West Linn-Wilsonville School District

Local Plan of Service for English Learners

Submitted April 5, 2018

The program design process follows the Office of Civil Rights guidelines in accordance with the Oregon Department of Education EL Plan of Service Policy and Technical Manual, 2017-2019.

Section 1: District Demographics (OCR Step 1)

The West Linn-Wilsonville School District is a suburban school district in the south metropolitan area of Portland, Oregon. Although the number of English Learners (ELs) has increased, the communities of West Linn and Wilsonville are also growing and the percentage of students who are Current ELs has remained at 3-4% over the past eight years.

District Size[1]	**Geography:** The West Linn-Wilsonville School District covers 42 square miles and includes the cities of West Linn and Wilsonville and unincorporated areas of Clackamas County.
	Schools: The district includes **16** schools: 9 Primary Schools 4 Middle Schools 3 High Schools The district charters one school that serves grades 4-8. The district operates pre-schools in 6 primary schools.
Enrollment[2]	Total Number of Students: 9,679　　　(June 30, 2017 reporting) Number of K-5 Students: 4,326 Number of G. 6-8 Students: 2,349 Number of G. 9-12 Students: 3,004

District Ethnic Diversity[3]		All Students	K-2	G. 3-5	G. 6-8	G. 9-12
	American Indian/Alaska	.4%	.1%	.4%	.4%	.5%
	Asian	4.4%	4.2%	4.4%	4.7%	4.23%
	Black/African American	1%	.8%	1%	1.3%	1%
	Hispanic/Latino	11.4%	11.2%	12.3%	10.5%	11.5%
	Native Hawaiian/Pacific	.5%	.8%	.4%	.4%	.3%
	White	75%	75%	74%	76%	76%
	Multi-Racial	7.4%	7.8%	7.6%	7.3%	7%

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[1] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.1
[2] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.2
[3] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.3

| Number of Languages Represented in EL Population[4] | A total of **49** languages are spoken by **704** ELs. | | | |
	Language	Number of Students	Language	Number of Students
	Amharic	4	Latvian	1
	Arabic	21	Lithuanian	1
	Cebuano	2	Malay	1
	Chamorro	1	Marathi	2
	Chinese	44	Marshallese	5
	Chuukese	11	Mayan languages	1
	Croatian	2	Nepali	1
	Danish	1	Oromo	2
	Dutch/ Flemish	1	Persian	8
	English	2	Polish	1
	Ewe	2	Portuguese	1
	Fijian	1	Punjabi	3
	Filipino	1	Romanian	9
	French	1	Russian	24
	German	1	Serbian	1
	Gujarati	1	Sidamo	1
	Hindi	5	Spanish	484
	Icelandic	1	Swedish	2
	Indonesian	1	Tagalog	2
	Italian	1	Tai (Other)	1
	Japanese	11	Telugu	2
	Kannada	2	Thai	3
	Khmer	2	Urdu	1
	Korean	15	Vietnamese	10
	Lao	3	Total Languages = **49**	Total =**704**

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[4] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.4

Number and Percentage of English Learners Enrolled in District[5]	Number of ELs enrolled in district schools = 687 Percentage of ELs enrolled in district schools = 7% (June 30, 2017 reporting)		
	School	**Number of ELs**	**Percentage of ELs**
	Boeckman Creek Primary School	67	13%
	Bolton Primary School	6	2%
	Boones Ferry Primary School	87	16%
	Cedarkoak Park Primary School	5	2%
	Lowrie Primary School	112	20%
	Stafford Primary School	12	3%
	Sunset Primary School	20	6%
	Trillium Creek Primary School	13	2%
	Willamette Primary School	16	3%
	Athey Creek Middle School	20	3%
	Inza Wood Middle School	118	15%
	Meridian Creek Middle School	*Opened in August, 2017*	
	Rosemont Ridge Middle School	18	2%
	Three Rivers Charter School	2	2%
	Arts and Technology High School	3	3%
	West Linn High School	57	3%
	Wilsonville High School	129	12%
Number of English Learners with IEPs (Disabilities) and 504 Plans[6]	**Disability / Plan**	**Number of ELs**	
	10 Intellectual Disability	7	
	40 Visual Impairment	2	
	50 Communication Disorder (previously Speech/Language Impairment)	14	
	70 Orthopedic Impairment	1	
	80 Other Health Impairments	10	
	82 Autism Spectrum Disorder (previously Autism)	4	
	90 Specific Learning Disability	45	
	504 Plan	9	
	10 Intellectual Disability	7	
	Total ELs with Disability / Plan	92	
	(June 30, 2017 reporting)		

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[5] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.5
[6] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.6

	Gifted Education Identification and Program	Number of ELs
Number of ELs Enrolled in the Talented and Gifted Program[7]	EL TAG Intellectually Gifted	17
	EL TAG Academically Talented Reading	5
	EL TAG Academically Talented Math	8
	EL TAG Creative Ability	2
	EL TAG Leadership Ability	2
	EL TAG Performing Arts Ability	0
	EL TAG Intellectually Gifted Total	24

District Schools with Specific Programs Where ELs Participate[8]	**Title I-A Targeted Assisted Schools**
	    Boeckman Creek Primary School
	    Boones Ferry Primary School
	    Lowrie Primary School
	
	Two-Way Dual Language Immersion School
	    Lowrie Primary School
	
	One-Way Dual Language Immersion School
	    Trillium Creek Primary School
	
	Grades 4-8 Charter School
	    Three Rivers Charter School
	
	Alternative High School
	    Arts and Technology High School	

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[7] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.7
[8] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.8

	Total ELs	
Number and Percentage of ELs Showing Growth on ELPA21 from 2015-2016 to 2016-2017[9]	**Number of CURRENT ELs Showing Growth (AMAO 1 Gain)**	**Percent CURRENT ELs Showing Growth (AMAO 1 Gain)**
	97	41%
	Non-ELSWD	
	Number of CURRENT ELs showing growth (AMAO 1 Gain)	**Percent CURRENT ELs showing growth (AMAO 1 Gain)**
	78	33%
	ELSWD	
	Number of CURRENT ELs showing growth (AMAO 1 Gain)	**Percent CURRENT ELs showing growth (AMAO 1 Gain)**
	21	23%
	5+ Years ELs Showing Growth	
	Number of CURRENT ELs with 5+ EL Program Years Showing Growth (AMAO 1 Gain)	**Percent CURRENT ELs with 5+ Program Years Showing Growth (AMAO 1 Gain)**
	39	12%
Number and Percentage of ELs Exiting as Proficient in 2016-2017[10]	**Total ELs**	
	Number of ELs Exited as Proficient (AMAO 2A & 2B)	**Percent ELs Exited as Proficient (AMAO 2A & 2B)**
	64	19%
	Non-ELSWD	
	Number of ELs Exited as Proficient (AMAO 2A & 2B)	**Percent ELs Exited as Proficient (AMAO 2A & 2B)**
	52	16%
	ELSWD	
	Number of ELs Exited as Proficient (AMAO 2A & 2B)	**Percent ELs Exited as Proficient (AMAO 2A & 2B)**
	12	4%
Number and Percentage of Students in Monitoring Year 1 Status[11]	**Total ELs**	
	Number of Year 1 Monitored ELs	**Percentage of Year 1 Monitored ELs**
	25	4%
	Non-ELSWD	
	Number of Year 1 Monitored ELs	**Percentage of Year 1 Monitored ELs**
	16	2%
	ELSWD	
	Number of Year 1 Monitored ELs	**Percentage of Year 1 Monitored ELs**
	9	1%

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[9] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.9
[10] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.10
[11] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.11

	Total ELs	
	Number of Year 2 Monitored ELs	**Percentage of Year 2 Monitored ELs**
Number and Percentage of Students in Monitoring Year 2 Status[12]	47	7%
	Non-ELSWD	
	Number of Year 2 Monitored ELs	**Percentage of Year 2 Monitored ELs**
	42	6%
	ELSWD	
	Number of Year 2 Monitored ELs	**Percentage of Year 2 Monitored ELs**
	5	1%
	Total ELs	
	Number of Year 3 Monitored ELs	**Percentage of Year 3 Monitored ELs**
Number and Percentage of Students in Monitoring Year 3 Status[13]	31	5%
	Non-ELSWD	
	Number of Year 3 Monitored ELs	**Percentage of Year 3 Monitored ELs**
	27	4%
	ELSWD	
	Number of Year 3 Monitored ELs	**Percentage of Year 3 Monitored ELs**
	4	1%
	Total ELs	
	Number of Year 4 Monitored ELs	**Percentage of Year 4 Monitored ELs**
Number and Percentage of Students in Monitoring Year 4 Status[14]	32	5%
	Non-ELSWD	
	Number of Year 4 Monitored ELs	**Percentage of Year 4 Monitored ELs**
	28	4%
	ELSWD	
	Number of Year 4 Monitored ELs	**Percentage of Year 4 Monitored ELs**
	4	1%
Number and Percentage of Former ELs[15]	**Total Number of Former ELs** 157	**Percentage of Total ELs Who Are Former ELs** 23%
	Number of Former ELs Without Disabilities 145	**Percentage of Former ELs Without Disabilities** 21%
	Number of Former ELs with Disabilities 12	**Percentage of Former ELs Without Disabilities** 2%

[12] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.12
[13] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.13
[14] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.14
[15] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.15

Number of Students Who Have Re-Entered the ELD Program After Exiting for Proficiency[16]

0

Number and Percentage of Monitored Students Meeting/Exceeding State Academic Assessments for Each of the Four Years of Monitoring[17]

Year 1 Monitoring	All Students 25 Students		Non-ELSWD 16 Students 64%		ELSWD 9 Students 36%	
	Total	Percent	Total	Percent	Total	Percent
ELA Meet/Exceed Yr. 1 (16-17)	7	28%	7	28%	0	0%
ELA Not Meet/Exceed Yr.1(16-17)	7	28%	5	20%	2	8%
ELA Non-Testing Year Yr.1(16-17)	11	44%	4	16%	7	28%
Math Meet/Exceed Yr.1 (16-17)	5	20%	5	20%	0	0%
Math Not Meet/Exceed Yr.1(16-17)	8	32%	6	24%	2	8%
Math Non-Testing Yr. Yr.1(16-17)	12	48%	5	20%	7	28%
Year 2 Monitoring	All Students 47 Students		Non-ELSWD 42 Students 89%		ELSWD 5 Students 11%	
	Total	Percent	Total	Percent	Total	Percent
ELA Meet/Exceed Yr.1 (15-16)	15	32%	14	30%	1	2%
ELA Not Meet/Exceed Yr.1(15-16)	25	53%	22	47%	3	6%
ELA Non-Testing Year Yr.1(15-16)	7	15%	6	13%	1	2%
Math Meet/Exceed Yr.1 (15-16)	14	30%	13	28%	1	2%
Math Not Meet/Exceed Yr.1(15-16)	27	57%	24	51%	3	6%
Math Non-Testing Yr Yr.1(15-16)	6	13%	5	11%	1	2%
ELA Meet/Exceed Yr.2 (16-17)	19	40%	18	38%	1	2%
ELA Not Meet/Exceed Yr.2 (16-17)	23	49%	19	40%	4	9%
ELA Non-Testing Yr Yr.2 (16-17)	5	11%	5	11%	0	0%
Math Meet/Exceed Yr.2 (16-17)	14	30%	13	28%	1	2%
Math Not Meet/Exceed Yr.2(16-17)	27	57%	23	49%	4	9%
Math Non-Testing Yr Yr.2(16-17)	6	13%	6	13%	0	0%

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[16] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.16
[17] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.17

Year 3 Monitoring	All Students 31 Students		Non-ELSWD 27 Students 87%		ELSWD 4 Students 13%	
	Total	Percent	Total	Percent	Total	Percent
ELA Meet/Exceed Yr.1 (14-15)	10	32%	10	32%	0	0%
ELA Not Meet/Exceed Yr.1(14-15)	13	42%	9	29%	4	13%
ELA Non-Testing Yr Yr.1 (14-15)	8	26%	8	26%	0	0%
Math Meet/Exceed Yr.1 (14-15)	4	13%	4	13%	0	0%
Math Not Meet/Exceed Yr.1(14-15)	19	61%	15	48%	4	13%
Math Non-Testing Yr Yr.1(14-15)	8	26%	8	16%	0	0%
ELA Meet/Exceed Yr.2 (15-16)	11	35%	11	35%	0	0%
ELA Not Meet/Exceed Yr.2 (15-16)	12	39%	9	29%	3	10%
ELA Non-Testing Yr Yr.2 (15-16)	8	26%	7	23%	1	3%
Math Meet/Exceed Yr.2 (15-16)	6	19%	6	19%	0	0%
Math Not Meet/Exceed Yr.2(15-16)	19	61%	16	52%	3	10%
Math Non-Testing Yr Yr.2(15-16)	6	19%	5	16%	1	3%
ELA Meet/Exceed Yr.3 (16-17)	10	32%	10	32%	0	0%
ELA Not Meet/Exceed Yr.3(16-17)	12	39%	10	32%	2	6%
ELA Non-Testing Yr Yr.3 (16-17)	9	29%	7	23%	2	6%
Math Meet/Exceed Yr.3 (16-17)	6	19%	6	19%	0	0%
Math Not Meet/Exceed Yr.3(16-17)	16	52%	14	45%	2	6%
Math Non-Testing Yr Yr.3(16-17)	9	29%	7	23%	2	6%

Year 4 Monitoring	All Students 32 Students		Non-ELSWD 28 Students 88%		ELSWD 4 Students 13%	
	Total	Percent	Total	Percent	Total	Percent
ELA Meet/Exceed Yr.1 (13-14)	15	47%	14	44%	1	3%
ELA Not Meet/Exceed Yr.1 (13-14)	11	34%	9	28%	2	6%
ELA Non-Testing Yr Yr.1 (13-14)	6	19%	5	16%	1	3%
Math Meet/Exceed Yr.1 (13-14)	12	38%	12	38%	0	0%
Math Not Meet/Exceed Yr.1(13-14)	15	47%	12	38%	3	9%
Math Non-Testing Yr Yr.1(13-14)	5	16%	4	13%	1	3%
ELA Meet/Exceed Yr.2 (14-15)	10	31%	10	31%	0	0%
ELA Not Meet/Exceed Yr.2 (14-15)	14	44%	10	31%	4	13%
ELA Non-Testing Yr Yr.2 (14-15)	8	25%	8	25%	0	0%
Math Meet/Exceed Yr.2 (14-15)	4	13%	4	13%	0	0%
Math Not Meet/Exceed Yr.2(14-15)	19	59%	16	50%	3	9%
Math Non-Testing Yr Yr.2(14-15)	9	28%	8	25%	1	3%
ELA Meet/Exceed Yr.3 (15-16)	15	47%	14	44%	1	3%
ELA Not Meet/Exceed Yr.3 (15-16)	11	34%	8	25%	3	9%
ELA Non-Testing Yr Yr.3 (15-16)	6	19%	6	19%	0	0%
Math Meet/Exceed Yr.3 (15-16)	7	22%	7	22%	0	0%
Math Not Meet/Exceed Yr.3(15-16)	19	59%	16	50%	3	9%
Math Non-Testing Yr Yr.3(15-16)	6	19%	6	19%	0	0%
ELA Meet/Exceed Yr.4 (16-17)	12	38%	12	38%	0	0%
ELA Not Meet/Exceed Yr.4 (16-17)	6	19%	5	16%	1	3%
ELA Non-Testing Yr Yr.4 (16-17)	14	44%	11	34%	3	9%
Math Meet/Exceed Yr.4 (16-17)	7	22%	7	22%	0	0%
Math Not Meet/Exceed Yr.4(16-17)	10	31%	9	28%	1	3%
Math Non-Testing Yr Yr.4(16-17)	15	47%	12	38%	3	9%

Number and Percentage of ELs Who Have Not Reached Proficiency, Having Been Identified for 5 or More Years[18]						
Not Reaching Proficiency	**All Students**		**Non-ELWSD**		**ELWSD**	
	Total	Percent	Total	Percent	Total	Percent
ELs Not Exiting as Proficient in 5+ Years (AMAO 2B)	49	15%	27	8%	22	7%
ELs Not Exiting as Proficient in 5 Years (AMAO 2B)	18	5%	10	3%	8	2%
ELs Not Exiting as Proficient in 6 Years (AMAO 2B)	10	3%	4	1%	6	2%
ELs Not Exiting as Proficient in 7 Years (AMAO 2B)	9	3%	6	2%	3	1%
ELs Not Exiting as Proficient in 8 Years (AMAO 2B)	8	2%	5	2%	3	1%
ELs Not Exiting as Proficient in 9 Years (AMAO 2B)	2	1%	1	0%	1	0%
ELs Not Exiting as Proficient in 10 Years (AMAO 2B)	2	1%	1	0%	1	0%

Number and Percentage of the District ELs Who Have a Waiver for ELD Services[19]						
Declined Services	**All Students**		**Non-ELWSD**		**ELWSD**	
	Total	Percent	Total	Percent	Total	Percent
	9	1%	6	1%	3	<1%

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[18] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.18
[19] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 1.19

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

The District Vision

The West Linn-Wilsonville School District program for English Learners is designed to be an integral part of the district's total educational program. Emerging bilingualism is viewed as an asset and program practices reflect a strengths-based approach. The program for English learners as a part of the total educational program is guided by the following 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 (

Educational Approaches[20]

The West Linn-Wilsonville School District ELD Program draws from the strong elements of several effective, research-based program approaches and then applies the approaches using different ODE models in schools with needs determined by the number and language needs of the students who attend each school.

