA. Students who satisfy the district criteria, are exited from ELD services after review and approval by the Child Study Team. Exit from ELD services occurs at a reasonable and logical instructional point (e.g. middle/high school students would make changes in classes at quarter/semester end). Students not satisfying exit criteria continue to receive services through the district's ELD Program.

Rarely, some students may demonstrate at ELPA Early Advanced, level 4, sufficient English language proficiency allowing them to benefit from participation in the regular education program without assistance of ELD program services. These students could be considered for promotion out of the ELD Program. Conversely, some students may demonstrate a need for continuing services in the ELD Program even after scoring at ELPA Advanced, level 5. These students could be considered for retention in the ELD Program. In either case, the recommendation to promote or retain a student is initiated by the ELD teacher and is reviewed, considered, and approved/disapproved by the school's ELD Team. Factors to be considered by the ELD Team include: data from multiple assessments providing detailed information regarding the student's progress in acquiring English language proficiency; written narrative outlining the student's ELD program services, intervention strategies, and reasons for promotion/retention based on linguistic performance; and parental input regarding the recommendation. Promoted and retained students are still required to take ELPA during the district's testing window.

Students exited from ELD program services are monitored for evidence of academic achievement one to three times a year for a 2-year period following exit. During this monitoring period, if there is evidence of insufficient academic achievement due to probable language proficiency issues, the student is reassessed using the Woodcock-Munoz Language Survey. Students eligible for ELD services and for whom services are recommended by the ELD Team and agreed to by the parent, are reinstated in the district's ELD Program and again begin receiving ELD services. Insufficient academic achievement due to non-language proficiency reasons is addressed as it would be for any student (e.g. guidance, special education, tutor center, mentoring) and the student continues in the 2-year monitoring period.

³⁶ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 5.49

The following table outlines the district's established procedures for exiting (reclassification), promoting, and retaining English Learners.³⁷

Exiting (Reclassification), Promoting, Retaining English Learners		
Procedure Step/Action	Person Responsible	Outcome/Documentation
English Learner's language proficiency is reassessed yearly (usually March-April) using the Oregon ELPA	Trained school personnel (ELD teacher, Instructional Coordinator, Assistant Principal)	<ul style="list-style-type: none"> • ELPA test record created in Schoolmaster® reflecting date test was administered • ELPA score recorded in Schoolmaster® after reported back from ODE (6-8 weeks after test administered)
Students who have developed sufficient English language proficiency are identified and approved for exit from ELD services ³⁸	Trained & certified school personnel ³⁹ (ELD teacher, Instructional Coordinator, Assistant Principal)	<ul style="list-style-type: none"> • Students with ELPA composite scores of 5 are approved for exit.
Students recommended for promotion or retention relative to ELD services are identified (rare exception situations) – this can occur at any time during the school year	Trained & certified school personnel (e.g. ELD teacher, Instructional Coordinator, Assistant Principal, counselor, learning specialists, etc.)	<ul style="list-style-type: none"> • Promotion: students demonstrating at ELPA Early Advanced, level 4, sufficient English language proficiency allowing them to benefit from participation in the regular education program without assistance of ELD services • Retention: students demonstrating a need for continuing services in ELD services even after scoring at ELPA Advanced, level 5
<p>All relevant data is reviewed and a decision is made whether to approve the recommended student promotions/retentions (Child Study Team review meeting)</p> <p>Special considerations for English Learners with additional academic needs (IEP, TAG) will be reviewed by the Child Study Team</p>	<p>ELD Team</p> <p>Maintenance of documentation for exiting program by ELD teacher, Instructional Coordinator, Assistant Principal and District Data Specialist⁴⁰</p> <p>(Desirable to have parent present—minimally, parent input should be obtained in a conference held prior to review meeting)</p>	<ul style="list-style-type: none"> • The following data is collected and summarized on the Student Review for ELD Program Promotion/Retention form (See Appendix) or consideration by the ELD Team: <ul style="list-style-type: none"> ✓ Language proficiency data from multiple assessments ✓ Written narrative outlining student performance, ELD program services, relevant intervention strategies, reasons for promotion/retention recommendation based on linguistic performance ✓ Parent input <p>The Student Review for ELD Program Promotion/Retention form is completed (indicating decision whether to approve recommendation), signed (by meeting attendees) and placed in student's permanent education record file</p> <p>All approved promoted/retained students are required to take ELPA during the district's testing window</p>

³⁷ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 6.50 – 6.53

³⁸ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 6.51

³⁹ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 6.52

⁴⁰ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 6.53

Exiting (Reclassification), Promoting, Retaining English Learners		
Procedure Step/Action	Person Responsible	Outcome/Documentation
		Approved retained students continue receiving ELD program services a determined in review meeting
Approved students are exited from the district ELD Program	Trained & certified school personnel (e.g. ELD teacher, Instructional Coordinator, Assistant Principal, counselor, learning specialists, etc.)	<ul style="list-style-type: none"> For exiting students: <ul style="list-style-type: none"> ✓ Schoolmaster® <i>ELD-Current</i> program record updated with exit dates ✓ Parent Notification of Student Exit from ELD Program letter (See Appendix) sent to parents; copy placed in student's permanent education record file ✓ Schoolmaster® <i>ELD-Former</i> program record created for 2-year post-exit monitoring phase ✓ Student's classroom teacher(s) notified of exit from ELD program either as a member of ELD Team or through written/verbal communication from ELD teacher/instructional coordinator/assistant principal <p>Student enters 2-year monitoring phase</p>

The following table outlines the district's established procedures for monitoring exited students and for readmitting monitored students to the district's ELD Program when necessary.⁴¹

Monitoring & Readmitting – English Learners		
Procedure Step/Action	Person Responsible	Outcome/Documentation
Students exited from the district ELD Program are monitored 1-3 times a year (for a 2-year period) for sufficient evidence of academic achievement	ELD Team which includes ELD Teacher, Instructional Coordinator, Assistant Principal, Classroom teacher(s)	<ul style="list-style-type: none"> Student monitoring is tracked and stored in Schoolmaster® by creating a student <i>Guidance: ELD Monitoring Check</i> record (indicating academic achievement status). Academic achievement includes: <ul style="list-style-type: none"> ✓ Classroom grades ✓ Scores from Oregon Assessments (if any taken) ✓ Classroom teacher observations/informal evaluation ("Can student do grade-level work with the same level of assistance as non-EL students?" "Does student's work compare to acceptable work of a non-EL student?")
During monitoring phase, appropriate action is taken based on status of academic achievement	ELD Teacher, Instructional Coordinator, Assistant Principal	<ul style="list-style-type: none"> Sufficient academic achievement: monitoring continues, no other action is taken Insufficient academic achievement due to non-language proficiency issues: student referred to appropriate services (e.g. guidance, special education, specialist, etc.) and monitoring continues Insufficient academic achievement due to

⁴¹ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 6.54 – 6.57

Monitoring & Readmitting – English Learners		
Procedure Step/Action	Person Responsible	Outcome/Documentation
		probable language proficiency issues: <ul style="list-style-type: none"> ✓ Student is reassessed with the Woodcock-Munoz Language Survey ✓ Woodcock-Munoz score is entered into Schoolmaster®
Student considered for re-admittance to ELD program if Woodcock-Munoz assessment indicates eligibility (same criteria as Section 3: Identification of English Learners)	ELD Teacher, Instructional Coordinator, Assistant Principal	<ul style="list-style-type: none"> • Meeting conducted (with parent, student, school staff) to review assessment results, status of academic achievement, and recommendation for re-admittance to ELD program • Parent and district agree student will be readmitted to ELD program: <ul style="list-style-type: none"> ✓ Readmittance to ELD Program for English Language Learners form (See Appendix) completed and signed; original placed in student's permanent education record file, copy to parents ✓ Schoolmaster® <i>ELD-Former</i> (monitoring) program record updated with exit date ✓ New Schoolmaster® <i>ELD-Current</i> program record created with appropriate information captured (need entry date, program entry date, etc.) ✓ Student re-enters ELD program and begins receiving services – see Section 4 ✓ Student's classroom teacher(s) notified of readmittance to ELD program either as a member of ELD Team or through written/verbal communication from ELD teacher/instructional coordinator/assistant principal • Parent disagrees with recommendation to readmit their child to ELD program: <ul style="list-style-type: none"> ✓ Readmittance to ELD Program for English Language Learners form completed and signed (indicating parent decision to decline ELD services at this time); original placed in student's permanent education record file, copy to parents <p>Student continues in 2-year monitoring phase</p>
Students whose parents have waived services are monitored for academic and linguistic progress 3 times a year	ELD Teacher, Instructional Coordinator, Assistant Principal and Data Specialist ELD Team	<ul style="list-style-type: none"> • If students are doing well with academic and language acquisition progress, parents are communicated this information through the regular conference and progress report system • If students are demonstrating lack of progress or grade level discrepancies, parents are notified of specific areas of concern and opportunities for support through the ELD program during the conference time or through an ELD Team meeting

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

The West Linn-Wilsonville School District has a policy that all students including English Learners should have access to all district programs. Among the programs are Special Education, Title I, Gifted Education, Honors/AP courses, enrichment programs, summer school, and extra-curricular athletics/activities programs.

To assure all students access to all programs, the district provides administrators and school staff with clear information about the district commitment to equity and access. At each school, administrators direct processes for assuring all children access to all programs. The schools communicate options to all students and parents including English Learners. All information is translated/interpreted into parents' native language as required. The ELD Team and school administration facilitate communication about opportunities and access to programs.

Special Education⁴²

Special Education identification for English Learners can be a particularly complex process. Determining whether the learning issues arise from language acquisition development or from other sources is a difficult task requiring good assessment information, expertise, and professional judgment. The district funds specialists in Speech and Psychology with expertise in ELD/Special Education identification. In some cases, the district calls upon experts at the ESD to help make Special Education determinations for English Learners. The district is increasing capacity in this area with staff training on this issue of Special Education for English Learners.

Coordination and Delivery of ELD and SPED Program Services

English Learners with a disability are identified and served as guided by federal and state laws – the understanding and implementation of which are reflected in this plan. The following summarizes legal and service considerations around how best to accomplish a personalized, individualized education for each English Learner with a disability.

Under federal/state law, the district is required to identify all students who could potentially qualify for the ELD program services (ELD identification data is sometimes useful in SPED identification). The procedures for identifying/qualifying these students are outlined in **Section 2** of this document. ELD program services are provided to all students who qualify for them; these services are defined by instructional experiences in English language development, not by the identification of the place or provider of the service.

The district's objective is to provide ELD and SPED program services in the way that best benefits each student as an individual and also meets legal requirements. Educational decisions for English Learners with a disability (ELSWD) is a collaborative effort involving both the ELD and Special Education Team. Team members include: the general education teacher as appropriate, ELD teacher, SPED teacher, specialists as appropriate (e.g. speech pathologists, school psychologists, etc.), administrators/other school personnel as appropriate (e.g. principal, AP, IC, SPED IC, etc.), and parents. Education delivery decisions are made on a student-by-student basis – there is not a black and white rule that can be applied to every student based on language proficiency, specific disability identification, etc.

There are specific considerations for the coordination and delivery of program services for English Learners in SPED program classes. The ELD teacher provides consult service to SPED staff (e.g. may help develop language goals, may help identify instructional strategies relative to language development, may help in language proficiency assessment, etc.). Some English Learners with a significant disability (e.g. students in Life Learning) may or may not benefit from their ELD instruction being delivered in their classroom, and may need a separate location in proximity to their classroom. Where appropriate, direct ELD services (push-in, pull-out, class period, etc.) should be provided to those SPED students who could benefit from such.

⁴² ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 7.58 – 7.60

English language development is integral to the student's entire day; as such, IEP goals and services are determined by the team with the consulting expertise of the ELD teacher. Special Education teachers need to also be proficient with Sheltered Instruction strategies and ELP standards.

ELD considerations and services coordination are documented in the student IEP as follows:

- In the *Special Factors* section, "*Does the student have limited English proficiency?*" is checked "Yes".
- In the *Present Levels* section, how the student's disability affects the student's involvement and progress in the ELD curriculum (defined as the curriculum that is the same as for non-disabled English Learners) is indicated. This includes documentation of any inability to take parts of the annual ELPA testing (where appropriate) to allow for the proper administrative code to be applied to the ELPA assessment record at year-end.