West Linn-Wilsonville School District Approach for Educating ELs		
I. Educational Approach: Sheltered Instruction	**ODE Program Model Use in the District**	**Schools Where Approach is Implemented**
Sheltered Instruction is the most widely and comprehensively used approach in the district. Sheltered Instruction provides simultaneous learning in language development so students acquire English language skills and the use of specific scaffolds and strategies to ensure that students can access content. All WLWV schools use Sheltered Instruction and ELs are placed in teachers' classrooms who have had recently updated training in	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	Primary Schools: Boeckman Creek Bolton Boones Ferry Cedaroak Park Lowrie Stafford Sunset Trillium Creek Willamette

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[20] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 2.20

the practices. The district has focused on comprehensible input and the development of learning-oriented student talk—tenets of Sheltered Instruction—as basic principles for goal setting and the regular observation of practice cycles that occur in all schools. Sheltered Instruction practices are embedded in the *5 Dimensions of Teaching and Learning*, the district's framework for improving instruction and instructional leadership. Sheltered Instruction is adapted to the language learning needs of each EL so that specific English language development instruction and strategies/scaffolding vary among and within schools. The key approaches to comprehensible input include content vocabulary understanding and use strategies, use of visuals and graphic organizers, academic student talk protocols, and building background knowledge.	techniques to accommodate ELs' linguistic needs. Instruction focuses on understanding academic content. ELs are also supported in the development of the acquisition of English through the use of language objectives as instructional goals. Teachers have specialized training in 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.	Middle Schools: Athey Creek Inza Wood Meridian Creek Rosemont Ridge High Schools: Arts & Technology West Linn Wilsonville Three Rivers Charter School

II. Educational Approach: Push-In / Collaborative Co-Teaching	ODE Program Model Use in the District	Schools Where Approach is Implemented
ELD teachers collaborate and co-teach with classroom teachers in schools with more than 10 ELs. Through planning and consult, strategies for increasing students' access to content, and strengthening skills with applying it, are used with small groups and individuals. ELD teachers reinforce classroom teachers' use of Sheltered Instruction. Units of study are planned using Guided Language Acquisition Design (GLAD). Strategies that support all learners through increased attention to language are supplemented and differentiated for some students.	ELD Push-In (Oregon LEP Program Model Type Code 21) The push-in approach focuses on 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.	Primary Schools: Boeckman Creek Boones Ferry Lowrie Stafford Sunset Trillium Creek Willamette Middle Schools: Athey Creek Inza Wood Meridian Creek Rosemont Ridge

Using students' proficiency levels, teachers group students flexibly within the classroom workshops and draw from curriculum that helps students to access content (*Learning Ally, Newsela, Academic Conversation)* and that targets language development (*National Geographic Cengage*), vocabulary, and language forms and functions. ELD teachers and classroom teachers use learning targets paired with language objectives to design lessons and identify materials and activities to address content learning and language development. In this approach, a teacher with an ESOL credential directs the planning and delivery of instruction for ELs.	Instruction is geared at each child's own English language proficiency level. ELD instructional practices include techniques, methodology, and specific 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.	High Schools: West Linn Wilsonville

III. Educational Approach: ELD Pull-Out / Targeted Instruction	ODE Program Model Use in the District	Schools Where Approach is Implemented
This approach supplements instruction that students receive through Sheltered Instruction and/or Push-In/Collaborative Co-Teaching. Its purpose is to address the language and social learning needs of students who are recent arrivals to the United States and/or who need additional focused instruction with language skills in order to interact in school and begin to participate in classroom learning. The instruction integrates academic and personal-social support to help students adjust to U.S. schools while also acknowledging, appreciating, and responding to the cultural background they bring to their school community. 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	ELD Pull-Out (Oregon LEP Program Model Type Code 22) English Learners spend the majority of their school day in the content-area classroom receiving Sheltered Instruction but are also "pulled out" for a small portion of the day to receive targeted ELD instruction. This approach is for students who need intensive instruction in English language development so they gain a basic understanding of forms and functions in order to be able to access learning through Sheltered Instruction. It is primarily for students who have	Primary Schools: Boeckman Creek Boones Ferry Lowrie Sunset Willamette Middle Schools: Athey Creek Inza Wood Rosemont Ridge High Schools: West Linn Wilsonville

| fully delivered through Push-In and Sheltered Instruction.
The curriculum used includes ELD teacher-developed newcomer kits with basic functional vocabulary tools and *Cengage Inside Fundamentals*. | recently arrived from other countries and for some who are at level 1 and 2 proficiency levels on ELPA21. | |

IV. Educational Approach: ELD Class Period	ODE Program Model Use in the District	Schools Where Approach is Implemented
The ELD class periods that are currently offered only in the high schools provide students with additional content area literacy support and instruction with language forms and functions. The ELD teacher builds the instruction around the content vocabulary from students' other core classes. This course is in addition to high school students' English, math, social studies, and science courses. Students receive an elective credit. The ELD teacher creates scaffolds using course materials in core subject areas.	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. This class period is an additional support for students to better prepare them to successfully participate in their courses.	West Linn High School Wilsonville High School

V. Educational Approach: Two-Way Dual Language Immersion	ODE Program Model Use in the District	Schools Where Approach is Implemented
The district's two-way dual language immersion program integrates language minority and language majority students, providing instruction in both English and the native language (Spanish) of the language minority students. Students are immersed in non-English language content instruction for a significant portion of the school day. The focused attention on language in all learning during the school day provides students with language acquisition skills and cognitive benefits that accelerate ELs' proficiency growth.	Two-Way Dual Language Immersion (Oregon LEP Program Model Type Code 12) The goal of two-way bilingual immersion is to promote bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all students.	Lowrie Primary School

The ELD population within each school determines the ELD Program Model(s) used in that school. Because there are large variations in the number of ELs in schools, an increase in the number of students at ELPA21 proficiency levels of 3 and 4 in the four domains, and an increased number of students on monitoring status who need continued support with academic language, all schools use Sheltered Instruction. Sheltered instruction is provided in students' core classes: language arts, math, science, and social studies. The other Program Models are used in addition to Sheltered Instruction. ELD Push-In instruction is employed with students at all four ELPA21 proficiency levels. ELD Pull-Out instruction is used in schools where there are Recent Arrivers and /or ELPA21 Level 1 and 2 students who need additional and individualized support in working towards English proficiency in order to benefit from ELD Push-In and Sheltered Instruction support.

Program Type Summary			
School	Grade Level	Program	Frequency
Boeckman Creek	K-5	Sheltered Instruction Push-In Pull-Out	150 minutes daily 45 minutes daily 30 minutes daily
Bolton	K-5	Sheltered Instruction Push-In Pull-Out	150 minutes daily 45 minutes daily 30 minutes daily
Boones Ferry	K-5	Sheltered Instruction Push-In Pull-Out	150 minutes daily 45 minutes daily 30 minutes daily
Cedaroak Park	K-5	Sheltered Instruction Pull-Out	150 minutes daily 30 minutes daily
Lowrie	K-5	Sheltered Instruction Push-In Pull-Out	150 minutes daily 45 minutes daily 30 minutes daily
Stafford	K-5	Sheltered Instruction	150 minutes daily
Sunset	K-5	Sheltered Instruction Pull-Out	150 minutes daily 30 minutes daily
Trillium Creek	K-5	Sheltered Instruction	150 minutes daily
Willamette	K-5	Sheltered Instruction	150 minutes daily
Athey Creek	6-8	Sheltered Instruction Pull-Out	180 minutes daily 30 minutes daily
Inza Wood	6-8	Sheltered Instruction Push-In Pull-Out	180 minutes daily 45 minutes daily 30 minutes daily
Meridian Creek	6-8	Sheltered Instruction Push-In Pull-Out	180 minutes daily 45 minutes daily 30 minutes daily
Rosemont Ridge	6-8	Sheltered Instruction Pull-Out	180 minutes daily 30 minutes daily
Arts & Technology	9-12	Sheltered Instruction	180 minutes daily
West Linn	9-12	Sheltered Instruction Push-In Pull-Out	180 minutes daily 45 minutes daily 30 minutes daily

Wilsonville	9-12	Sheltered Instruction Push-In Pull-Out	180 minutes daily 45 minutes daily 30 minutes daily
Three Rivers Charter	4-8	Sheltered Instruction	150 minutes daily

Research to Support Educational Approaches[21]

I. Sheltered Instruction

Research shows that ELs in classes where teachers use Sheltered Instruction, or Specially Designed Academic Instruction in English, achieve significantly higher on language proficiency assessments and standardized academic assessments when it is fully implemented by trained teachers (Echevarria, Vogt, & Short, 2004). The Sheltered Instruction Observation Protocol (SIOP) Model was developed twenty years ago as a tool to use in observing teachers who had learned the strategies to check practices and consistency in integrating the approach in their lessons. The methodical and regular evaluation and revision of the Model resulted in a better understanding of planning and teaching lessons for ELs (Short, Echevarria, & Richards-Tutor, 2011). The two-fold goal of Sheltered Instruction is to promote second language acquisition while simultaneously teaching cognitively challenging content that is grade-level-appropriate.

Based on Krashen's (1982) theories of language acquisition, Sheltered Instruction makes use of comprehensible input strategies to make language understandable to learners even though they have limited second language proficiency. These strategies make the messages and meaning in the learning understandable to all students. 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 (Collier & Thomas, 2007). 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, and
- • sufficient time is given for the language to develop.

The research emphasizes that the quality of teacher learning, consistent and comprehensive practice, and ongoing evaluation and refinement of implementation is the key set of factors in determining the effectiveness of Sheltered Instruction and other English learner program models (Hanover Research, 2015). Because there has been an investment in determining the effectiveness of Sheltered Instruction and identifying the specific elements and practices that make Sheltered Instruction lessons effective by Center for Research on Education, Diversity & Excellence (CREDE) and the Center for

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[21] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 2.21

Applied Linguistics (CAL) for the past twenty years, there are continually updated resources for teachers to access for planning, teaching, evaluating, and revising instruction with this model. Sheltered Instruction is the fundamental approach used in all schools and core content classrooms. The guiding principles of Sheltered Instruction are an integral part of planning and continual instructional improvement in the district. References

A Meta-Analysis of Research on English Learners, Hanover Research, September, 2015.

Center for Applied Linguistics, http://www.cal.org/siop/research/ . Accessed January 15, 2018.

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Krashen, S. D. (1982). *Principles and practice in second language acquisition.* Oxford: Pergamon.

Short, D., Echevarria, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research*, 15 (3), 363-380.

II. Push-In: Collaborative Co-Teaching

Approaches to instruction that ensure that students have regular classroom opportunities to engage in structured, academic talk, that they work with challenging and engaging texts with vocabulary learning and language development as an integral part of reading and writing, and that they make use of small-group or individual support and interventions have proven most effective in terms of achievement for ELs (Hanover Research, 2015). A constructivist approach to learning, where language acquisition is taught and practiced in a context of making meaning and using critical thinking skills, is most effective for achieving proficiency in a new language (Soltero, 2016). Teachers in the West Linn-Wilsonville School District largely use a workshop approach that emphasizes facilitating learning by providing students with targeted feedback and focusing on their talk, writing, meaning-making, and using language to explore and explain thinking. The Push-In Model gives students more opportunities for feedback and coaching while learning is in process and structures for guided practice with language.

In primary school, ELs benefit from supports that provide targeted small group instruction in specific literacy skill areas that specific students need, meaning that the groupings are flexible and fluid (Gersten, 2007). Structuring this small group instruction within the mainstream classroom, through push-in support, provides learning opportunities that move students towards English proficiency while also maintaining their participation in rigorous grade level curriculum and instruction. Secondary ELs make achievement gains when they have full access to academic content with focused instruction in academic vocabulary so they can participate in classroom discussions and interact academically with peers (Hwang, 2015). Because a push-in model is a structure

that is continually developed and improved, it promotes achievement for ELs when the instruction delivered through the model is of high quality and proven effective. The push-in model is most effective when Sheltered Instruction strategies, especially the use of explicit learning targets and language objectives, are the consistent foundation of planning and teaching (Gersten, 2007).

The push-in model allows for specialized support for ELSWD, SIFE, and Recent Arrivers. For ELSWD, the Special Education designee plans specially designed instruction specific to individuals' IEP goals with the ELD teacher, who includes language acquisition learning through push-in support. Because there is a high incidence of learning disabilities that are identified as communication disorders, language processing, and/or speech impairment disabilities among ELs, intervening through instruction in early grades and consistently providing language and literacy support that is designed in response to systematic progress monitoring is most effective in supporting ELs with language acquisition and accessing content (Collier, 2014). Using examples and engaging ELs in drawing from their cultural backgrounds as a reference for language and content learning contributes to students' efficacy and academic learning progress, which is especially important for SIFE and Recent Arrivers (González, Moll, & Amanti, 2013). During push-in, connections between an EL's background and the content learning can be developed.

References

A Meta-Analysis of Research on English Learners, Hanover Research, September, 2015.

Collier, C. *What Every Administrator Should Know About Separating Differences and Disabilities.* Department of Education Webinar, January 2014.
www.doe.in.gov/sites/default/files/elme/schadmins-2014.pdf

Gersten, R. et al. *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades.* National Center for Education Evaluation and Regional Assistance, U.S. Department of Education, December 2007. http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20074011.pdf

González, N., Moll, L. C., & Amanti, C. (Eds.). (2013). *Funds of knowledge: Theorizing practices in households, communities, and classrooms.* Routledge.

Hwang, J.K. et al. Differential Effects of a Systematic Vocabulary Intervention on Adolescent Language Minority Students with Varying Levels of English Proficiency. *International Journal of Bilingualism*,19:3, 2015.