In the *Service Summary* section, under *Supports for School Personnel*, the ELD teacher is included as consult service. The level of consult service will vary depending upon each student's individual situation – considering type, degree, and number of disabilities.

Suspension of ELD Program Services

The case may arise to consider suspension of ELD program services for a student who is dually identified (EL & SPED) under the following conditions:

- There is documented evidence that further participation in the ELD program no longer benefits the student
- School teams (that include ELD and SPED staff) are in agreement that suspending ELD services are in the best interest of the student
- The student's parents are not only informed of but have participated in the decision making process

If the decision is reached to suspend ELD program services, it is recorded in the student's IEP and the district documentation form (See Appendix) – documenting that the student was participating in the ELD program and specifying the date services were suspended by agreement of the SPED/ELD school team and parents. This will continue to be documented on the IEP every year. Once ELD program services are suspended, the student no longer participates in annual ELPA testing and the following year, the student is no longer reported in the LEP data collection.

Students for whom ELD program services have been suspended are eligible for re-entry to the program when or if the SPED/ELD school teams agree that the student may again benefit from participation in the school's ELD program. Logistically, it is the SPED team's decision and responsibility to document the reinstatement need and initiate the re-entry process.

In addition to the above description of Special Education processes and procedures, the table below outlines the timeline, steps, assessments and person responsible for identifying English learners with special education needs.

Identification of Special Education for English Learners			
Timeline	Procedure Step/Action	Assessments	Person Responsible
Start of school year	<ul style="list-style-type: none"> • Previous identification from another school district is indicated during enrollment 	<ul style="list-style-type: none"> • District accepts the identification made from the previous school district 	<ul style="list-style-type: none"> • Special Education teacher(s) at school • ELD teacher/IC/AP • Classroom teacher
Start of school year (or earlier)	<ul style="list-style-type: none"> • ECSE information and meeting with parents indicates a pre-referral request for an incoming Kindergarten student 	<ul style="list-style-type: none"> • Woodcock-Johnson (English/Spanish) • FBA (Functional Behavioral Assessment) • Woodcock-Munoz (English/Spanish) • TS-Gold 	<ul style="list-style-type: none"> • District Special Education Liaison for ECSE students • ELD teacher/IC/AP • School Psychologist
During the school year	<ul style="list-style-type: none"> • Classroom Teacher and ELD Teacher may bring forward to Child Study Team concerns regarding student's 	<ul style="list-style-type: none"> • Classroom based measures/assessments • DRA2/EDL 	<ul style="list-style-type: none"> • Classroom teacher • ELD teacher/IC/AP • School Counselor

	<ul style="list-style-type: none"> progress that do not appear to be language learning related ✓ Child Study Team conducts observations and collaborates with teacher(s) to adjust instruction ✓ Continued concerns may lead to pre-referral process, evaluation and possible IEP. Parents are involved in the process 	<ul style="list-style-type: none"> • MAP (Reading, Math) • Writing samples • OAKS, SBAC • Data on behavior • FBA 	<ul style="list-style-type: none"> • School Psychologist • Speech Pathologist • Special Education teacher • Principal
During the school year or anytime	<ul style="list-style-type: none"> • Parent requests an evaluation on their child's academic or social-emotional progress <ul style="list-style-type: none"> ✓ Parent meets and works with Special Education team throughout the pre-referral, evaluation and IEP process 	<ul style="list-style-type: none"> • Woodcock-Johnson (English/Spanish) • FBA (Functional Behavioral Assessment) • Woodcock-Munoz (English/Spanish) • Classroom assessments • DRA2/EDL, MAP 	<ul style="list-style-type: none"> • Classroom teacher • ELD teacher/IC/AP • School Counselor • School Psychologist • Speech Pathologist • Special Education teacher • Principal

Talented and Gifted⁴³

The ELD Team will make full consideration of the child's program options and will use assessment tools that take into account the child's language proficiency when considering placement in any district programs. The district will use varied assessment tools including non-verbal assessment when necessary to assure accurate assessment information. For example, in the identification of children for Gifted Education, the KBIT-2, a non-verbal assessment of intellectual level, available for administration in Spanish, is used to screen all students. The screening for intellectual giftedness may begin as early as Kindergarten upon request by the teacher or parent(s). Full grade level screening begins in First Grade. Assessments for academic giftedness include classroom-based measures, district assessments (DRA2, MAP Reading/Math), state assessments (SBAC, OAKS), nationally-normed assessments (ACT), AP results.

The table below outlines the timeline, steps, assessments and person(s) responsible for identifying English learners as talented and gifted.

Identification of Talented and Gifted for English Learners			
Timeline	Procedure Step/Action	Assessments	Person(s) Responsible
Start of school year	<ul style="list-style-type: none"> • Previous identification from another school district is indicated during enrollment 	<ul style="list-style-type: none"> • District accepts the identification made from the previous school district 	<ul style="list-style-type: none"> • Principal/AP/IC • School Counselor • Classroom Teacher • ELD Teacher
First Grade (screening for intellectual giftedness)	<ul style="list-style-type: none"> • All First Graders and new students are given the KBIT-2 as one measure for giftedness <ul style="list-style-type: none"> ✓ Parents and teacher(s) may also be asked to fill out the <i>Teacher/Parent Referral Form</i> 	<ul style="list-style-type: none"> • KBIT-2 • <i>Teacher/Parent Referral Form</i> 	<ul style="list-style-type: none"> • IC/AP • School Counselor • Classroom Teacher • ELD Teacher
During the school year	<ul style="list-style-type: none"> • Classroom Teacher(s) routinely check performance data and bring forward to Child Study Team observations and data regarding student's accelerated skills and aptitudes <ul style="list-style-type: none"> ✓ Parents and teachers are asked 	<ul style="list-style-type: none"> • KBIT-2 • MAP Reading/Math • SBAC/OAKS • Classroom-based measures • Writing samples • ACT 	<ul style="list-style-type: none"> • Classroom teacher • ELD teacher • School Counselor • Principal/AP/IC

⁴³ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 7.61

	to fill out a <i>Teacher/Parent Referral Form</i> about their child's areas of giftedness ✓ Child Study Team determines area of giftedness using multiple data points to support identification		
During the school year or anytime	<ul style="list-style-type: none"> • Parent(s) may request an additional evaluation on their child's intellectual or academic giftedness ✓ Parent meets and works with Child Study Team to determine identification 	<ul style="list-style-type: none"> • WISC-IV (English/Spanish) • Classroom-based measures • <i>Teacher/Parent Referral Form</i> 	<ul style="list-style-type: none"> • Classroom teacher • ELD teacher • School Counselor • School Psychologist • Principal/AP/IC

Core Instructional Program⁴⁴

The West Linn-Wilsonville School District has a policy that all students including English Learners should have access to the core instructional program.

To assure all students access to the core instructional program, the district provides administrators and school staff with clear information about the district commitment to equity and access. At each school, administrators direct processes for assuring all children access to all programs. The schools communicate about the academic program to all students and parents through written information (posted on website and sent home), fall & spring conferences, parent information events and direct parent communication as needed. All information is translated/interpreted into parents' native language as required.

Persons responsible for ensuring access for English Learners to the core instructional program include the principal, vice principal, instructional coordinator, classroom teacher(s), ELD teacher, school counselor, and district administration. The ELD Team and school administration facilitate communication about opportunities and access to special programs.

The district encourages participation in activities and athletics and other extracurricular activities at all levels. Information about opportunities is shared with students and disseminated to parents at parent conferences, parent meetings, through school newsletters and flyers, and on the district's and schools' websites. A very large percentage of our students at all grade levels participate in school activities and athletics. Special effort is made to assure recruitment, personal contact, and a welcoming environment, that assures access to all students. Scholarships are generously given when fees are a potential deterrent to student participation.

Title I-A⁴⁵

Identification and support procedures for English Learners who also qualify for Title I-A support are guided by federal and state laws. Currently our three Title I-A primary schools (Lowrie Primary School, Boones Ferry Primary School, and Boeckman Creek Primary School) have targeted assisted programs.

The following table describes the district's procedures for how English Learners may qualify for Title I-A support:

Title I-A Support for English Learners			
Timeline	Procedure Step/Action	Assessments	Person(s) Responsible
Start of school year	<ul style="list-style-type: none"> • Teacher(s) administer a Reading assessment to all students ✓ Assessment data is reviewed by school teams (principal, counselor, teachers, ELD teacher, Title I-A Reading Teacher) to 	<ul style="list-style-type: none"> • DRA2/EDL • MAP Reading • Classroom-based measures 	<ul style="list-style-type: none"> • Classroom teacher • Title I-A Reading Teacher • School Counselor

⁴⁴ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 7.62

⁴⁵ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 7.63

	determine which students will receive additional Reading support ✓ Parents are notified if student will be receiving Title I-A support ✓ Student's progress is monitored on a frequent basis and student is exited from services as skills in reading reach grade level		• Principal/Instructional Coordinator • ELD Teacher
During the school year or anytime	• On a regular basis (at a minimum fall, winter, spring) teacher(s) will bring forward recent reading assessment data to consider students' progress ✓ Some students may exit from Title I-A services ✓ Some students may begin receiving Title I-A support mid-year; parents are notified	• DRA2/EDL • MAP Reading	• Classroom teacher • Title I-A Reading Teacher • School Counselor • Principal/Instructional Coordinator • ELD Teacher

Section 8: Parent and Community Involvement

Parent influence, participation, voice, and guidance around district programs and the education of children are hallmarks of the West Linn-Wilsonville School District. At a broad level, parents directly advise the administration and school board on directions, program changes, and enhancements through surveys, committees, advisory groups, and open participation in meetings. In addition, extensive participation in program decisions is facilitated for each family with each of their own children.

Program Placement Communication⁴⁶

The processes and procedures for dissemination of notifications of a child's placement into an ELD program to parents are guided by federal and state laws. The table below outlines the district's procedure, timeline and person(s) responsible for program placement communication.

Notification for ELD Program Placement (Initial and Continuing)		
Procedure	Person(s) Responsible	Notification and Service
September/Early October: Students determined to be English Learners are referred for placement into the district's ELD program Transfer students who were receiving services at their prior school and who had not achieved proficiency, are automatically referred for placement into the district's ELD program Throughout the year: New arrivals who are determined to be English Learners are referred for placement into the district's ELD program	• ELD teacher • AP/IC	• Schoolmaster® ELD-Current program record created with appropriate information captured (need entry date, program entry date, etc.) Student enters ELD program and begins receiving services – see Section 4
September/Early October: Parents are notified of student eligibility (initial or continuing) or ineligibility for ELD services	• ELD teacher • AP/IC	• Appropriate form (in language parents can understand) is sent home to parents (see Appendix):

⁴⁶ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 8.64

Teachers are notified of students in their class who qualify for ELD services; results of assessment are shared to help create meaningful goals.		<ul style="list-style-type: none"> ✓ Parental Notification of Services for English Learners (Initial or Continuing) ✓ Parental Notification – Services for English Learners Not Required • Copy of form placed in student's permanent education record file
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Annual Measures of Achievement Outcomes (AMAO) Letters⁴⁷

The process and procedures for notifying parents regarding the district's AMAO status are guided by federal and state laws. The table below outlines the district's procedure, timeline and person(s) responsible for program placement communication.

Dissemination of AMAO Letters	
Timeline & Procedure	Person(s) Responsible
<ul style="list-style-type: none"> • Early October: State Department releases AMAO Data to districts and media • Within 30 days (early November): <ul style="list-style-type: none"> ✓ A letter from the district is sent to parents (with date and signature) detailing the AMAO results of all four categories and the overall status of the district (Met or Not Met). The letter to parents is written in both English and Spanish. ✓ The AMAO letter (in both English and Spanish) is posted on the district website. 	<ul style="list-style-type: none"> • Assistant/Deputy Superintendents & Curriculum Director

District's Method of Notifying and Communicating with Parents of English Learners⁴⁸

Information regarding students' ELD Program rights (identification, evaluation, and services) is first communicated to parents during the initial family interview. Consistent with federal and state guidelines, all parents are given information throughout the school year with individual student reports, school and district report cards, and other required notifications.

Ongoing communication with English Learners and parents of English Learners occurs in parent-teacher conferences, written communications, and periodic phone calls. Interpretation is provided in these settings when needed. Translated information (as needed) is given or sent to parents regarding Students Rights and Responsibilities, core instruction, special program placement, report cards, parent-teacher conferences, special programs, assessment, summer school, and extracurricular programs.