Soltero, S. (2016). *Dual Language Education: Program Design and Implementation.* NH: Heinemann

III. ELD Pull-Out: Targeted Instruction

For students who are Recent Arrivers and for those whose language proficiency is not yet at a level where they are accessing content in classes where Sheltered Instruction is

used, short-term and flexible pull-out time allows for focused instruction that supplements the use of scaffolds and strategies used throughout the school day. Helping students move towards English language proficiency quickly reduces the risk of them becoming long-term ELs. This is important because long-term ELs are more likely to not achieve as well in all learning areas as their peers (Linan-Thompson & Vaughn, 2007). In elementary school, ELs benefit from small group interventions that focus on responsive instruction based on individuals' current language and literacy skills (Gersten, 2007). Students in grades 6-12 require targeted work with academic vocabulary and literacy skills that are used in specific subject areas; the interventions need to be based on the content learning (Lesaux, 2010; Matunchniak, Olsen, & Scarcella, 2013).

The pull-out model is used along with Sheltered Instruction. All ELs in the district spend more than 85% of their school day in classrooms with their grade level peers. Targeted pull-out instruction is organized flexibly by current and immediate language proficiency needs. For ELSWD, it is important to use principles that promote students' academic understanding along with their understanding about how to engage with learning. These principles include: identifying and clarifying bid ideas, selecting strategies the have proven effective for successful learners, mediated scaffolding that accounts for specific language and learning needs, integrating strategies for the students, activating background knowledge, and continually engaging students in active review and use of skills and knowledge (Collier, 2017).

References

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Gersten, R. et al. *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades*. National Center for Education Evaluation and Regional Assistance, U.S. Department of Education, December 2007. http://ies.ed.gov/ncee/wwc/pdf/practice_guides/20074011.pdf

Lesaux, N.K. et al. The Effectiveness and Ease of Implementation of an Academic Vocabulary Intervention for Linguistically Diverse Students in Urban Middle Schools. *Reading Research Quarterly*, 45:2, 2010.

Linan-Thompson, S. and S. Vaughn. Research-Based Practices for English Language Learners. In *Research-Based Methods of Reading Instruction for English Language Learners, Grades K-4*. ASCD, August 2007. http://www.ascd.org/publications/books/108002/chapters/Research-Based_Practices_for_English_Language_Learners.aspx

Matunchniak, T., C.B. Olsen, and R. Scarcella. Examining the Text-Based, On-Demand, Analytical Writing of Mainstreamed Latino English Learners in a Randomized Field Trial of the Pathway Project Intervention. *Reading and Writing*, 27:6, November 2013.

IV. ELD Class Period

Integrating content teaching and language teaching is essential for ELs to develop the academic skills they need to achieve in all content areas (Short, Echevarria, & Richards-Tutor, 2011). Teaching is adapted so students can access academic content and receive explicit academic language instruction. As students approach high school graduation, it is critical for them to have the focused and integrated instruction while also earning a course credit. The combined focus on strategies for supporting content learning is intertwined with language proficiency instruction that is adapted to students' language levels and immediate needs for next learning in the ELD Class Period. This model is only used in high school.

References

Short, D., Echevarría, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research*, 15(3), 363-380.

V. Two-Way Dual Language Immersion

The two-way dual language immersion model has the greatest positive impact on reading achievement compared to six other ELD program models (Thomas & Collier, 2004). English learners who participate in two-way dual language programs for 5-7 years, with effectively implemented practices that include access to the entire curriculum, instruction that emphasizes content and language learning, and the integration of dual language students and their families into the school community have demonstrated levels of achievement that surpass other approaches (Lindholm-Leary, 2001). Native English speakers and ELs in dual language classrooms have demonstrated greater achievement on state assessments and norm-referenced assessments than peers in classrooms where English is the only language used, including students with disabilities (Thomas & Collier, 2012). The model integrates language minority and language majority students and immerses students in non-English content instruction for a significant part of the school day. Biliteracy, bilingualism, grade level academic achievement, and cultural understanding and appreciation drive goal setting and practices for this model.

References

A Meta-Analysis of Research on English Learners, Hanover Research, September, 2015.

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Lindholm-Leary, K. (2003). *Dual Language Education*. NY: Multilingual Matters Ltd.

Thomas, W.P., & Collier, V.P. (2012). Dual language education for a transformed world. Albuquerque, NM: Dual Language Education of New Mexico-Fuente Press.

Educational Goals for the WLWV School District ELD Program

The overarching educational goals for the ELD Program in the West Linn-Wilsonville School District follow from the belief that language learning is built into the curriculum and instruction for all students, grades K-12. The value of language learning is reflected in the district's mission: How do we create learning communities for the greatest thinkers and most thoughtful people…for the world?

Goals are set and growth is measured for English learners with an understanding of language acquisition, literacy, and brain research. These broad goals shape practices and the outcomes the district strives to achieve:

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 classroom and school setting.

2. Each English learner will make progress in English language development along the continuum described in the Oregon English Language Proficiency Standards and at a rate that advances him/her to proficiency within five years of being in the ELD Program.

3. Each English learner student will make progress in core content knowledge and understanding as he/she develops English language for academic work and reach a meet or exceeds level of academic proficiency on classroom, district, and state assessments that include Smarter Balanced Reading and Mathematics Assessments and the OAKS Science Assessment.

The fundamental district goal is to provide a program for English learners that strategically engages students in acquiring the language that supports them as they make learning progress to participate fully in rigorous school curriculum and meet core academic standards so they are prepared for post-K-12 learning and careers.

English Language Proficiency Goals[22]

The West Linn-Wilsonville School District goals for English language proficiency will be measured consistently using ELPA21. Measures that include LAS, FLOSEM, and STAMP will also be employed along with student portfolios to form a comprehensive picture of each English learner's progress. There are two specific English language proficiency goals:

1. The percentage of students who are on track to reach English language proficiency as measured by the number and percent of students with individual growth

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[22] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 2.22

percentiles equal to or greater than their individual growth targets (AMAO 1) will increase by 10% annually for all English learners and 7% annually for specific English learner disaggregated groups (ELSWD, SIFE, Recent Arrivers, Long Term English learners). See table below.

	2016-2017 AMAO 1	2017-2018 AMAO 1 Goal	2018-2019 AMAO 1 Goal	2019-2020 AMAO 1 Goal	2020-2021 AMAO 1 Goal
Elementary (K-5)	40%	44%	48%	53%	59%
Secondary (6-12)	43%	47%	52%	57%	63%
ELSWD	23%	25%	27%	29%	31%
SIFE	29%	31%	33%	36%	39%
Recent Arrivers K-5	22%	24%	26%	28%	30%
Recent Arrivers 6-12	25%	27%	29%	31%	33%
Long Term ELs	49%	52%	56%	60%	64%

2. The percentage of students who have attained English proficiency (AMAO 2A and 2B) will increase by 10% annually for all English learners and Long-Term English learners, and 7% annually for specific English learner disaggregated groups (ELSWD, SIFE, Recent Arrivers). See table below.

	2016-2017 AMAO 2A & 2B	2017-2018 AMAO 2A & 2B Goal	2018-2019 AMAO 2A & 2B Goal	2019-2020 AMAO 2A & 2B Goal	2020-2021 AMAO 2A & 2B Goal
Elementary (K-5)	15%	17%	19%	21%	23%
Secondary (6-12)	23%	25%	28%	31%	34%
ELSWD	4%	5%	6%	7%	8%
SIFE	5%	6%	7%	8%	9%
Recent Arrivers K-5	0	5%	6%	7%	8%
Recent Arrivers 6-12	0	5%	6%	7%	8%
Long Term ELs	12%	13%	14%	15%	17%

Educational Goals for Core Content Knowledge[23]

3. The percentage of students who demonstrate adequate progress with gaining core content knowledge, as measured by achieving a Level 3 or 4 score on Smarter Balanced Assessments for English Language Arts, Mathematics, and OAKS Science will increase by 10% annually for all ELs and 7% annually for specific English

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[23] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 2.23

learner disaggregated groups (ELSWD, SIFE, Recent Arrivers, Long Term ELs). See table below.

	2016-2017 SBAC		2017-2018 SBAC		2018-2019 SBAC		2019-2020 SBAC		2020-2021 SBAC	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Elementary (G.3)	15%	24%	17%	26%	19%	29%	21%	32%	23%	35%
Elementary (G.4)	27%	29%	30%	32%	33%	35%	36%	39%	40%	43%
Elementary (G.5)	34%	17%	37%	19%	41%	21%	45%	23%	50%	25%
Middle (G.6)	22%	6%	24%	7%	26%	8%	29%	9%	32%	10%
Middle (G.7)	11%	8%	12%	9%	13%	10%	14%	11%	15%	12%
Middle (G.8)	11%	11%	12%	12%	13%	13%	14%	14%	15%	15%
High School (G.11)	20%	20%	22%	22%	24%	24%	26%	26%	29%	29%
ELSWD	11%	10%	12%	11%	13%	12%	14%	13%	15%	14%
SIFE	14%	15%	15%	16%	16%	17%	17%	18%	18%	23%
Recent Arrivers K-5	0	0	7%	7%	8%	8%	9%	9%	10%	10%
Recent Arrivers 6-12	0	20%	7%	21%	8%	23%	9%	25%	10%	27%
Long Term ELs	37%	27%	29%	40%	31%	43%	33%	46%	35%	49%

	2016-2017 OAKS Science	2017-2018 OAKS Science	2018-2019 OAKS Science	2019-2020 OAKS Science	2020-2021 OAKS Science
Elementary (G.5)	50%	55%	61%	67%	74%
Middle (G.8)	21%	23%	25%	28%	31%
High School (G.11)	20%	22%	24%	26%	29%
ELSWD	33%	35%	38%	41%	44%
SIFE	30%	32%	34%	37%	40%
Recent Arrivers K-5	0	7%	8%	9%	10%
Recent Arrivers 6-12	0	7%	8%	9%	10%
Long Term ELs	42%	45%	48%	52%	56%

The ELD teachers, classroom teachers, and district ELD instructional coordinators determined that setting grade level goals allows for more targeted progress monitoring and for the identification of specific areas where growth is needed during the school year, before students participate in SBAC. Because there are fewer than three ELs at a grade level in some schools, the English Learner Planning Team did not set grade level goals for those groups.

4. The percentage of students who have gained adequate core content knowledge, as measured by the percentage of students who graduate in four years, will increase by 10% annually for all English learners who are in the ELD Program at the time of graduation, and by 15% annually for students who were not English learners during high school and for Ever English Learners. The 4-Year graduation rate will increase by 10% annually for ELSWD, SIFE, and Recent Arrivers. See table below.

	2016-2017 4-Year Graduation Rate	2017-2018 4-Year Graduation Rate	2018-2019 4-Year Graduation Rate	2019-2020 4-Year Graduation Rate	2020-2021 4-Year Graduation Rate
4-Year Graduation Rate--All ELs	83.3%	91.6%	100%	100%	100%
4-Year Graduation Rate—Not ELs in HS	93.1%	100%	100%	100%	100%
4-Year Graduation Rate—Ever ELs	90.7%	100%	100%	100%	100%
ELSWD	86%	94.6%	100%	100%	100%
SIFE	0*	74%**	81.4%	90%	100%
Recent Arrivers	0*	74%**	81.4%	90%	100%

* No SIFE or Recent Arrivers in 2016-2017 senior class

** ODE baseline graduation rate under ESSA, March 2017

Measurements of English Language Proficiency Goals Program Effectiveness[24]

An analysis of the district's English language proficiency data for the past four years led to goals that place more of an emphasis on supporting newcomers (Recent Arrivers) and students who become part of our school communities mid-year who bring rich cultural backgrounds and learning experiences from school settings that differ significantly from those in the United States.

The district is comprised of two cities and surrounding suburban communities. There have historically been English learners primarily in one of the cities, and the high school, middle school (two middle schools as of Fall 2017), and three primary schools in that city and surrounding area have had more Recent Arrivers. The English language proficiency goals that are addressed using specific strategies during push-in and pullout instruction are now being used across the district. There is a focus on English learners' incremental progress towards English language proficiency in order to make adjustments to instruction rather than waiting for the annual ELPA21 scores that yield the AMAO results. The use of rubrics (FLOSEM), along with LAS, STAMP, and classroom evidence contained in a portfolio is evaluated periodically during the school year by ELD and classroom teachers to look at students' growth and determine the effectiveness of strategies. There are also interim and formative assessments used to assess literacy that provide progress information about language proficiency. These include:

Interim Assessment

- Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) Reading: Grades 3-8, (Fall, Winter, Spring)
- ELPA21

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[24] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 2.24

Formative Assessments

- Developmental Reading Assessment (DRA): Grades K-5 (Fall, Winter, Spring and as needed)
- Evaluación del desarrollo de la lectura (EDL): Grades K-5 (Fall, Winter, Spring and as needed)
- Newsela assessments
- Achieve 3000 assessments
- AIMS Web literacy

Measurements of Core Content Knowledge Program Effectiveness[25]

Measurements of the ELD Program's effectiveness with English learners' core content knowledge progress and participation include:

- Analysis of ELs' courses of study, classes taken in middle and high school, participation in academic enrichment classes in grades K-5
- Smarter Balanced English Language Arts /Mathematics Assessments: Grades 3-8, 11
- OAKS Science: Grades 5,8,11
- Grades (evaluation of progress towards content learning targets): Grades K-12

Interim Assessments

- NWEA MAP for Reading and Mathematics: Grades K-8 (Fall, Winter, Spring)
- Common course assessments in core content areas: Grades 9-12

Formative Assessments

- Developmental Reading Assessment (DRA): Grades K-5 (Fall, Winter, Spring and as needed)
- Evaluación del desarrollo de la lentura (EDL): Grades K-5 (Fall, Winter, Spring and as needed)
- Newsela assessments
- Achieve 3000 assessments
- AIMS Web literacy
- *National Geographic* Cengage assessments
- *Investigations* Math Assessments, K-5
- CMP3 Math work samples, Grades 6-8

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[25] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 2.25

Frequency of Goal and Progress Monitoring[26]

Informally, ELs' progress with the four goals is looked at weekly as part of team planning for content instruction and ELD staff making adjustments with strategies used during push-in and/or pullout services. ELD staff looks at goals and individual students' progress monthly with classroom teachers. There are quarterly Professional Learning Community analyses of student learning evidence that include the goals and progress for English learners. In elementary schools, these are grade level teams, in middle school they are core content interdisciplinary teams, and in high school they are course specific PLCs within departments. Data analysis includes using protocols for examining evidence from formative, interim, and summative assessments to plan instruction that addresses learning needs. Looking at progress for disaggregated groups, including English learners, occurs first with PLCs.

There is a Child Study Team in each school that meets biweekly to track the progress of English learners and other learners who are not making the progress that is defined for English learners at each grade level. Each school uses a Cycle of Inquiry process that identifies groups within the overall school population to look at closely in terms of progress and action steps. ELs' progress is examined as part of this process.
A district level Language Circles of Support work group brings together ELD and dual language teachers, speech and language pathologists, instructional coordinators, and school and district administrators to use the research about language acquisition and cognitive development to address questions and provide guidance about instructional support and service adjustments for ELs based on progress information. Annually, before school leaders plan for areas of focus for the coming school year, English learner data is evaluated in terms of the goals to guide planning for supporting those goals.

Goal Comparison and Monitoring for EL and non-EL Students[27]

The goals for ELs are nested within the district's goals for all learners, with attention to the specific language proficiency indicators and focus on Sheltered Instruction strategies that all teachers are increasingly learning and using to ensure that students have access to the curriculum and targeted supports in terms of strategies and resources for working successfully with core content.

The primary West Linn-Wilsonville School District goal is: Grow student achievement through the use of high leverage instructional strategies that raise rigor and generate equitable outcomes for all students while eliminating opportunity and achievement gaps. The English Learner Goals and Plan stem from this broad goal. School goals and the initiatives and plans for improving instruction that follow from them include strategies and benchmarks for ELs.

Language learning is considered an integral part of academic achievement. The district has invested resources in all students participating in learning Spanish or Mandarin in

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[26] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 2.26
[27] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 2.27

grades K-8. Those languages continue and students may elect to learn additional languages in high school. Goals for all students' language proficiency (ACTFL Proficiency Standards and Can-Do Statements) are evident in all district schools and this affirms both the value of language acquisition practices for all students and an instructional awareness of language learning needs for academic success.

SBAC and NWEA MAP data is disaggregated at the district, school, and classroom levels. The Assistant Superintendent for Teaching and Learning provides visual displays of SBAC data for each school annually that shows outcomes for English learners and includes a comparison with previous results. This is shared with teachers at each school. NWEA MAP data is displayed to show actual growth and projected achievement on SBAC for English learners.

Goal Alignment to District Goals and College/Career Readiness[28]

The district's second overall goal is: Align, evaluate and update integrated systems of professional growth, assessment, inclusive practices and accountability that build competence, confidence and self-efficacy for every student. The practices defined by this goal ensure that English learners have access to, and are prepared to participate in all courses and school programs. English learners' enrollment and progress in Advanced Placement courses, CTE programs of study, dual credit courses, and participation in rigorous offerings that include the International Science and Engineering Fair and Mock Trial is tracked through the student information system and used at the district and school levels to adjust practices to support students.

Language acquisition is a priority in the school district that builds English learners' competency and efficacy. To increase the emphasis on language learning as an asset, counselors and teachers identify students in eighth grade and support them in earning the Biliteracy Seal.

Based on the work of Dr. David Conley at the University of Oregon (*College Knowledge,* 2005 and *College and Career Ready*, 2010), counselors at the middle and high schools begin working with all students, disaggregated groups that include English learners and potential first generation college attendees in seventh grade to learn to self-assess their skills and academic progress. Counselors introduce students to *Naviance*, a software system for planning for post-K-12 learning and careers, and identify individuals for advocacy during grades 7-12. Counselors have developed a process for sharing information with students' teachers about their grades, credits, and areas of strength. There is an instructional coordinator at each high school whose role is College/Career Readiness Coordinator. This individual is a teacher with background in Sheltered Instruction and English learner support. In addition to individually advocating for and supporting English learners with Conley's Four Keys to College and Career Readiness (Key Cognitive Strategies, Key Content Knowledge, Key Learning Skills and Techniques, and Key Transition Knowledge and Skills), the College/Career Readiness

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[28] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 2.28

Coordinators facilitate structured focus group sessions with disaggregated groups of high school students, including ELs, collect and interpret information from students, and share it with all staff using protocols that link the information to strategies and action steps that counselors and teachers can take on a daily basis.

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

All students enrolling in the district are screened to identify potential ELs. When enrolling students in their neighborhood schools, parents/guardians complete the **District Registration Form.** The ODE **Language Use Survey** will replace the district's Home Language Survey at the beginning of the 2018-2019 school year[29]. The training of all secretaries, counselors, and administrators in giving and interpreting the **Language Use Survey** will take place in April 2018 and become part of the annual secretary and office staff training conducted by the Director of Information Technology and the Instructional Coordinator for Dual Language and ELD Programs. Using established criteria, the district reviews the provided registration information to identify potential English learners. The district's procedures for identifying English learners are outlined in the following table.

Identification of Potential English Learners		
Timeline[30] and Procedure	**Person(s) Responsible**	**Outcome and Documentation**
District Registration Form (containing ODE **Language Use Survey** beginning in Fall 2018) distributed to all enrolling students during the summer **August and September** of new school year and as students enter throughout the school year, also available online	School secretaries and office staff, trained annually with quarterly follow up trainings	District Registration Form (containing ODE Language Use Survey) is completed by parent/guardian (with translation and literacy assistance from school staff as needed) and returned to school office All student information is entered into Schoolmaster® Student Information System (including Language Use Survey information, place of birth, ethnicity) Registration form becomes part of students' permanent education record files

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[29] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 3.29
[30] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 3.30

		Any immediate language use cues are identified and registration form placed in box for further review
August/September Completed registration form is reviewed using district criteria to identify potential English learners	ELD teacher or Assistant Principal or Instructional Coordinator (All are part of annual review training for identification of English learners)	If any of the following criteria are met, the student is identified to be further reviewed as a potential English learner: - A language other than English is identified from the **Language Use Survey** questions - The student was born outside the United States - Student ethnicity is noted as Native American on the registration form or Tribal/Native Language is listed on question #2 of Language Use Survey[31] Cues suggesting a student might be a potential English learner (student comments, teacher observations, etc.) are 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 This event is optional, at each school's discretion, and may be scheduled as appropriate within the identification and assessment processes timeline.	School Principal or Assistant Principal or Instructional Coordinator Interpreter or Special Education designee may join this process if student does not demonstrate receptive or productive language or if family needs translation assistance Further interpretation of potential language, support for refugees, and special education service needs are flagged, notes and record of	**Language Use Survey** form is completed and interpreted by person(s) responsible Language Use Survey form is placed in student's permanent education record file and Schoolmaster® Language Use Survey record is updated if necessary Criteria from Dual Language/ELD Circles of Support study process used to initiate potential for identifying a learning disability, notes from process entered into ePEP student information system for Special Education, criteria continues to be used in assessment and identification process for English learners[32]

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[31] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 3.31
[32] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 3.32

	interview/interactions provided by principal, assistant principal, instructional coordinator, ELD teacher, Special Education designee for use in assessment and English learner identification process	
Assessment and Identification Timeline		
The 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 after the student is registered at other times during the school year.		

The following table outlines the district's established assessment and identification procedures. The district is prepared to follow the same process and replace the current Woodcock-Muñoz Language Survey III with Oregon's approved LEP screener in 2018-2019.

Assessment Procedures: Identification of Potential English Learners		
Timeline and Procedure	**Person(s) Responsible**	**Outcome and Documentation**
September Identified potential English learner is administered the Woodcock-Munoz Language Survey III[33]

These seven sections of the assessment are used to ensure that all domains are assessed:
1. Picture Vocabulary
2. Verbal Analogies
3. Letter/Word Identification
4. Oral Dictation
5. Understanding Directions
6. Story Recall'
7. Passage Comprehension | Trained and certified school personnel: ELD teacher, assistant principal, instructional coordinator, psychologist, learning specialists
Each school has all personnel who potentially could administer the WMLS III participate in annual training held in January/February that is led by ELD Specialist at the Clackamas County ESD[34] | Assessment result (printout) obtained and becomes part of student's permanent education record file

WMLS III score recorded in Schoolmaster® |

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[33] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 3.33
[34] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 3.34

September
Results of WMLS III assessment are interpreted and considered to determine student's eligibility under district criteria for ELD services
 	
WMLS III results shared with all teachers who work with student[35]
	Child Study Team which includes classroom teacher(s), ELD teacher, and counselor or instructional coordinator or assistant principal
	
	ELD teacher or assistant principal or instructional coordinator shares results with all teachers who work with student
		The established ODE approved initial fluency scores are used at each grade level to determine nest steps.
		If the following criteria is met, student is identified as an English learner and is eligible for the ELD Program Services:
		    Broad English Score Overall is Below Level 4
		Student is not identified as an English learner and is not eligible for ELD Program Services if:
		    Broad English Score Overall is Level 4 or higher

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	ELD teacher or Assistant Principal or Instructional Coordinator	Schoolmaster® ELD-Current record created with enrollment date, entry date, scores[36] Student enters 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 or Assistant Principal or Instructional Coordinator	Appropriate form letter is sent home to families[37]; letter is translated to language parents can understand[38] ✓ **Parental Notification of Services for English Learners** – **Initial and Continuing** ✓ **Parental Notification – Services for English Learners Not Required** ✓ Copies of Language Use Survey, screener results, and form letter placed in student's permanent education file[39]

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[35] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 3.35
[36] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 3.36
[37] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 3.37
[38] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 3.38
[39] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 3.39

Parent may choose to decline or request a change to recommended services	Initiating parent Interpreter may be needed	Parent contacts school principal to schedule a meeting to discuss recommended services After meeting, if parent decides to decline ELD services for the child, the **Parent Request to Discontinue or Not Accept Program Services for English Learners** form letter is sent to the parent Copies of the form letter, Language Use Survey, and screener results placed in student's permanent education record file ELD Program Services acceptance or denial documented in Schoolmaster® as ELD-Current or ELD-Declined Services

Parent Notification Procedures[38]

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. Registration materials, report cards, and ELD program materials, letters, and forms have been translated into Spanish. Further translation of district forms into other languages are made as needed. 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. There is a district office administrative assistant who maintains a list of translation services for print and in-person needs as they arise in schools with families that speak and read languages other than Spanish and English. The district recruits and hosts trainings facilitated by Clackamas County ESD staff to continually update the number of translators and languages so that schools have translation services available for meetings and school events.

Notification to parents of newly enrolled ELs, of the availability and type of district ELD Program services and other options will be done in a language the parents understand. The district provides written and oral communication about student grades, academic progress, student and parent handbooks, extracurricular activities, suspension, expulsion, IEPs and special programs, and other legal matters in a clear and comprehensible manner in the language parents understand whenever possible. The

district ensures translation quality to the best of our ability, making every effort to protect confidential information in any communication.

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. Identifying the key communicator is a step taken in addition to the district providing an interpreter and translating written communication whenever possible.

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)[40]. These programs and services are consistent with and reflect the educational theories, supported by research, selected by the district as outlined in **Section 2.** The similarities and variations in the primary, middle, and high school programs and services are described below.[41]

All ELs, including Recent Arrivers, SIFE, and ELSWD have full access to all courses, programs, and co-curricular activities.[42] The extensive use of Sheltered Instruction allows all students to benefit from instruction that strategically develops students' language awareness and access to content through comprehensible input. This ensures that English learners experience learning with peers and contributes to preparing them for advanced coursework. It is a priority to avoid having English learners miss elective and arts courses in order to receive services. The workshop model is used widely across primary, middle, and high school in language arts, social studies, and math classes. Grouping students, including non-English learners, for conferring and targeted instruction is a common practice during workshop and it also allows for push-in or pullout instruction to occur without removing students completely from lessons. The district sets goals for English learners' participation in Advanced Placement courses, the

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[40] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 4.40
[41] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 4.41

[42] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 4.42

International Science and Engineering Fair, Robotics, and other academic activities. English learners participate largely in visual arts, band, and choir programs.

Preschool

The district operates a preschool program in six of the primary schools. Each year, children attend for whom English is not their native or first language. Either the teacher or the preschool instructional assistant is bilingual (English-Spanish or English-Mandarin). 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 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 primary schools (K-5) is outlined below using Oregon Department of Education's approved Types of Program Service Models and Definitions. In addition to language progress criteria, ELD Program design and student placement are based on a commitment to English learners being full participants in their school program and school day.

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 in 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 ELs in the regular classroom will be given the same care that all children are given. ELs are placed with teachers who are participating in professional development for teaching ELs in the general classroom through seven district Sheltered Instruction professional development workshop sessions that occur monthly during the school year. The sessions emphasize best practices in Sheltered Instruction techniques, ELD through content and GLAD strategies, with a focus on planning lessons and units that integrate learning targets and language objectives.

Teachers of English Learners are supported by the district ELD Instructional Coordinator in regular lesson design collaboration and through consultation with an ELD teacher and/or school-based instructional coordinator. Lessons are modeled and classroom materials are created and provided. Specialized classroom materials, teacher planning resources, and the support of the Child Study Team are provided by the principal as needed.[43]

The district uses a framework for continual improvement of instructional practices (*5 Dimensions of Teaching and Learning*, University of Washington Center for Educational Leadership) and has established protocols and developed tools for classroom walkthroughs that include observation cues for Sheltered Instruction strategies, making content understandable for all learners, and using student engagement strategies that include the development of academic language. Professional learning is evaluated and improved based on observations of practice. Ultimately, student learning evidence is the key indicator that is used to evaluate and revise the professional learning focus for ELD in the district. Based on a review of three years of SBAC and NWEA MAP data for English Language Arts and Mathematics, with attention to the disaggregated outcomes for ELs, professional learning for the ELD Program is focused on ensuring that teachers have supported learning in the areas of integrating learning targets (content learning) with language objectives (language development) and develop the skills to assess students' progress in both areas. This has affected the design of professional learning for Sheltered Instruction and also for the planning of Push-In and Pull-Out instruction.

ELD Push-In
English language development, literacy, and academic development are provided

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[43] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 4.43

through additional instruction within the Sheltered Instruction setting. ELs 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 adapted to each child's 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 grouped for a small portion of the day to receive ELD services. This approach provides English language development through a short-term, pullout setting designed to provide students who have recently arrived in the US with an integration of academic and personal-social support to help students adjust to US schools. 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 primary school have the option of developing language proficiency in two languages through an immersion program (Spanish and English). Lowrie Primary School has a two-way immersion program that integrates 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 the delivery of district ELD Program services to English learners in primary schools.

English Learner Program and 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 SIFE ELSWD Recent Arrivers	ELs who qualify for ELD program services with a WMLS III Broad English Ability score less than 4 ELs with ELPA21 scores that yield less than an overall *Proficient* rating Recent Arrivers SIFE ELSWD	Recent Arrivers and students who qualify for ELD program services with a WMLS III Broad English Ability score of 1 within their first year of receiving services. ELs with ELPA21 scores of 1 in all 4 domains. ELSWD where language support fits with specially designed instruction as specified by IEP SIFE as needed	English Learners in the Two-Way Immersion Program (K-5) ELSWD
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 Classrooms
Frequency	Daily	2-4 Times a Week	2-4 Times a Week	Daily
Description	Core content is taught using Sheltered Instruction strategies and resources are used to provide comprehensible input in all academic subjects. English language acquisition is taught through language objectives that align with learning targets. Instructional support ensures 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 works with students for 30-45 minutes of the school day to provide targeted ELD instruction. All efforts are made to ensure that this is part of flexible and fluid grouping so students remain connected to classroom learning and community.	Students learn core content 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

Provider	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

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.

In addition to getting to know families and identifying an adult who can help with communication, the middle school staff strives to 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. As needed, the school finds first language texts to supplement content and concepts for children at emerging language levels. Each program model provided in the middle schools (Grades 6-8) is outlined below using Oregon Department of Education's approved Types of Program Service Models and Definitions.

World Language
All students in grades 6-8 take a World Language class in Spanish, Mandarin Chinese or French.

Sheltered Instruction
All students, grades 6-8, participate in core and arts classes during the school day. Classroom teachers use a variety of strategies and techniques shown to be effective for students who are ELs; SIOP and GLAD are most commonly used in middle school. English learners are scheduled with teachers who are ESOL endorsed and/or who are participating in professional development for teaching English learners in the general classroom through seven district Sheltered Instruction professional development workshop sessions that occur monthly during the school year. Teachers with English learners in class are supported by the district ELD Instructional Coordinator in regular lesson design collaboration and through consultation with an ELD teacher. Lessons are modeled and classroom materials targeted for specific language levels are created and provided.

ELD Push-In
English language development, literacy, and academic development are provided through additional instruction within the Sheltered Instruction setting. ELs 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

ELs still spend the majority of their school day in the content-area classroom receiving Sheltered Instruction and are grouped for a small portion of the day to receive ELD services. This approach provides English language development through a short-term, pullout setting designed to provide students who have recently arrived in the US with an integration of academic and personal-social support to help students adjust to US schools. 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 the delivery of district ELD Program services to English learners in middle schools.