Parents serve on stewardship committees, school committees, school and district advisories, site councils, PTOs, booster clubs, and Music and Arts Partners. Parents volunteer service to the classroom and school, helping make the community aspirations for quality programs come alive. Parents of English Learners participate in all the roles described above. The district contracts with interpretation services and private interpreters to provide services at district and school level meetings. The district has also purchased a translation media service with headsets that allow parents to listen to a live interpretation in their own language of the messages and information being presented at a large group forum.

Parents of English Learners have influence on program changes, program improvements, and new program offerings. One example of the influence and effectiveness of parents of English Learners are the Latino Parent Evening Sessions. School staff, in partnership with the district's Latino community, conduct evening sessions on various topics ranging from student support, parenting seminars, community involvement, and program inquiry.

⁴⁷ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 8.65

⁴⁸ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 8.66 & 8.67

Parents often lead the sessions or may co-lead with a school staff member. Another example of parents of English Learners having influence on equitable outcomes for all students is participation in the district Equity Groups.

Over the last five years, involvement of parents of English Learners has gradually integrated and grown within many school and district activities, e.g., classroom/office volunteers, site council members and PTA members, enrichment class teachers, Equity Group participants.

Private School Notification of Title III Services⁴⁹

The district's processes and procedures for notification to private schools in the district boundary regarding Title III services are guided by federal and state laws. The table below outlines the district's procedure, timeline and person(s) responsible for notification of Title III services to private schools.

Notification to Private Schools of Title III Services	
Timeline & Procedure	Person(s) Responsible
September/October: <ul style="list-style-type: none">A letter from the district is sent to all private schools within the district boundary outlining the district's responsibilities to extend services to private schools. Schools are asked to contact the district regarding services they wish to be included in.The letter adds an open invitation to schedule a meeting with the Deputy/Assistant Superintendent or Curriculum Director to learn more about Title III services.	<ul style="list-style-type: none">Deputy/Assistant SuperintendentsCurriculum Director

Section 9: Program Implementation Evaluation

Program Evaluation Process Description

The West Linn-Wilsonville School District uses a school improvement curriculum and program review and renewal process to continually evaluate, review, and improve school district programs. The ELD Steering Committee, a representative group of district leadership and teaching staff along with a language consultant, takes the stewardship role for the evaluation, review and renewal of the Local English Learners Plan and program. Through the analysis of language learning data and subgroup data, we evaluate the effectiveness of our ELD Program in action. The evaluation is focused on attainment of English language and academic performance relative to the revised 2014-2015 AMAO Criteria 1, 2a, 2b, and 3.

Data are collected on the spring assessment timeline as described in Section 6. Data are stored in the West Linn-Wilsonville School District student information system (Schoolmaster®). Results are reviewed by the ELD instructors, district administrators, and leadership teams at each school, every spring and fall. Educational plans for each child are continued, modified, or further developed through this process.

The ELD Steering Committee annually gathers student learning data; reviews students' progress; evaluates the EL program goals, objectives and district EL Plan; evaluates service procedures and requirements; reviews input from parent/students, school teams, or any complaints made to the district; plans improvements; and makes recommendations to the Assistant Superintendent, Curriculum & Instruction Director and Superintendent. The process responds to concerns identified in the evaluation process and takes into account information provided by stake-holders and persons responsible for implementing recommended changes.

⁴⁹ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 8.68

Program Implementation Evaluation

The process for program evaluation, review and improvement includes⁵⁰:

Reviewing all elements (goal, services, student performance) of the program – taking a comprehensive scope

- a. Welcoming goal: Is the school able to make improvements in the way we welcome and include families? What strategies make families feel welcome and included in the school?
- b. Identification of potential EL students: What is the effectiveness of our Home Language Survey? Are the procedures and processes clear, well understood, and properly implemented?
- c. Assessment of English Language Proficiency: Is the assessment we use (Woodcock-Muñoz-Revised) current and in compliance with ODE criteria? Is staff properly trained in administering the assessment? Are timelines being adhered to? Are the procedures and processes clear, well understood, and properly implemented?
- d. Serving all Eligible Students: Are all eligible students being served? Are the programs being implemented with quality? Are the processes clear, well understood, and properly implemented?
- e. Learning English Progress: What is the effectiveness of this element of our program? Are we meeting AMAO targets? Schedules? Staffing? Staff Development? Instructional approaches and supports?
- f. Learning in Academic Subjects Progress: What is the effectiveness of this element of our program? Are we meeting AMAO targets? Schedules? Staffing? Staff Development? Instructional approaches and supports?
- g. Exiting and Monitoring: Have programs been sufficient to allow successful exiting of the program? Is support in place to help the student overcome any problems during this period? Are students being monitored actively and consistently?
- h. Recording and Reporting Data: Are the data represented in the proper way in Schoolmaster®? Is the reporting to the state accurate?

Information Collection Methods

- a. Collection of Information: Have we successfully collected the necessary information to identify potential English Learners? Given the Woodcock-Muñoz in a timely and accurate manner and documented results? Documented eligibility of services? Followed and documented criteria and determination of any transitions and/or exiting of services?
- b. Information Sources: In our evaluation, have we included file and records reviews? Staff input? Parent and student input? ELD Steering Committee input? Any grievances or complaints?

Review of Results

- a. Identifying program implementation or student outcome concerns that require improvement
- b. Examining procedures and service requirements – including frequency, timeliness, documentation
- c. Examining data for assessment of performance for comparison and alignment with the district goals and objectives for all students and for English Learners in particular
- d. Verifying English Learner performance is consistent with the district's goals
- e. Insuring the district ELD program is effective—is working

Plans for Modification/Improvement

- a. Involve administrators, teachers and parents (to provide multiple viewpoints/considerations)
- b. Identify desired end objectives for any plan (using all data collected)
- c. Study, evaluate, and bring understanding to various aspects of any plan (complexities and subtleties)
- d. Provide multiple plan options
- e. Make recommendations for improving the plan (considering costs, effectiveness, etc.)