English Learner Program and Services: Middle Level (Grades 6-8)			
	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 SIFE ELSWD Recent Arrivers	ELs who qualify for ELD program services with a WMLS III Broad English Ability score less than 4 ELs with ELPA21 scores that yield less than an overall *Proficient* rating Recent Arrivers SIFE ELSWD	Recent Arrivers and students who qualify for ELD program services with a WMLS III Broad English Ability score of 1 within their first year of receiving services. ELs with ELPA21 scores of 1 and/or 2 in all 4 domains. ELSWD where language support fits with specially designed instruction as specified by IEP SIFE as needed	English Learners in the Two-Way Immersion Program (K-5) ELSWD
Schools Offering	All Middle Schools	All Middle Schools	All Middle Schools	Wood Middle School (Beginning Fall 2018)

Where Conducted	Regular Classroom	Regular Classroom	Small group or individual settings in student's classroom or nearby	Two-Way Immersion Classrooms (Fall 2018)
Frequency	Daily	2-4 Times a Week	2-4 Times a Week	Daily
Description	Core content is taught using Sheltered Instruction strategies and resources are used to provide comprehensible input in all academic subjects. English language acquisition is taught through language objectives that align with learning targets. Instructional support ensures 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 works with students for 30-45 minutes of the school day to provide targeted ELD instruction. All efforts are made to ensure that this is part of flexible and fluid grouping so students remain connected to classroom learning and community.	Students learn core content 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
Provider	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

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.

Understanding and providing support for the roles that high school ELs often hold in their families—translating for parents, childcare, transportation—is part of getting to know students and helping them to be academically successful and involved meaningfully in school. High school staff finds texts in students' home languages to integrate into the curriculum whenever possible. Language arts teachers include works originally written in languages other than English in the curriculum. Each program model

provided in the 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, Heritage Spanish, French, Japanese, and Mandarin Chinese.

Sheltered Instruction
All students, grades 6-8, participate in core and arts classes during the school day. 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.

English learners are scheduled with teachers who are ESOL endorsed and/or who are participating in professional development for teaching English learners in the general classroom through seven district Sheltered Instruction professional development workshop sessions that occur monthly during the school year. Teachers with English learners in class are supported by the district ELD Instructional Coordinator in regular lesson design collaboration and through consultation with an ELD teacher. Lessons are modeled and classroom materials targeted for specific language levels are created and provided.

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. Students 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 ELPA21 as a framework to determine the specific and targeted goals for each child and to track each student's progress and adjust instruction accordingly.

The following table outlines the delivery of district ELD Program services to English learners in high schools.

English Learner Program and Services: High School Level (Grades 9-12)		
	Sheltered Instruction (Code 30)	**ELD Class Period(Code 23)**
Population Served Using Standards and/or Criteria	All English Learners SIFE ELSWD Recent Arrivers	Entering students with WMLS III Broad English Ability scores of 1, 2, 3 and/or students with ELPA21 scores of 1 and 2 in more than one domain and/or students with overall ELPA21 Level of *Emerging* Recent Arrivers ELSWD where language support fits with specially designed instruction as specified by IEP SIFE as needed
Schools Offering	All high schools	West Linn High School Wilsonville High School
Where Conducted	Regular classroom	Classroom, class period in student's schedule
Frequency	Daily	3-5 55-minute class periods per week
Description	Instructional strategies and resources are used to provide comprehensible input in all academic subjects. English Language acquisition is taught through the use of language objectives that align with learning targets. 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 language proficiency level during a regular class period. Forms and functions are taught and students are provided with targeted feedback about their English language literacy progress and given individualized instruction to ensure growth. Students also receive course credit for the class.
Provider	Classroom teachers with preparation and training in sheltered instruction strategies and ELP standards	ELD teacher with an ESOL Endorsement

Criteria for Determining ELD Program Services[44]

Each English learner's program of services is determined using the language proficiency descriptors from the ELPA21, the grade level ELP Standards, any known information about rate of progress with language proficiency, consideration of the learning experiences for SIFE students and Recent Arrivers, understanding of the specific learning disability and degree of impact for ELSWD, and individual's strengths. A school team that includes the ELD teacher and/or instructional coordinator, teachers, counselors, and, as needed, special education designees (psychologists, special education teachers, speech/language pathologists) look at all assessments, observation notes, insights from families and the students to draw from parts of the service offerings for students.

Program Services for Students With Unique Needs[45]

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 led 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 homebound 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.

Learner	Language Needs Options	Content Needs Options
Significant Cognitive Disability	Regular Classroom for > 85% of school day Push-In ELD teacher, Special Ed K-8 Use of Speech/Language Specialist targeted language development strategies if it's a language disorder NWEA MAP text to speech Assistive technology: e.g. , *CoWriter*	Regular Classroom for > 85% of school day Push-In ELD teacher, Special Ed K-8 Pull-Out only as needed for Essential Skills preparation for HS graduation, Grades 9-12 Content Access Tools: e.g., *Learning Ally*

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[44] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 4.44

[45] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 4.45

Emotional Disability	Regular Classroom 100% with Team-determined support breaks Assigned Child Study Team member to identify parts of SEL curriculum for one-to-one focus and work with communication/language K-5	Regular Classroom 100% with Team-determined support breaks Counselor and Special Education teacher quarterly review/design of schedule and need for alternate or supported participation Grades 9-12
Behavioral Disability	Regular Classroom 100% of school day Student's communication, expression of school experience built into Functional Behavior Assessment (FBA) FBA used as framework for identifying success strategies, monitored daily by Special Education teacher, weekly adjustments made for language/communication in consult with ELD teacher Specific strategy areas identified from district's adapted PBIS framework for supporting behavior needs	Regular Classroom 100% of school day FBA used as framework for identifying success strategies, monitored daily by Special Education teacher, weekly adjustments made for language/communication in consult with ELD teacher Specific strategy areas identified from district's adapted PBIS framework for supporting behavior needs Targeted academic access supports drawn from district's classroom and school practices organizer: *7 Components of Inclusive and Equitable Practices*
Hearing Disability	Regular Classroom 100% of school day Focused Push-In for language interaction and development Extensive use of assistive technology	Regular Classroom 100% of school day Focused Push-In for use of visual supports and supporting student learning team interaction Extensive use of assistive technology
Vision Disability	Regular Classroom 100% of school day Focused Push-In for language interaction and development Extensive use of assistive technology Development of partner interaction protocols, K-5 and team interaction Grades 6-12	Regular Classroom 100% of school day Focused Push-In for use of audio supports, e.g. Google Classroom recording of discussions and supporting student learning team interaction Extensive use of assistive technology
Recent Arriver SIFE	Regular Classroom with nearby/connected Pull-Out as needed in K-8, ELD Class Period in 9-12 (elective slot) Establish frequent running record, observation system for identifying strengths and areas of progress to use in adjusting instruction Establish peer partner with support and push-in interaction with ELD teacher	Regular Classroom with nearby/connected Pull-Out as needed in K-8, ELD Class Period in 9-12 (elective slot) Establish frequent running record, observation system for identifying strengths and areas of progress to use in adjusting instruction Establish peer partner with support and push-in interaction with ELD teacher

Section 5: Staffing and Resources (OCR Step 5)

All teachers and specialists support English learners and participate in professional learning for Sheltered Instruction. All instructional coordinators, assistant principals, and principals participate in professional learning to support teachers. The table below shows ELD Program staffing for each school.[46]

School	ELD Program	ELD Staff
Boeckman Creek Primary	Sheltered Instruction Push-In Pull-Out	2 full time ESOL-endorsed ELD Teachers
Bolton Primary	Sheltered Instruction	1 part time ESOL-endorsed ELD Teacher
Boones Ferry Primary	Sheltered Instruction Push-In Pull-Out	2 full time ESOL-endorsed ELD Teachers 1 full time ESOL-endorsed Instructional Coordinator
Cedaroak Primary	Sheltered Instruction Push-In	District ESOL-endorsed Instructional Coordinator Instructional Assistant, ELD trained
Lowrie Primary	Sheltered Instruction Push-In Pull-Out Two-Way Immersion	2 full time ESOL-endorsed ELD Teachers 6 Two-Way Immersion Teachers 1 ESOL trained School Psychologist 1 ESOL-endorsed Instructional Assistant 1 ESOL-endorsed Special Education Teacher
Stafford Primary	Sheltered Instruction Push-In	1 part time ESOL-endorsed ELD Teacher 1 full time ESOL-endorsed Special Education Teacher
Sunset Primary	Sheltered Instruction Push-In	District ESOL-endorsed Instructional Coordinator Instructional Assistant, ELD trained 1 ESOL-endorsed Special Education Teacher
Trillium Creek Primary	Sheltered Instruction Push-In	1 part time ESOL-endorsed ELD Teacher 1 full time ESOL-endorsed Instructional Coordinator 1 ESOL-endorsed Special Education Teacher
Willamette Primary	Sheltered Instruction Push-In	1 part time ESOL-endorsed ELD Teacher
Athey Creek Middle	Sheltered Instruction Push-In	1 part time ESOL-endorsed ELD Teacher
Meridian Creek Middle	Sheltered Instruction Push-In Pull-Out	1 part time ESOL-endorsed ELD Teacher
Rosemont Ridge Middle	Sheltered Instruction Push-In Pull-Out	1 part time ESOL-endorsed ELD Teacher
Wood Middle	Sheltered Instruction Push-In Pull-Out	1 full time ESOL-endorsed ELD Teacher
Arts and Technology HS	Sheltered Instruction	1 part time ESOL-endorsed ELD Teacher 1 ESOL-endorsed Special Education Teacher
West Linn HS	Sheltered Instruction Push-In Pull-Out	1 part time ESOL-endorsed ELD Teacher District ESOL-endorsed Instructional Coordinator Instructional Assistant, ELD trained 1 ESOL-endorsed Special Education Teacher
Wilsonville HS	Sheltered Instruction Push-In Pull-Out	2 part time ESOL-endorsed ELD Teachers

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[46] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 5.46

Qualified English Language Development (ELD) Teachers[47]

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:

- Hold ESOL endorsements on their TSPC license(

- Have Sheltered Instruction and/or GLAD training (

- Have attended classes and workshops for working with English Learners within the past two years (

- 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. In schools that consistently have fewer than ten current ELs, an Instructional Assistant (Paraprofessional) who is currently participating in the monthly Sheltered Instruction Strategies Workshops may be employed. The Instructional Assistant (IA) is supported at least once a week by the district Instructional Coordinator (IC) for ELD and Dual Language. The district IC provides materials and resources and uses a lesson planning template with the IA. The IC monitors progress of ELs with the IA and makes adjustments to instruction.

Criteria for Determining ELD Staff Qualifications[48]

The district hires teachers for all positions in all schools with ESOL endorsements whenever possible to support Sheltered Instruction. All teachers' qualifications are verified through Oregon's Teacher Standards and Practices Commission. ELD teachers must have this credential to be hired. 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 though postings on TalentEd, participation in the Oregon Professional Educator Fair, district sponsorship of the Oregon Association of Latino Administrators, and ongoing relationships with specific colleges and universities (Pacific University, Portland State University, Lewis & Clark College, Western Oregon State University and

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[47] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 5.47

[48] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 5.48

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.

Steps Taken to Develop Qualified Staff[49]

The district continually works at "growing our own" qualified ELD educators. Instructional Assistants are recruited for the Bilingual Teacher Pathway Program at Portland State University and supports this through tuition reimbursement. Current Instructional Assistants are included in the monthly Sheltered Instruction Workshops that are taught and facilitated by an experienced ESOL educator who is the district Instructional Coordinator for ELD and Dual Language Programs.

In 2017, the district created a Director of Student Success position and hired an educator with extensive language acquisition and development background. The Director works closely with the ELD Program, identifies and recruits ELD staff from within and outside of the district, and coordinates with the district IC for ELD and Dual Language to provide job-embedded professional learning in language acquisition and development.

There are half-day ELD Teacher Workshops during the school year and this year the district has included potential ELD staff. The district provides paid-time summer curriculum and instruction development that focuses on Sheltered Instruction and language acquisition. This summer, Karen Beeman, a national expert in language acquisition, will spend three days with ELD and Dual Language teachers to work on developing planning and implementation strategies for language development instruction.

The district Language Circles of Support work group is led by the Assistant Superintendent for Student Services. This group meets at least quarterly during the school year and includes representatives from Special Education teachers, school psychologists, speech and language pathologists, instructional coordinators, and ELD educators. This study group strives to increase language acquisition and development understanding among all staff that supports ELs. The district is broadening this group to include instructional assistants and Title I teachers. The work group creates implementation documents to be used in all schools.

Professional Development Program Summary

- 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:

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[49] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 5.49

- Tuition reimbursement is granted at 12 graduate hours each year for every teacher
- Teachers and administrators attend state and national conferences in organized teams (COSA EL Alliance, OABE, ATDLE, OALA, AMME, La Cosecha)

• The district hosts ESD sponsored trainings and workshops.

• The district facilitates half-day ELD workshops for all ELD staff and administrators.

• All school and district leaders participate in "Leading with Equity" Monthly Seminars.

• The district holds ELD Administrative Program Guidance & Evaluation meetings.

• The district participates in Portland State University's Bilingual Teacher Pathways Program

• The district has 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 data can be correlated to student outcomes thus providing one more way to assess the efficacy of professional development activities.

Core Instructional Materials and Resources[50]

In an adoption process that included representatives from all educator groups that work with ELD students, including classroom teachers, the district looked at materials that were on the ODE Instructional Materials for English Language Proficiency and selected the *National Geographic/Cengage Learning* materials in 2016. These materials are used K-12. In 2017, using guidelines and resources from the Center for Applied Linguistics, three primary, middle, and high school ELD teachers created a comprehensive set of resources for Recent Arrivers. Currently, representatives from the ELD and Dual Language Programs are evaluating materials for the middle school Dual Language Program, as the district's first cohort will be 6th graders in Fall 2018.

Led by the Instructional Coordinator for ELD and Dual Language programs, representatives from all ELD educator groups review current materials, identify areas

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[50] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 5.50

where there are gaps or updates are needed, and evaluate how current resources are being used at one of the half-day ELD workshops each year.

The district also reviews materials on an ongoing and regular basis as per state guidelines for curriculum renewal.[51] 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. 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. These materials are reviewed and updated as needed annually.

The district currently is fortunate to have the resources necessary to implement the ELD 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.[52]

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

The West Linn-Wilsonville School District recognizes that the acquisition of English as a second or third language is a long-term process. Researchers generally agree that English proficiency is attained somewhere between five and seven years and that this process can be longer for ELSWD, SIFE, and ELs with unique circumstances. It is also believed that ELs benefit from support with academic language 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 so providing support without limiting students' access to full school programs and activities is the district's priority in working with transition of ELs from the ELD Program.

The district fully follows Oregon's process for annually reassessing ELs using the ELPA21 to track their English language proficiency development. ELs are exited or reclassified primarily based on the ELPA21 outcomes. Generally, all ELs who achieve a proficient score in all four or the ELPA21 domains are exited.[53] There are rare instances when the ELPA21 result differs significantly from all other proficiency evidence (classroom work samples, speaking and listening rubrics including FLOSEM, formative

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[51] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 5.51

[52] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 5.52

[53] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 6.53

assessments) and then a portfolio of evidence is developed and reviewed by a school team that includes the ELD teacher, classroom teacher(s), instructional coordinator, and possibly specific Special Education designees. 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.