⁵⁰ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 9.69

Implementing Changes

- a. Communicate changes to all stake holders
- b. Secure district and building administrators' support and involvement
- c. Adjust staffing as required
- d. Provide professional development as required
- e. Provide oversight and support of change implementation

Conducting Ongoing Review

- a. At the school and department level as well as the district level
- b. At the program level (ELD Steering Committee) with report and recommendations to Superintendent

Alignment of Evaluation with Goals and Objectives

- a. Analyze and compare English Learners' learning data with district ELD Program goals and objects – are students meeting these goals
- b. Analyze and compare English Learners' learning data with AMAO targets – are students meeting these goals

Title III Program Review

In April 2013, ODE conducted a Title III Program review as part of Oregon's participation in ESEA. This included a desk audit and revision with updates to the district's EL Plan. The review from ODE concluded that West Linn-Wilsonville School District met the program requirements. The School Board adopted the revised and ODE approved EL plan in May 2013.

Program Evaluation: Implementation and Student Performance

Over the last four years, the West Linn-Wilsonville School District has increased awareness, alignment and professional development around instructional practices in response to the range of needs and learning results of our emerging bilingual students. The program challenges still include a range of needs from scenarios with only a few EL students (1-10) at many schools to a few schools with more significant numbers of EL students (20-85). The district program has been strategically developing its capacity among classroom teachers in welcoming and educating English Learners.

With input from teachers, administrators and parents of English Learners, the ELD Steering Committee has considered, tried, adjusted and rejected some practices as well as implemented improved practices over the past years as a result of learning from research, from data, from parent feedback, and/or from professional judgments about the efficacy of the practices and program models.

Following is our evaluation of the implementation of the district ESL Program and student performance:

1. Identification Process⁵¹

All schools have parents fill out a registration card that includes a Home Language Survey. At each school an identified staff member collects this data and reports it to the ELD teacher/Instructional Coordinator/Assistant Principal. An optional extended survey is used in some situations where more detailed information is needed from parents regarding language development history. Procedures and processes are reviewed annually at the beginning of the school year with every ELD teacher/Instructional Coordinator/Assistant Principal at each school.

2. Initial Identification Assessment Process⁵²

The assessment used for placement in ELD program services is the most current Woodcock-Muñoz-Revised and is in compliance with ODE criteria. Staff is properly trained in administering the assessment—in English and Spanish if necessary. Timelines, procedures and processes are reviewed annually at the beginning of the school year with every ELD teacher/Instructional Coordinator/Assistant Principal at each school and are adhered to.

⁵¹ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 9.70

⁵² ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 9.71

3. Placement in ELD Program Services⁵³

All eligible students are served in all of the district schools. The processes for placement are clear and well implemented. Timelines, procedures and processes are reviewed annually at the beginning of the school year with every ELD teacher/Instructional Coordinator/Assistant Principal at each school. For 2014-2015, there are five students who are not receiving services due to parents' request.

4. Program Staff and Materials⁵⁴

As the number of English Learners grows or changes across schools, the ELD Steering Committee, along with principals and district administrators, makes recommendations for adjustment of staffing to meet the emerging needs. Currently, based on the number of students receiving ELD services, there is a staff member (ELD teacher/Instructional Coordinator/Assistant Principal at every school who is trained in the EL Plan model (Sheltered Instruction) or has an ESOL Endorsement and is responsible for English Language Development services for identified students. At our schools with 20-85 students, there are either one or two full-time ELD teachers. At our schools with 1-10 students, there is either a part-time ELD teacher or an Instructional Coordinator/Assistant Principal who oversees ELD services for the student(s). The district has reviewed our adopted materials and they are aligned with state standards. Where materials are missing or insufficient at any school, materials are purchased or replenished annually.

5. Reclassification and Exiting Students from ELD Service⁵⁵

Every year, school staff receives ELPA data to identify which students will exit and transition from ELD services. Timelines, procedures and processes for this transition process are reviewed annually at the beginning of the school year with every ELD teacher/Instructional Coordinator/Assistant Principal at each school. ELD teachers work with families to make the transition successful and address any questions or concerns. Appropriate documentation is made and kept in Schoolmaster®. Staff understands that students are monitored actively for at least two years.

6. Monitoring Students – Who have exited the ELD Program⁵⁶

Timelines, procedures and processes for monitoring students who have exited the ELD Program are reviewed annually at the beginning of the school year with every ELD teacher/Instructional Coordinator/Assistant Principal at each school. A list of students who are being monitored is presented to every classroom teacher. The ELD teacher/Instructional Coordinator/Assistant Principal at each school checks in with the classroom teacher(s) regularly throughout the year to monitor progress and keep necessary supports in place.

7. The Rate of ELs Acquiring English Language Skills⁵⁷

According to recently released 2013-2014 AMAO 1 results based on ELPA scores, 44% of English Learners across the district made growth equal to or greater than their growth target in acquiring English language skills. The state target is 47%. The student growth pace is slightly lower than the state goal and lower than the district's projected goal (2013-2014) of 66%.

8. The Rate of Language Development and Academic Progress⁵⁸

The district set the 2013-2014 AMAO 3 target (academic progress) for EL students at: 72% meeting/exceeding OAKS Reading assessment at the primary and middle schools, and 85% meeting/exceeding OAKS Reading assessment at the high schools. According to the 2013-2014 OAKS Reading achievement results, 45.8% of EL students at the primary schools met/exceeded and 37.9% met/exceeded at the middle schools. The high school cell size was too small across both high schools to calculate without making the data identifiable. Based on the district's projected academic progress targets and the EL students' rate of language development progress (44% as measured by the ELPA), there is insufficient compatibility.

⁵³ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 9.72

⁵⁴ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 9.73

⁵⁵ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 9.74

⁵⁶ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 9.75

⁵⁷ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 9.76

⁵⁸ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 9.77

9. Performance in English Language Skills Compared to District Goals⁵⁹

The district set the 2013-2014 AMAO 3 target (academic progress) for EL students at: 72% meeting/exceeding OAKS Reading assessment at the primary and middle schools, and 85% meeting/exceeding OAKS Reading assessment at the high schools. According to the 2013-2014 OAKS Reading achievement results, 45.8% of EL students at the primary schools met/exceeded and 37.9% met/exceeded at the middle schools. The high school cell size was too small across both high schools to calculate without making the data identifiable. The results indicate that our English Learners are not performing in English language skills (Reading) at the district goal level.

10. English Learners English Language Skills and Success with Regular Coursework⁶⁰

Based on 2013-2014 OAKS Reading data and ELPA language development data, our current EL students are not acquiring English language skills or performing in English language skills (Reading) at a rate or level that would indicate great success with regular coursework. The four-year graduation rate (another indicator of success with regular coursework) shows 70% graduation rate for English Learners [compared to the state graduation rate of 58%] compared to the overall 90.3% graduation rate across the district. While the graduation rate is considerably higher than the state average, we are still not satisfied that the rate is lower than the district average.

11. Monitored English Learners and English Language Skills⁶¹

Former English Learners, who have been exited from receiving services for 1-2 years (monitoring status) are demonstrating English language skills better in our elementary schools than in our middle and high schools, according to the OAKS 2013-2014 Reading results. 74% of the former (monitored) EL students in our primary schools are meeting/exceeding grade level reading standards. 41% of the former (monitored) EL students in our middle schools are meeting/exceeding grade level reading standards. The high school cell size was too small across both high schools to calculate without making the data identifiable.

12. Former English Learners (not monitored nor current) and English Language Skills⁶²

Former English Learners, who have been exited from receiving services for more than 2 years are monitored for success with regular coursework. Students' assessment results (OAKS/SBAC, MAP) are shared with the classroom teacher by the ELD teacher in the fall of each year. In addition, at the High School level, progress (passing courses) of all students in Grade 9 (included former English Learners) is monitored by the Accelerated Pathways counselors. Students across all schools who demonstrate a need for additional support are provided with opportunities to accelerate their learning.

13. English Learners and Academic Performance⁶³

The district set 2013-2014 AMAO 3 targets (academic progress) for EL students at: 72% meeting/exceeding OAKS Reading assessment at the primary and middle schools, and 85% meeting/exceeding OAKS Reading assessment at the high schools. According to the 2013-2014 OAKS Reading results for EL students, 45.8% met/exceeded at the primary level; 37.9% met/exceeded at the middle level. The high school cell size was too small across both high schools to calculate without making the data identifiable. The results indicate that our EL students are not performing in Reading at the district goal level.

The district also set Math academic progress targets for EL students for the 2013-2014 school year at 69% meeting/exceeding OAKS Math assessment at the primary and middle schools, and 70% meeting/exceeding OAKS Math assessment at the high schools. According to the 2013-2014 OAKS Math results for EL students, 36.7% met/exceeded at the primary level; 32.8% met/exceeded at the middle level. The high school cell size was too small across both high schools to calculate without making the data identifiable. The results indicate that our EL students are not performing in Math at the district goal level.

⁵⁹ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 9.78

⁶⁰ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 9.79

⁶¹ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 9.80

⁶² ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 9.81

⁶³ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 9.82

14. Former and Current English Learners' Performance Compared to All Students⁶⁴

Former English Learners' (in 1-2 years monitoring status) academic performance in Reading, as measured by the 2013-2014 OAKS data, indicates 74% meeting/exceeding at the primary level as compared to 84.3% of all students at the primary level. Current English Learners at the primary level are meeting/exceeding Reading standards at 45.8%.

Former English Learners' (in 1-2 years monitoring status) academic performance in Reading, as measured by the 2013-2014 OAKS data, shows 41% meeting/exceeding at the middle level as compared to 82% of all students at the middle level. Current English Learners at the middle level are meeting/exceeding Reading standards at 37.9%.

The high school cell size was too small across both high schools to calculate without making the data identifiable.

In summary, our current English Learners who are working on acquiring English language are not at Reading standard level in English as their peers. Former English Learners, who are in their first two years of exiting the program are closer to their peers in their Reading standards at the primary level than at the middle level.

15. Measures to Assess Overall Performance of English Learners⁶⁵

According to the new state AMAO rates, which measure various aspects of English Learners' progress in acquiring language, academic performance and graduation rate, our English Learners are exiting the program (AMAO 2a, 2b) above the rates set by the state. The rate set to demonstrate whether students are making one level of language acquisition growth per year (as measured on the ELPA) as compared to their peers is 47% (AMAO 1); our students' rate was at 44%. With our relatively small number of English Learners, we miss this target by about five students. Nevertheless, we have improvement to make in this area. AMAO 3 measures English Learners' academic growth in Reading and Math as well as graduation rates of English Learners and former (2 years in the monitoring status) English Learners. We do not meet this AMAO target in our district.

The district uses other measures besides the state's ELPA and OAKS summative assessment measures. K-8 Teachers administer the MAP (Measures of Academic Progress) interim assessment in Reading and Math annually. Teachers at the primary level also administer the DRA2 (Developmental Reading Inventory) formative assessment throughout the school year to monitor reading progress. The MAP data and DRA2 data are reviewed at least three times a year to assess academic progress of all students, including English Learners, and make plans for strategic instructional strategies and learning opportunities accordingly. Formative Classroom Based Measures (CBM) are also used to monitor EL students' academic progress. These measures are used to ensure English Learners are accessing academic content and successfully handling regular coursework.

Program Evaluation: Program Improvement and Modifications

Identified Concerns Based on Evaluation⁶⁶

Evaluating students' learning outcomes by analyzing student assessment data (formative, interim and summative) is a valuable process that helps us determine the effectiveness of our daily instruction and our program models. Based on the state's summative academic assessment data (OAKS), the state language acquisition summative assessment data (ELPA) and the district's own interim and formative data, we are focused on making improvements and seeing gains in the following areas:

- a. **Percentage of students on track to attain English language as measured by number and percent of students with individual growth percentiles equal to or greater than their individual growth target**

⁶⁴ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 9.83

⁶⁵ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 9.84

⁶⁶ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 9.85

- (**AMAO 1**). Currently, our percentage in this area is 44%. The state target is 47%. We have improvement to make in this area in our work with English Learners in our schools.
- b. **Annual Measurable Outcome for English Learners as defined by academic growth in Reading and Math and Graduation Rate (AMAO 3).** We have not met the state standard in this area. We have improvement to make in terms of helping our English Learner students make academic growth in Reading and Math as compared to their peers.
 - c. **Academic performance of former English Learners (in the two-year monitor status) at our middle and high schools.** Our data on the summative OAKS Reading measure show that our students who have recently exited our ELD program are not meeting the state standards in English Language (Reading) that would indicate success with handling regular coursework.
 - d. **Disproportionate percentage of English Learners also identified as receiving Special Education Services.** Currently 19% of our English Learners are also identified as receiving Special Education services compared to the district overall percentage of 11%. Two years ago, our percentage of English Learners receiving Special Education services was 26%. Over the last two years, we have made improvement in examining our identification practices and working with our staff in our Child Study process to eliminate inappropriate identifications. However, we still have work to do in this area.
 - e. **Under-identification of English Learners as Gifted and Talented.** Currently our district identifies about 18% of students overall K-12 as Gifted and Talented in the areas of academic (reading and math) and intellectual. Current English Learners comprise less than 1% of overall Gifted and Talented students. We are concerned that either our past assessment tool (RAVEN) and/or our identification practices are not sufficiently identifying gifted and talented students who are emerging bilinguals.