Some students may demonstrate proficiency by scoring at Level 4 on three domains but have a Level 3 score in the fourth domain. This result would initiate a Child Study Team meeting to review a portfolio of evidence. This could occur with SIFE ELs and with ELSWD. For students with IEPs, the progress notes, running records, and assessments used for tracking IEP goal progress become part of the portfolio of evidence.[54]There are also instances where some students' demonstrated need for continuing services in the ELD Program even lead to a portfolio review. Parents are consulted and included in any review that involves a portfolio and their observations are considered along with the other evidence. 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 ELPA21 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 four-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-Muñoz Language Survey III. 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 four-year monitoring period.[55]

Documentation of the district's exiting (reclassification) procedures is maintained in the EL Service Plan, which is reviewed in whole with all ELD staff in September/October annually, and in part when relevant topics and procedures are clarified at the half-day ELD Workshops.[56] All parents of ELs receive the annual ELPA21 results for their children in a letter that is in a language they understand. There is a phone call of in-

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[54] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 6.54
[55] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 6.55
[56] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 6.56

person discussion, facilitated by the ELD teach with an interpreter if needed, followed by a letter in a language parents can understand for all students who reach proficiency on ELPA21 and would be exited. For any student where there is a question based on ELPA21 scores differing from other evidence, considerations that lead to discussion about retaining services even though scores suggest otherwise, or conversely, exiting a student who did not show proficiency on all four ELPA21 domains, parents are part of the ELD Team Meeting where the portfolio of evidence is used and their observations and insights are part of the decision-making process.[57]

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

Exiting (Reclassifying), Promoting, Retaining English Learners		
Procedure	**Person Responsible**	**Outcome/Documentation**
ELs' language proficiency reassessed annually, January-April, using the Oregon ELPA21	Annually trained school personnel: ELD teacher, and Instructional Coordinator or Assistant Principal	ELPA21 test record created in Schoolmaster® reflecting date test was administered ELPA21 score recorded in Schoolmaster® after reported back from ODE
Students who have developed sufficient English language proficiency are identified and approved for exit from the ELD Program	Trained and certified school personnel: ELD teacher, and Instructional Coordinator or Assistant Principal	Students with ELPA21 scores in all 4 domains and overall Proficient ratings are approved for exit
Students recommended for promotion or retention based on ELPA21 and other evidence are identified **(exception situations)** Can occur at any time during the school year	Trained and certified school personnel (ELD teacher, Instructional Coordinator, Assistant Principal, counselor, Special Education designee)	Exit/Reclassify: Portfolio evidence shows sufficient English language proficiency allowing students to benefit from participation in the regular education program without the support provided by being a current ELD student, move to monitoring status Retention: Students demonstrating a need for continuing services in ELD services, even with ELPA21 scores at a Proficient level
All relevant data is reviewed and a decision is made whether to approve the recommended student promotions/retentions (Child Study	ELD Team	The following data is collected and summarized on the **Student Review for ELD Program Promotion/Retention**

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[57] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 6.57

Team review meeting) Special considerations for English Learners with additional academic needs (ELSWD, TAG, SIFE) will be reviewed by the Child Study Team	Maintenance of documentation for exiting program by ELD teacher, Instructional Coordinator, Assistant Principal and District Data Specialist Parents' insights/observations are collected at a meeting prior to the Child Study Team review meeting	form or consideration by the ELD Team: • 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 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 **All** approved promoted/retained students are required to take ELPA21 during the district's testing window Approved retained students continue receiving ELD program services a determined in review meeting
Approved students are exited from the district ELD Program	Trained and certified school personnel (ELD teacher, Instructional Coordinator, Assistant Principal, counselor, Special Education designee)	For exiting students: • Schoolmaster® *ELD-Current* 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® *ELD-Former* program record created for 4-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 Student enters 4-year monitoring phase

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:[58]

Monitoring and Readmitting English Learners		
Procedure	**Person Responsible**	**Outcome/Documentation**
Students exited from the district ELD Program are monitored 2-4 times a year for a 4-year period for sufficient evidence of academic achievement. Middle and high school students are monitored quarterly.	ELD Team which includes ELD Teacher, Instructional Coordinator, Assistant Principal**,** Classroom teacher(s)	Student monitoring is tracked and stored in Schoolmaster® by creating a student *Guidance: ELD Monitoring Check* record to indicate academic achievement status. Academic achievement includes: • 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:[59,] **Year 1**: Grades, MAP scores (K-8), formative assessments, SBAC (if taken) remain steady and/or improve, participation in school activities is steady and/or improving, students' class participation continues/improves, course language requirements considered with increased cognitive demand of course content **Year 2**: Considerations from Year 1 along with assessment of growth in those areas compared to growth of non-EL/Monitored student, consideration of students' perception of academic demands	ELD Teacher, Instructional Coordinator, Assistant Principal initiates/coordinates with classroom teachers, counselors, specialists	• Sufficient academic achievement: monitoring continues, no other action is taken Insufficient academic achievement and progress in response to core instruction[60] • 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

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[58] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 6.58
[59] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 6.59
[60] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 6.60

Year 3: Considerations from Years 1 &2 along with attention to students' writing development while on Monitoring Status and consideration of on-track progress to graduation **Year 4**: Same as Year 3 with added 3-year comparison of grade level growth in writing and speaking of non-EL/Monitored students at same grade level		achievement due to probable language proficiency issues: - Student is reassessed with Woodcock-Muñoz Language Survey III - Woodcock-Munoz score is entered into Schoolmaster® - Additional support through tutoring, targeted feedback and 1-1 or small group work with writing - Establish peer partner in each class, with coaching to support academic conversation - Before/after school mentoring/tutoring for student success/study skills - Increase specific use of graphic organizers
Student considered for re-admittance to ELD program if Woodcock-Muñoz assessment indicates eligibility (same criteria as Section 3: Identification of English Learners)	ELD Teacher, Instructional Coordinator, Assistant Principal	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: - **Re-admittance to ELD Program for English Language Learners** form completed and signed; original placed in student's permanent education record file, copy to parents - Schoolmaster® ELD-Former (monitoring) program record updated with exit date - New Schoolmaster® ELD-Current 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 re-admittance 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 child to ELD program: (• **Re-admittance 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 Student continues with 4-year monitoring
Students whose parents have waived services are monitored for academic and linguistic progress 3 times a year[61]	ELD Teacher, Instructional Coordinator, Assistant Principal and Data Specialist ELD Team	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
Parents receive written progress update, in language they can understand, 1-3 times a year depending on whether there is a concern. Monitored students' language and academic growth are shared in terms of linguistic and content area progress at fall and spring conferences (K-8). For high school students, because of approaching graduation, the ELD Teacher and/or Counselor call the parents of Monitored students at least once each school year and more if there is a need to look at more support.[62]		

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[61] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 6.61
[62] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 6.62

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

The West Linn-Wilsonville School District has a policy that all students including English Learners 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. All programs, activities and curriculum development are designed with "All", "Some", and "Few" in mind so that access is planned using the specific considerations that ensure successful participation for each student.

Special Education

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 seeks and has hired Speech and Language Pathologists, School Psychologists, and Special Education Teachers with expertise in ELD/Special Education identification. When needed, the district calls upon experts at the ESD to help make Special Education determinations for English Learners. The Language Circles of Support work group that started in spring 2017 examines practices for identification, coordinated services, and the evaluation of outcomes and serves as a resource for better understanding and taking equitable and effective actions to support students with language acquisition needs and learning disabilities.

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 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 Special Education 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 Special Education program services in the way that best benefits each student as an individual and also meets legal requirements. Educational decisions for ELSWD are collaborative and involve both the ELD and Special Education Team. The Child Study Teams in each school bring together the expertise of classroom teachers and specialists in ELD and Special Education. When decisions about language acquisition needs and potential learning disabilities are made team members include: the general education teacher, ELD teacher, Special Education teacher, specialists as appropriate (e.g. speech pathologists, school psychologists), administrators/other school personnel as needed (e.g. principal, assistant principal, instructional coordinators for general programs and for ELD and Special Education), and parents. Education delivery decisions are made on a student-by-student basis.

The table below outlines the timeline, steps, assessments and person responsible for identifying English learners with special education needs.

Special Education Identification for English Learners[63]			
Timeline	**Procedure/Action**	**Assessments**	**Persons Responsible**
Start of school year	Previous identification from another school district is indicated during enrollment	District accepts the identification made from the previous school district	• Special Education Teacher(s) at school • ELD Teacher • IC/AP • Classroom teacher
Start of school year (or earlier)	ECSE information and meeting with parents indicates a pre-referral request for an incoming Kindergarten student	• Woodcock-Johnson (English/Spanish) • FBA (Functional Behavioral Assessment) • Woodcock-Munoz (English/Spanish) • TS-Gold	• District Special Education Liaison for ECSE students • ELD teacher /IC/AP • School Psychologist

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[63] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 7.63

During the school year	Classroom Teacher and ELD Teacher may bring concerns to Child Study Team regarding student's 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 communicated with at each step of the process	• MAP (Reading, Math) • Formative assessments in reading, writing, math • Writing samples • OAKS, SBAC • Data on behavior • FBA	• School Psychologist • Speech Pathologist • Special Education Teacher • Principal
During the school year or anytime	• Parents request an evaluation of their children's academic or social-emotional progress • Parent meets and works with Special Education team throughout the pre-referral, evaluation and IEP process	• Woodcock-Johnson (English/Spanish) • FBA (Functional Behavioral Assessment) • Woodcock-Muñoz (English/Spanish) • Classroom assessments • DRA2/EDL • MAP (Reading, Math)	• Classroom Teacher • ELD teacher • /IC/AP • School Counselor • School Psychologist • Speech Pathologist • Special Education Teacher • Principal

There are specific considerations for the coordination and delivery of program services for English Learners in Special Education program classes. The ELD teacher provides consult service to Special Education staff (e.g. may help develop language goals, may help identify instructional strategies relative to language development, may help in language proficiency assessment, etc.).[64] Some English Learners with a significant disability 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. Direct ELD services is the first option (push-in, pull-out, class period, etc.) provided to students with IEPs unless it is determined by the team that they would benefit from an individualized variation of this delivery.

English language development is integral to the student's entire day, which means that 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

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[64] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 7.64

Instruction strategies and ELP standards.

ELD considerations and services coordination are decided by the team and then documented in the student IEP as follows[65]:

- 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.

The same translation services and considerations are used for providing parents with written documentation of services as are in place for communicating about the ELD program with parents. The Student Services has two administrative assistants who work with written and oral communication and who are experienced with using language that makes Special Education processes as understandable to parents as possible. When there are languages that require outside consultation, the district contracts for an interpreter or written translation.[66]

Talented and Gifted[67]

The ELD Team makes 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 uses varied assessment tools including non-verbal assessments 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 Instructional Coordinators in the district, including the ELD Instructional Coordinator, are currently reviewing TAG identification to increase means of identifying students and to revise the program offerings.

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[65] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 7.65
[66] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 7.66
[67] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 7.67

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

Talented and Gifted Identification for English Learners			
Timeline	**Procedure/Action**	**Assessments**	**Persons Responsible**
Start of school year	Previous identification from another school district is indicated during enrollment	District accepts the identification made from the previous school district	• Principal /AP /IC • School Counselor • Classroom Teacher • ELD Teacher
First Grade (screening for intellectual giftedness)	All First Graders and new students are given the KBIT-2 as one measure for giftedness Parents and teacher(s) may also be asked to fill out the *Teacher/Parent Referral Form*	• KBIT-2 • *Teacher/Parent Referral Form*	• IC/AP • School Counselor • Classroom Teacher • ELD Teacher
During the school year	Classroom Teacher(s) routinely check performance data and bring forward to Child Study Team observations and data regarding student's accelerated skills and aptitudes • Parents and teachers are asked to fill out a *Teacher/Parent Referral Form* about their child's areas of giftedness • Child Study Team determines area of giftedness using multiple data points to support identification	• KBIT-2 MAP • Reading/Math • SBAC/OAKS Classroom-based measures • Writing samples • ACT	• Classroom teacher • ELD teacher • School Counselor • Principal /AP/IC
During the school year or anytime	Parent(s) may request an additional evaluation of their child's intellectual or academic giftedness Parent meets and works with Child Study Team to determine identification	• WISC-IV(English/Spanish) • Classroom-based measures • *Teacher/Parent Referral Form*	• Classroom teacher • ELD teacher • School Counselor • School Psychologist • Principal /AP/IC

Core Instructional Program[68]

The West Linn-Wilsonville School District has a policy that all students including English Learners should have access to the core instructional program and tracks the participation of disaggregated groups of students in all programs and activities.

To assure all students access to the core instructional program, all district administrators participate in equity learning. The district uses the Oregon Leadership Network's Lead Tool to set goals and take action. ELs' full participation in the core district program and all co-curricular activities is part of the goals and action steps. Each school has an Equity Team that has goals with outcomes that include students'—including ELs'—access to, and successful participation in—all programs. The schools communicate about the academic program to all students and parents through written information (posted on website and sent home), fall and 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-A[69]

Identification and support procedures for English Learners who also qualify for Title I-A support are guided by federal and state laws. Currently 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.

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[68] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 7.68
[69] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 7.69

Title I-A for English Learners			
Timeline	**Procedure/Action**	**Assessments**	**Persons Responsible**
Start of school year	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 determine which students will receive additional Reading support • Parents are notified if student will be receiving Title, I-A support • Students' progress is monitored on a frequent basis and students are exited from services as skills in reading reach grade level	• DRA2/EDL • MAP Reading • Classroom-based measures	• Classroom Teacher • Title I-A Reading Teacher • School Counselor
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 receive communication: a phone call discussion or meeting if requested and written notification about Title I-A support with an interpreter available and written translation as needed	• DRA2/EDL • MAP Reading	• Classroom teacher • Title I-A Reading Teacher • School Counselor • Principal/Instructional Coordinator • ELD Teacher

English Learner Graduation[70]

The West Linn-Wilsonville School District plans for all English Learners to graduate with their cohort classes. Planning specifically for ELs so each student earns high school course credits and demonstrates Oregon Essential Skills begins in middle school. The district has added high school counseling staff, a Director of Student Success, and a TOSA position for supporting ninth graders, with a focus on the language and academic learning needs of ELs. This high school team works with teachers, students, and parents to develop individualized plans for SIFE and Recent Arrivers.

Section 8: Parent and Community Involvement (OCR Step 8)

The West Linn-Wilsonville School District and School Board has three goals, one of which is to, "Operate in an accessible and transparent manner that encourages and fosters community involvement as our parents, students and community partners are an integral and valued voice in our district." 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 Communication[71]

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.

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[70] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 7.70
[71] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 8.71

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 ELs 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 Teachers are notified of students in their class who qualify for ELD services; results of assessment are shared to help create meaningful goals.	• ELD Teacher • AP/IC	Appropriate form (in language parents can understand) is sent home to parents: • **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

Notifying and Communicating with Parents of English Learners[72]

Information regarding students' ELD Program rights (identification, evaluation, and services) is first communicated to parents during the initial family interview. School staff shares information about bilingual programs, school options and alternative programs, arts and activities offerings, co-curricular programs, and ways that students can receive before, during, and after school support as part of this interview so there is an opportunity for discussion about students' needs and interests. 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.

Translation and Interpretation for Families of English Learners[73]

All school-to-home newsletters are translated into Spanish. All school information about opportunities for participation in programs, policies, handbooks, and individual school offerings is prepared, translated, and sent home at the beginning of the school year. Information and documents that affect participation in school for students or parents, guidelines and policies, and safety information are translated. School administrative assistants take the information about parents' languages from the registration card and

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[72] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 8.72
[73] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 8.73

enter it into the student information system, which then serves as the reference for translation and interpretation needs. In the initial family interview, a family contact is established when there are languages that are spoken and read by one or very few families in the school district and that individual becomes part of the student's contacts in the student information system so there is a checkpoint for information that needs to be translated. The district contracts with several translation and interpretation companies to provide written and oral translation. Interpreters are hired for school events, e.g. Back-to-School Curriculum Evening, conferences, college information and FAFSA form evenings.

Private School Notification of Title III Services[74]

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 and Procedure	**Person(s) Responsible**
September/October: • 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 offered for their inclusion. • The letter adds an open invitation to schedule a meeting with the Assistant Superintendent to learn more about Title III services. • The letter includes required information about providing services for Recent Arrivers and any other updated Title III information.[75]	Assistant Superintendent Instructional Coordinator for ELD Program

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[74] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 8.74

[75] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 8.75

Sharing ODE Legislative Reports[76]

The Assistant Superintendent for Teaching and Learning prepares an annual memo to the Superintendent and School Board that includes ODE EL Legislative Report information and how the district is working with that information. There is a School Board presentation about the ELD Program annually at a School Board Meeting that includes the background ODE Title III information. The district Communication Director sends a summary (translated) of board meeting business that conveys the information to all district staff and families. The School Board meetings are videotaped and televised; the videos of meetings are available through the district website.

English Learners' Parents and Leadership Roles[77]

As part of the district's leadership for equity goals and action steps, and the work of each school's Equity Team, parents of English Learners are personally recruited for school and district leadership roles. School and district administrators follow up general requests for leadership participation by individually contacting parents. The district has established a Dual Language Parent Network to draw in families of English Learners. During the 2017-2018 school year, through administrators' efforts with school parent organizations (PTA, Advisory Council), there is an Equity Coordinator role for parents at some schools. One of the purposes of this role is to take steps to bring language and cultural diversity to leadership roles in school parent organizations.

Section 9: Program Implementation Evaluation (OCR Step 9)

Program Evaluation Process Description[78]

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 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,

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[76] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 8.76
[77] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 8.77
[78] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.78

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 of Teaching and Learning and the Superintendent. The process responds to concerns identified in the evaluation process and takes into account information provided by stakeholders and persons responsible for implementing recommended changes.

Program Implementation Evaluation

The process for program evaluation, review and improvement includes:

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

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

    a. Analyze and compare English Learners' learning data with AMAO targets – are students meeting these goals

Title III Program Review

In October 2015, the district submitted a Title III Desk Audit to ODE. The review from ODE concluded that West Linn- Wilsonville School District met the program requirements.

Program Evaluation: District Identification Process[79]

The timelines and procedures for identification are managed and met well by district ELD teachers and those who support them. Guidelines and timelines are reviewed with all ELD staff in late spring each year and the district data collection coordinator checks in with each school the following fall and sends detailed reminders about steps of the process.

Program Evaluation: Student Identification Process[80]

All ELs were identified in accordance with the timeline for each step in the 2017-2018 school year with two exceptions. In one instance the process extended three weeks beyond the 30-day period because of differences between a transfer student's permanent education file / ODE ADI record and verbal information from the parent, previous school and what was entered on the registration card. The other instance was due to family concerns about Woodcock-Muñoz screening and/or discussion about ELD services being associated in any way with citizenship status. This instance extended the deadline for identification by four weeks. The communication between schools and family/school meetings that needed to take place was a priority and steps were initiated within the required time frame.

Program Evaluation: Placement in the ELD Program[81]

The district Instructional Coordinator for Dual Language and ELD Programs meets every two weeks with the ELD teacher and instructional coordinator or assistant principal at each school. Using a spreadsheet to check the current ELD roster, placement, ongoing progress assessments, and questions/discussion about

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[79] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.79
[80] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.80
[81] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.81

implementing the models, this meeting serves to verify and/or check placements and the effectiveness of the placements for ELs. The protocols and evidence of effectiveness for placements is revised twice a year when the IC for ELD Programs and the Assistant Superintendent of Teaching and Learning evaluate placements in terms of the quantity and quality of services and how it affects each student's progress and overall school experience.

In evaluating the district's placement procedures, the district ELD teachers have a representative study group that is currently looking at how to broaden and improve the use of portfolios for placement. The experience with initiating portfolios to reclassify students when ELPA21 results were not available in a timely manner in 2016-2017 because it was a new assessment led to positive findings about the depth of understanding about students' language levels and learning needs when there is a rich collection of evidence.

Program Evaluation: Adequate Staff and Materials[82]

The district ELD IC, ELD teachers, and instructional coordinators / assistant principals are continually looking at publishers' offerings to improve the quality of reading materials and content learning materials, especially at the secondary level. When materials are adopted in any subject area, the criteria include quality of resources for ELs. To make improvements in the district's materials and resources, ELD staff is currently looking at supports for scaffolding effectively for access to content when Sheltered Instruction strategies are taught and practiced. The district is considering using Thinking Maps K-12 to establish common language and a systematic use of visuals and organizers.

Although there is certified ELD staff to serve students available to each school, an evaluation of the consistent use of effective strategies has led to a district decision to increase ELD FTE beginning in the 2018-2019 school year. The analysis also suggests that ELD teachers who teach another subject or for some part of their day in a school have developed stronger connections between ELD strategies and literacy instruction and curriculum. Those ELD teachers also have natural links to planning with classroom teachers. This is a priority for hiring ELD teachers.

Program Evaluation: Reclassifying / Exiting[83]

Monitoring practices have become more formalized in the past two years and this has helped with having exiting decisions become a "next step" but not an end to supports for ELs who exit the ELD Program. As an increasing number of classroom teachers participate in Sheltered Instruction Workshops throughout the school year, there are more practices in place that support monitored students. As noted above, the use of portfolios even when there is not difficulty with making a reclassification decision

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[82] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.82
[83] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.83

appears to be strengthening the process.

Program Evaluation: Monitoring[84]

As described in Section 6.59, the district has made distinctions for each year of monitoring to provide a focus for looking at progress and responsive supports. At this point, the district does not have adequate data to determine specifically how procedures or classroom practices differ each year. The emphasis has been on ensuring that ELD teachers, counselors and ICs provide the guidance and learning that gives classroom teachers information that can be used to ensure that there are actions and responses rather than just checking progress involved in monitoring. This emphasis will be continued, data from each monitoring year collected, and protocols for sharing the information with teachers so it is used in instruction will be used.

Program Evaluation: Parent Participation[85]

All schools use strategies for person-to-person invitations and creating a core group of parents who bring language and cultural diversity to school communities. There are currently parents of ELs actively involved in school activities and groups in the schools where there are larger numbers of ELs but work in this area needs to continue so ELs' parents are full participants in all schools.

The district has become more actively involved in ELD, dual language, equity, Latino administrator, and Chinese program professional groups and organizations. This has contributed to networking opportunities and helped with recruiting dual language and ELD teachers. Designing and providing strong professional learning to support teachers who work with language acquisition continues to be a priority.

Student Performance Evaluation: English Language

Language Skills[86]: The rate of language proficiency gain, as shown by AMAO 2A and 2B is not adequate for students to meet goals for making growth in content achievement (AMAO 3)[87]. There needs to be an improvement in the yearly language gains students make as the 2016-2017 data shows that 41% of all ELs demonstrated growth.

Analysis of classroom practices suggest that most teachers are more consistent with using learning targets so students are clear about what they are learning but that there is significant work to do with integrating language objectives into all instruction. This has been the focus of professional learning in 2017-2018 and will continue to be an area of support for ELD and classroom teachers. The need to improve language proficiency gains will also be addressed by professional learning that prepares teachers

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[84] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.84
[85] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.85
[86] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.86
[87] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.87

to work more explicitly with basic forms and functions and the use of student talk protocols. The selection of more appropriate materials for practice is also underway.

The 2016-2017 language learning and content learning growth captured by AMAO 2A, 2B, and 3 shows that there is currently a significantly higher percentage of students making language gains to be on track for proficiency (AMAO 1) than the percentage of students who achieved proficiency in four years (AMAO 2A). The percentage of students making language growth is more compatible with academic content growth than it is with students actually demonstrating proficiency. The district's goals are to increase language and academic content achievement and to eliminate the academic achievement gap between ELs and all students[88].

AMAO Percent Met 2016-2017: All English Learners			
AMAO 1	AMAO 2A	AMAO 2B	AMAO 3
41%	13%	37%	48%

The district goal is for ELs to increase both language proficiency and academic content by the same percentages. ELs require support that increases the rate of progress towards language proficiency so they can access classroom learning and coursework.[89] Actions being taken to promote ELs language gains so they are prepared to be successful with coursework and demonstrate academic achievement include:

Actions to Increase Language Proficiency	Actions to Increase Access to Academic Content
All ELs • Consistent use of language objectives • Additional ELD materials for basic forms and functions practice • District-wide focus on writing skills • Connect language strategies to scaffolding to provide access in Sheltered Instruction professional learning • Increase ELD push-in or pull-out instruction through FTE increase to provide targeted language level instruction • Identify "Look Fors" with language objectives in teacher practice for walkthroughs • Use portfolios to analyze evidence of language growth and inform instruction • Oracy	**All ELs** • Systematic use of common language for scaffolding • Thinking routines and thinking maps • Increase ELD push-in or pull-out instruction through FTE increase to provide content learning feedback and support • Identify "Look Fors" with learning targets in teacher practice for walkthroughs • District-wide focus on writing skills • Use portfolios to analyze evidence of content understanding

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[88] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.88
[89] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.89

Monitored Students[90]	Monitored Students
• Writing Skills • Academic conversation protocols in all classrooms • "Look Fors" with oral and written language use during walkthroughs • Check-ins with classroom teachers about class vocabulary	• Writing Skills • "Look Fors" with understanding of learning targets during walkthroughs • Consistent scaffolds and organizers, i.e. note-taking • Check-ins with classroom teachers about text accessibility, adjustments in response
Former ELs[91] • ELD Teacher /IC /AP ensures that all teachers know Former ELs in classes • Continued focus on oracy and writing • Adopt "Ever EL" language practices in classroom and continue building vocabulary and academic conversation	**Former ELs** • ELD Teacher /IC /AP ensures that all teachers know Former ELs in classes • Continued use of consistent scaffolds • Adopt "Ever-EL" lesson planning and instruction to check that content is understood and being processed/used during class

Student Performance Evaluation: Academic Performance

Current ELs Academic Progress Relative to Academic Expectations and Goals
The ELD Program goal is for English Learners to make progress with language proficiency and academic content, with the understanding that increasing language proficiency allows students to make progress towards successfully accessing academic content. This is reflected in the goal for increases in language proficiency, as measured by ELPA21, for the next five years and goal for there to be the same rate of increase for academic content achievement, as measured by the percentage of ELs who "Meet" or "Exceed" on Smarter Balanced English Language Arts and Mathematics assessments. This fits with the primary goal in the district for all students and each student to meet high expectations for learning and to eliminate opportunity and achievement gaps.

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[90] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.90
[91] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.91

West Linn-Wilsonville Smarter Balanced Assessment Results 2016-2017   District Results

ELA Grade	ELA % Met-All			ELA % Met-ELD			ELA % Met-IEP			ELA % Met-Econ Disadvantaged		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
3	68.1	71.6	66.8	23.7	12.1	14.7	28.6	42	33.3	45.2	50.7	39.9
4	67.6	73.5	73.4	8.3	13.2	26.8	25.7	29.6	40	42.9	50.9	47.3
5	76.6	76.4	76.2	-	41.7	34.1	32.3	35.1	28.9	54.1	50.9	50
6	72.1	71.7	62.4	5.6	16.7	22.2	20.5	22	18.6	48.1	48.5	34
7	71.9	71.7	69.1	14.3	9.1	11.1	28.9	24.4	16.5	57	43	35.3
8	72.8	67.9	64.8	-	-	10.5	26.8	20	20.2	49.3	50	40.3
11	82.8	86.7	85.9	-	-	20	47.3	38.6	47.7	59.3	70.8	66.7

Math Grade	Math % Met-All			Math % Met-ELD			Math % Met-IEP			Math % Met-Econ Disadvantaged		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
3	67.2	65.1	63.1	21.1	9.1	24.2	32.5	35.2	30.8	46.5	41.8	42.6
4	61.0	65.1	67.3	13.9	15.8	29.3	25.7	28	36.8	32.7	38.9	41.5
5	66.6	55.9	63.5	-	12.5	17.1	28.7	19.5	25.3	42.5	51	37.5
6	60.6	62.3	51.8	11.1	-	5.6	14.3	19.5	9.8	32.3	58	24.2
7	59	62.6	63.4	14.3	9.1	7.7	17.6	14.1	19	35.5	47	31.6
8	64.8	56.7	59.7	-	-	10.5	15.7	13.9	17.9	40.2	42	30.3
11	53.6	60.5	63.5	-	-	20	10	15.9	15.4	27.8	38.4	41.4

Science Grade	Science % Met-All			Science % Met-ELD			Science % Met-IEP			Science % Met-Econ Disadvantaged		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
5	89.2	83.6	85	48.6	41.5	51.2	66.3	72.8	60.4	73.3	67.1	64.2
8	76.9	71.7	75.1	8.3	25	21.1	37.1	36	35.8	53	52.9	52.1
11	74.6	73.6	70.6	12.5	0	20	32.3	33.3	40	53.1	51.3	48.6

2014-2015 to 2016-2017 – improvement over 3 years, different cohorts   2015-2016 to 2016-2017 – improvement over 2 years, different cohorts

2014-2015 to 2016-2017 – improvement over 3 years, same cohort   - group too small to show percentage

ELs' Academic Progress Relative to District Goals[92]

For the 2016-2017 school year, the district set the achievement goals for the percentage of students who would meet/exceed on Smarter Balanced English Language Arts that are shown in the table below, along with the outcomes. The goals were not met, for all students and for English Learners.

	All Students		English Learners	
English Language Arts	Goal	Outcome	Goal	Outcome
Grade 3	79%	67%	20%	15%
Grade 5	83%	76%	50%	34%
Grade 8	74%	65%	20%	11%
Grade 11	91%	86%	25%	20%

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[92] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.92

Smarter Balanced Assessments: Percent Met/Exceeded for Three Years

English Language Arts	All Students	English Learners	Ever English Learners
2014-2015	74%	22%	40%
2015-2016	75%	26%	42%
2016-2017	71%	22%	37%

Mathematics	All Students	English Learners	Ever English Learners
2014-2015	63%	14%	24%
2015-2016	62%	16%	25%
2016-2017	62%	17%	27%

Smarter Balanced Assessments: Percent Met/Exceeded, Elementary, Middle, High School

English Language Arts	All Students	English Learners	Ever English Learners
ES-Grades 3-5	72%	26%	30%
MS-Grades 6-8	65%	16%	35%
HS-Grade 11	86%	20%	61%

Mathematics	All Students	English Learners	Ever English Learners
ES-Grades 3-5	65%	24%	26%
MS-Grades 6-8	58%	7%	24%
HS-Grade 11	64%	20%	37%

**Progress of Current, Monitored, Former ELs Compared to All Students[93]**

The district will be tracking current, monitored, and former ELs over time. Interim assessment data is being used predictively so ELD staff and classroom teachers can make adjustments to instruction during the school year that prepare students with the content knowledge and skills they need for meeting/exceeding standards on summative assessments. The examples below from MAP Reading show the gap between current, and monitored ELs and all students. Former ELs are predicted to achieve slightly better on Smarter Balanced ELA, but the compared group does not include third and fourth grades as it does for all students because there are not yet enough former ELs at those grade levels to include in the comparison.