How the District Plans to Address the Concerns⁶⁷

We take these concerns regarding our English Learners' language acquisition progress and academic performance progress disparities very seriously. Our plans to address these concerns include:

- a. **Percentage of students on track to attain English language as measured by number and percent of students with individual growth percentiles equal to or greater than their individual growth target (AMAO 1).**
 - Increase the opportunities for teachers to learn and implement Sheltered Instruction strategies through several Sheltered Instruction workshops provided annually. Teachers who have English Learners in their classrooms and have not previously or recently attended a SIOP, GLAD or Sheltered Instructional workshop will attend this workshop during the school year.
 - Implement Lesson Study Studio Workshops (ELD through Content) at our three primary schools with the greatest number of English Learners. Classroom teachers participating in the Studio will focus on high leverage literacy strategies and equity and access to high-cognitive learning for our EL students through the day in the general classroom.
 - Increase our ELD teachers' collaboration and co-teaching activities with classroom teachers to help emphasize Sheltered Instructional strategies and build instructional capacity across our schools.
 - Continue our administrators' leadership work around equity and access to high-cognitive learning for all students with consultant John Lenssen.
 - Continue our Spanish Two-Way Dual Language program (currently in its third year) at one of our higher EL population primary schools.
- b. **Annual Measurable Outcome for English Learners as defined by academic growth in Reading and Math and Graduation Rate (AMAO 3).**
 - Increase the opportunities for teachers to learn and implement Sheltered Instruction strategies through several Sheltered Instruction workshops provided annually. Teachers who have English Learners in their classrooms and have not previously or recently attended a SIOP, GLAD or Sheltered Instructional workshop will attend this workshop during the school year.
 - Implement Lesson Study Studio Workshops (ELD through Content) at our three primary schools with the greatest number of English Learners. Classroom teachers participating in the Studio will focus on high leverage literacy strategies and equity and access to high-cognitive learning for our EL students through the day in the general classroom.

⁶⁷ ODE EL Plan of Service Policy and Technical Manual (2015-2017): Section 9.86

- Increase our ELD teachers' collaboration and co-teaching activities with classroom teachers to help emphasize Sheltered Instructional strategies and build instructional capacity across our schools.
 - Continue our administrators' leadership work around equity and access to high-cognitive learning for all students with consultant John Lenssen.
 - Continue our Spanish Two-Way Dual Language program (currently in its third year) at one of our higher EL population primary schools.
 - Monitor judiciously EL students (current and former) on track to graduate at each high school by our high school counselors and administrators. Implement academic supports accordingly.
- c. **Academic performance of former English Learners (in the two-year monitor status) at our middle and high schools.**
- Increase the opportunities for teachers to learn and implement Sheltered Instruction strategies through several workshops provided annually with specific emphasis on students who have recently exited the program.
 - Continue our administrators' leadership work around equity and access to high-cognitive learning for all students with consultant John Lenssen.
 - Monitor judiciously former EL students' academic progress at each middle school by our middle school counselors and administrators. Implement academic supports accordingly.
- d. **Disproportionate percentage of English Learners identified also as receiving Special Education Services.**
- Continue to examine our identification practices and work with our staff through our Child Study process to address academic progress for our English Learners in ways that are consistent with the language acquisition process avoiding inappropriate learning disability identifications.
 - Increase assessment literacy with our classroom teachers through regular, ongoing analysis of student progress through various formative, interim and summative assessments (e.g. DRA2, Pre-LAS, LAS, ELPA, MAP Reading & Math, SBAC) as evidence of children's progress in Reading and Mathematics and language development.
- e. **Under-identification of English Learners as Gifted and Talented.**
- Train staff (ELD Teachers, Counselors, Instructional Coaches) on our new, updated K-5 Gifted and Talented screening tool, the KBIT-2 (Koffman Brief Intelligence Test) with protocols that allow for equitable access to the intellectual assessment for emerging bilinguals (e.g. directions in Spanish).
 - Meet with K-8 district administrators, ELD teachers and ELD Steering Committee regarding the data on Gifted and Talented students and the under-representation of EL students. Add review of academic data (MAP, DRA2, CBMs, OAKS/SBAC) with school teams led by the Curriculum and Instruction Director (Title III Director) with focus on academic performance of emerging bilinguals.

I am two people

I am two people inside
At school I speak Spanish
I can almost imagine
Two sides between
Like a planet cut in half
One side is my Spanish and
The other is my English
I feel like two different people inside me
I am glad to be able to
Speak two different languages
I translate for my mom
I don't know some words in Spanish
I sometimes feel like
I have been ripped from my family like in Mexico
Like a paper ripped into pieces
But I am glad to be able to speak two languages

Jose
5th Grade
Willamette Primary School
West Linn-Wilsonville School District

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Appendix: ELD Program Forms

This appendix contains the forms and letters referenced in the following sections of this document*:

Section 3: Potential English Learners (OCR Steps 2 and 3)

- Family and Student Home Language Information (supplemental interview)
- Parental Notification of Services for English Learners (Initial and Continuing)
- Parental Notification – Services for English Learners Not Required
- Parent Request to Discontinue or Not Accept Program Services for English Learners

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

- Student Review for ELD Program Promotion/ Retention
- Parent Notification of Student Exit from ELD Program Services
- Suspension of ELD Program Services for Students with Special Needs
- Readmittance to ELD Program for English Language Learners

*All forms and letters are available in both English and Spanish. If another home language is required, a district-approved translator will translate the form.