Percentage of <u>Current</u> ELs Projected to Meet/Exceed on SBAC Reading

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[93] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.93
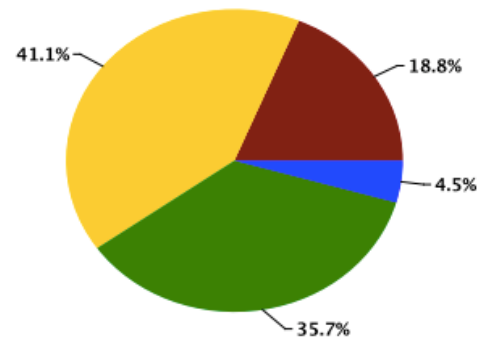
Based on Winter 2018 MAP Reading Scores (By Grade Level)

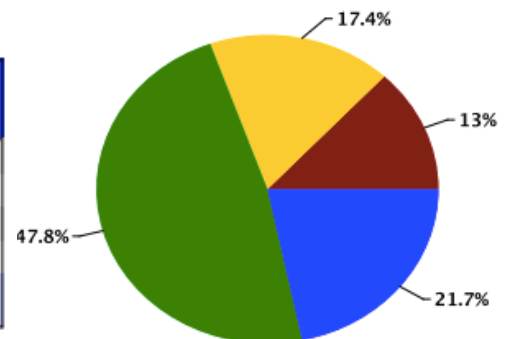| Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	46	29	63.0%	14	30.4%	3	6.5%	0	0.0%
04	29	26	89.7%	2	6.9%	1	3.4%	0	0.0%
05	31	20	64.5%	10	32.3%	1	3.2%	0	0.0%
06	21	14	66.7%	7	33.3%	0	0.0%	0	0.0%
07	17	15	88.2%	2	11.8%	0	0.0%	0	0.0%
08	14	12	85.7%	2	14.3%	0	0.0%	0	0.0%
Total	158	116	73.4%	37	23.4%	5	3.2%	0	0.0%
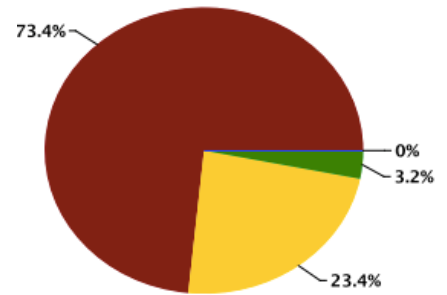
Percentage of _Monitored_ ELs Projected to Meet/Exceed on SBAC Reading Based on Winter 2018 MAP Reading Scores (By Grade Level)

| Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	9	1	11.1%	2	22.2%	5	55.6%	1	11.1%
04	10	2	20.0%	4	40.0%	2	20.0%	2	20.0%
05	21	3	14.3%	8	38.1%	10	47.6%	0	0.0%
06	22	2	9.1%	10	45.5%	9	40.9%	1	4.5%
07	27	9	33.3%	11	40.7%	7	25.9%	0	0.0%
08	23	4	17.4%	11	47.8%	7	30.4%	1	4.3%
Total	112	21	18.8%	46	41.1%	40	35.7%	5	4.5%

Percentage of _Former_ ELs Projected to Meet/Exceed on SBAC Reading Based on Winter 2018 MAP Reading Scores (By Grade Level)

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
05	1	0	0.0%	0	0.0%	0	0.0%	1	100.0%
06	3	1	33.3%	0	0.0%	1	33.3%	1	33.3%
07	4	2	50.0%	0	0.0%	1	25.0%	1	25.0%
08	15	0	0.0%	4	26.7%	9	60.0%	2	13.3%
Total	23	3	13.0%	4	17.4%	11	47.8%	5	21.7%

Percentage of All Students Projected to Meet/Exceed on SBAC Reading Based on Winter 2018 MAP Reading Scores (By Grade Level)

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
03	728	138	19.0%	170	23.4%	197	27.1%	223	30.6%
04	736	120	16.3%	150	20.4%	198	26.9%	268	36.4%
05	785	103	13.1%	148	18.9%	299	38.1%	235	29.9%
06	750	64	8.5%	161	21.5%	308	41.1%	217	28.9%
07	744	94	12.6%	201	27.0%	268	36.0%	181	24.3%
08	763	75	9.8%	171	22.4%	334	43.8%	183	24.0%
Total	4506	594	13.2%	1001	22.2%	1604	35.6%	1307	29.0%
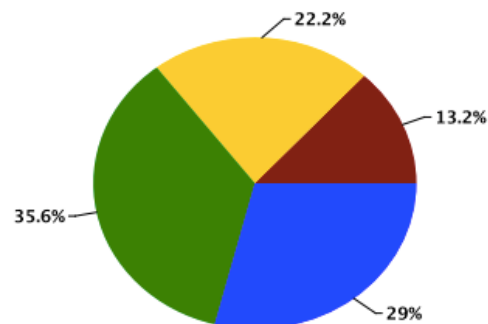
Measures to Assess ELs' Progress Towards District and Program Goals[94]
The district will continue to use AMAO 1, 2A, 2B, and 3 to set targets so that language proficiency and academic proficiency can be compared and the influence of language growth on academic performance can be closely watched. In addition to using MAP Reading and Mathematics predictively, the district will add progress information from the DRA /EDL in K-5 Reading because that assessment is used to make immediate adjustments to instruction. The district will use the domain scores from ELPA21 to identify correlations between that assessment and measures of academic progress such as MAP and SBAC.

Program Improvement

Identified Concerns Based on Evaluation [95]

The district will continue to improve data collection so there are multiple sources of formative, interim, and summative assessment data that can be evaluated in terms of goals and program decisions. It is also necessary to make connections between data sources to better identify trends and patterns that can inform program design. There will be a focus on improving in the following areas:

1. **Increase the percentage of students who make growth and are on track with language proficiency (AMAO 1) and set district targets that reflect a 10% increase each school year.** Only 41% of ELs made gains in growth percentiles that met or exceeded their individual growth targets from 2015-2016 to 2016-2017.

2. **Increase the percentage of students who attain proficiency as measured by ELPA21 in four years and in five or more years (AMAO 2A, 2B).** Set district targets that reflect a 10% annual increase.

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[94] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.94
[95] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.95

3. **Increase the percentage of students who make growth in English Language Arts and Mathematics as measured by SBAC (AMAO 3).** Set district targets that reflect a 10% annual increase.

4. **Develop improved systems for tracking the progress of students on Monitoring Status and providing support**. In 2016-2017 20% of the students in Year 1 of Monitoring Status met/exceeded on SBAC in Math but only 22% of the 2016-2017 Year 4 Monitoring Status students met/exceeded on SBAC in Math. By Year 4 only 38% of Monitoring Status students met/exceeded on SBAC in ELA. This raises questions and concerns about students being prepared for coursework.

5. **Align formative, interim, and summative assessments in ELA and Math to allow ELD teachers and classroom teachers to track progress and respond to students' learning needs on a weekly and even daily basis during the school year.** The MAP Reading data predicts that only 3% of Current ELs in grades 3-8 and 41% of Monitored ELs will meet/exceed on SBAC Reading this spring based on Winter 2018 MAP scores.

6. **Continue to distinguish language acquisition progress from disabilities and learn to recognize effect of language learning on academic progress to lessen the over-identification of ELs for Special Education.** This has improved since the last EL Program Evaluation when the overall district rate of identification was 11% and 19% of ELs were identified for Special Education. Currently 13% of ELs are identified for Special Education while the overall rate is 11%.

7. **Individually support 9th grade ELs to increase the percentage of them who have earned six credits during their first year of high school**. For 2016-2017, the district had an 87% Freshmen On Track rate but the rate was 71% for ELs and 73% for Ever ELs.

District Plans to Address Concerns[96]

1. **Increase the percentage of students who make growth and are on track with language proficiency (AMAO 1) and set district targets that reflect a 10% increase each school year.**

   - Include work with language objectives in all professional learning areas (language arts, social studies, science, math) where teachers are familiar with writing and engaging students in understanding learning targets.
   - Increase ELD teachers' and classroom teachers' awareness of the impact of language proficiency on content learning and involve them in tracking students'

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[96] ODE EL Plan of Service Policy and Technical Manual (2017-2019): Section 9.96

language proficiency growth through the use of rubrics.

- Continue and become more explicit about vocabulary development as part of all subject area learning.
- Involve teachers attending Sheltered Instruction Strategies Workshops in developing a shared resource bank of oracy strategies and how they can be used.
- Develop and facilitate Sheltered Instruction strategy sessions that are planned with the ELD teacher from each school and facilitated jointly by the Instructional Coordinator for ELD and Dual Language Programs, for all staff at each school on Professional Growth Wednesdays (Early Release days) or primary level Tuesday Workshops, to focus on how to implement strategies at that level and consider the specific language acquisition stages and needs of students.

2. **Increase the percentage of students who attain proficiency as measured by ELPA21 in four years and in five or more years (AMAO 2A, 2B).**

- Increase the use of speaking and listening protocols with students by providing examples at the NGSS Science, Math Best Practices, ELD Workshops, Language Arts and Social Studies Curriculum Camps, and Dual Language Workshops that will occur during the summer and 2018-2019 school year.
- Develop a K-12 writing focus for 2018-2019 that includes skills, fluency, student voice, and cultural responsiveness.
- Bring language proficiency to the forefront for administrators so they can use their structured meeting times (triads, levels meetings) to collaboratively determine "Look Fors" in student participation in class that increase language proficiency and can be observed during weekly walkthroughs.
- Use Karen Beeman's summer workshop for all ELD and dual language teachers and her workshop with administrators to increase understanding of language acquisition and how it is used in lesson and unit planning.
- Continue to offer Conferring classes that develop teachers' skills in prompting students effectively with questions, listening to them, and responding to increase understanding and efficacy.
- Follow up the Sheltered Instruction strategy sessions at each school with each school's ELD staff and the Instructional Coordinator for ELD and Dual Language Programs creating case studies in language development from students at that school and tracking progress when strategies are implemented.

3. **Increase the percentage of students who make growth in English Language Arts and Mathematics as measured by SBAC (AMAO 3).**

- Involve our Director of Student Success and TOSAS for College/Career Readiness in using student focus groups to gain insights about ELs' challenges with coursework, share findings with all teachers, and use them in to create effective supports within schools and use strategies in each classroom.
- Use portfolios with ELs to engage them in recognizing and evaluating their own progress so they can see growth and identify areas for improved learning.
- Systematically identify the Sheltered Instruction strategies that are integrated into

classroom workshops in the Dual Language Program K-5 classrooms, where there are 90 ELs who as a group tend to make better gains with academic achievement. The Instructional Coordinator for ELD and Dual Language Programs will summarize those strategies and look for ways they can be implemented in all classrooms, then make those approaches part of the Sheltered Instruction Strategy Workshops.

- Increase and coordinate the use of assessment for learning strategies and how they can specifically be applied at the primary, middle, and high school levels to engage ELs in understanding and becoming efficacious about their own leaning. Make this professional learning part of the yearlong biweekly planning and leading professional learning of the nine primary level ICs and the middle and high school APs.

4. **Develop improved systems for tracking the progress of students on Monitoring Status and providing support**.

- Coordinate efforts and put specific practices in place among the Director of Student Success and TOSAS for College/Career Readiness that add tracking activities for students and classroom teachers using *Naviance* software for setting goals and examining growth.
- Use the monthly all district counselor work sessions for professional learning about processes and common practices for tracking the progress of students on Monitoring Status.
- Use monthly administrator levels meetings to bring case studies of Current and Monitored ELs forward and use a Critical Friends protocol to identify action steps.
- Increase the use of middle and high school focus groups and student surveys to gather information about the perceptions and learning needs of students on Monitoring Status.

5. **Align formative, interim, and summative assessments in ELA and Math to allow ELD teachers and classroom teachers to track progress and respond to students' learning needs on a weekly and even daily basis during the school year.**

- Develop dashboards for teachers, principals, assistant principals, instructional coordinators, and ELD staff to use for examining DRA2/EDL, MAP Reading, and SBAC data side-by-side for classes, grade levels, and individuals. Use data protocols to interpret and determine action steps.
- Provide simple and immediate data visualizations to teachers and teacher teams that can be used at weekly grade level, team, or department meetings as the basis for planning collaboratively.
- Increase teachers' assessment repertoire so that conferring notes, rubrics based on CCSS learning progressions, and analysis of student writing are included in determining ELs' progress and next learning.

6. **Continue to distinguish language acquisition progress from disabilities and learn to recognize effect of language learning on academic progress to lessen the over-identification of ELs for Special Education.**

OREGON DEPARTMENT OF EDUCATION

Title III Local Plan (2017-19)

Signature Page

Submission Date: April 5, 2018

District Name: West Linn-Wilsonville

District Address: 22210 SW Stafford Road

City, State and Zip code: Tualatin, OR 97062

District Phone Number: 503-673-7020

District Superintendent: Kathy Ludwig
                                         (Printed Name)

   Signature: _Kathleen F Ludwig_

   Date: 4/5/2018

EL Coordinator Director: Barb Soisson
                                        (Printed Name)

   Signature:

   Date: 4/5/18

TITLE III ASSURANCES

Districts receiving Title III funds, either directly or through a Title III Consortium, must agree to spend Title III funds on three required activities: (1) provide supplemental activities to support ELs (English learners) language development in English; (2) provide supplemental professional development to support ELs access to core content (ELA, Math, Science) to classroom teachers, principal, administrators; and (3) provide supplemental activities for district outreach for parents, families, and community members.

All Title III must be linked to the Title III purposes in Sec. 3102. [20 U.S.C. 6812] Purposes. (ESSA law link)
The purposes of this part are—

(1) to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;

(2) to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;

(3) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners including immigrant children and youth;

(4) to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and

(5) to promote parental, family, and community participation in language instructional educational programs for the parents, families, and communities of English learners.

In accordance with the provisions of Title III, the signature below assures the Oregon Department of Education (ODE) that the district or consortium lead agency will submit a sub-grant application that addresses Title III requirements. The district, or the consortium lead agency on behalf of its Title III consortium members, further assures the ODE that the applying district or each consortium district member is in compliance with the following Title III provisions:

1. Parental notification relating to EL identification, placement decisions including parental rights regarding placement decisions. (Sec. 1112)
2. Annual assessment of English proficiency of ELs in grades K-12. (Sec. 1111)
3. Each district is complying with section 1112(e) prior to, and throughout, each school year as of the date of the application.
4. The district has consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities and institutions of higher education, in developing this sub-grant application. (Sec. 3116)
5. The district is not in violation of any State law, including State constitutional law, regarding the education of ELs, consistent with sections 3125 and 3126.
6. The district will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, include migrant and seasonal Head Start agencies, and other early childhood education providers.

_____Kathy Ludwig_____   Date:_ 4/5/2018_____
Printed Name of Superintendent

_Kathy Ludwig_____   4/5/2018_____
Signature of Superintendent

EL Plan Participants List

Please include the list of participants in the planning of this district EL plan. The following list is provided to assist the district in ensuring a broad representation of EL Plan participants:

EL teachers	Charter school staff
EL program coordinators	TAG staff
Building-level administrators	Instructional assistants
Content teachers	Bilingual educators
District-level administrators	Title I-A staff
Special Education staff	Parents
Fiscal staff	Community members
Etc., as appropriate for your districts	

Add rows if needed.

Name	Title/Position
Alayna Mateja	ELD Teacher, Primary School
Carol Hardman	ELD Teacher, Middle School
Alex Close	ELD Teacher, High School
Meg Leonard	Instructional Coordinator, TAG
Elisa Lee	ELD / Dual Language Instructional Coordinator
Michelle Murphy	Title I Teacher
Edgar Solares	Assistant Principal
Gibelle Vazquez	Dual Language Teacher, Biliteracy Curriculum
Kelly Schmidt	Principal
Alex Sederstrom	Special Education Teacher
Aleida Polanco	Instructional Assistant
Veronica Lopez	Parent
Hisako Lam	Parent
Andrea Ramos	School Psychologist
Jennifer Spencer-liams	Assistant Superintendent, Student Services
Barb Soisson	Assistant Superintendent Teaching & Learning

- As the Language Circles of Support Work Group (comprised of ELD teachers and staff, Special Education teachers, Speech and Language Pathologists, School Psychologists, district staff) completes its second year of studying over-identification and approaches to services for ELs who are not making adequate learning progress, develop strategies and resources specific to the learning needs brought forward to the group, using Catherine Collier's work and newer research about classroom responses and strategies for promoting language acquisition.
- Continue to revise the Child Study Process to increase the number of students brought forward whose learning needs are addressed so there is not a need for it to become a pre-referral process.

7. **Individually support 9th grade ELs to increase the percentage of them who have earned six credits during their first year of high school**.

- TOSAS for College/Career Readiness provide all teachers with training in using key strategies learned from Avid, i.e. common note-taking format, organizing binder, noting questions for class.
- High school ELD Teachers coordinate and develop core class conceptual vocabulary system so teachers make engaging students in understanding and applying the vocabulary part of lessons and use activities with word walls and individual dictionaries so students process and apply content language.
- Counselors and TOSAS alternate meeting weekly with 9th grade ELs to track progress, identify additional supports, and set goals with this small group of students at each high school.