

North Marion School District
20256 Grim Road NE
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Title III Local Plan
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*North Marion School District
is a welcoming, respectful and safe community,
where we hold ourselves accountable to global standards,
where teaching and learning is challenging, dynamic and engaging, and
where students are empowered to lead productive lives as stewards of their world.*

North Marion EL Plan 2018

District #: North Marion School District 15

Date: 1/17/2018

Section 1: District Demographics

1. The size of the district, including number of schools.

North Marion School District #15 is a diverse district serving three towns, two unincorporated communities and the surrounding area, in the northern most region of Marion County. The economy of the area is supported by agriculture, service, small businesses, and manufacturing. The area also serves as home to many commuters who work in the Portland and Salem metro areas.

The students are distributed between four buildings on one contiguous campus. The Primary School (PS) serves pre-school through second graders. The Intermediate School (IS) houses third, fourth and fifth graders. The Middle School (MS) has sixth, seventh and eighth graders and the High School (HS) has ninth through twelfth graders.

2. The enrollment of the district, please include the data date (i.e., spring membership).

As of January 11, 2018, the district has 1918 students enrolled.

North Marion	Primary School	Intermediate School	Middle School	High School
Grades	K-2	3-5	6-8	9-12
Total	389	424	487	618

3. The district's ethnic diversity (could be percent or number).

Event Year: 2017-2018 - Date Retrieved 1/11/2018

Student Race	K	01	02	03	04	05	06	07	08	09	10	11	12	Total
African American	1	0	0	0	0	0	0	0	0	0	0	1	1	3
Alaskan/Native American	0	0	0	3	0	0	0	2	0	2	2	1	2	12
Asian	1	2	1	0	0	2	1	1	0	2	3	2	2	17
Hispanic	54	56	72	65	67	72	84	73	68	88	72	77	73	921
Multi-Racial	5	9	6	5	4	5	10	3	12	2	4	1	2	68
Native Hawaiian/Pacific Island	0	0	1	1	0	0	0	0	1	0	0	0	1	4
Unknown	0	0	0	0	0	1	0	0	1	0	0	0	0	2
White	55	61	66	54	72	71	73	77	83	74	63	77	65	891
TOTAL	116	128	146	128	143	151	168	156	165	168	144	159	146	1918

4. The number of different languages represent in your EL population (a chart by language and number of speakers is recommended).

Russian - 5
Spanish - 312
Chuukese - 2
Hmong =-9

5. The number and percentage of EL students enrolled in district (could include number per school).

North Marion School District EL Students – 283 EL Students
North Marion Primary School – 129 or 33%
North Marion Intermediate School – 89 or 21%
North Marion Middle School – 44 or 9%
North Marion High School 26 Students or 4%

6. The number of ELSWDs (have an IEP) – provide this information by primary disability. Include number of ELs with a 504 Plan.

47 students are ELSWD (16.6% of our EL Students)
4- Intellectual Disability (Disability Code 10)
20 – Communication Disorder (Disability Code 50)
1 – Traumatic Brain Injury (Disability Code 74)
3 – Other Health Impairment (Disability Code 80)
4 – Autism Spectrum Disorder (Disability Code 82)
15 – Specific Learning Disability (Disability Code 90)
1 EL Student is on a 504

7. The number of ELs enrolled in the Talented and Gifted program.

We currently do not have any EL students enrolled in Talented and Gifted but we do have two students in the process of evaluation.

8. A list of the schools, identified by Title I-A Targeted Assisted, Title I School-Wide, Alternative Programs, Charter schools, CTE, etc. (districts could choose buildings with specific programs for ELs

The district has 2 school-wide Title I programs:
North Marion Primary School and North Marion Intermediate School.

District progress for ELs

(Districts can choose to put this information in a table)

9. The number and percentage of ELs showing growth on ELPA21 from 2015-16 to 2016-17 (disaggregate by all ELs, ELSWD, and ELs identified for 5 or more years).

All EL Students -44.4% or 110 EL students made gains on the ELPA 21 from the 2015/16-2016/17 School Years

ELSWD 37.9 % or 22 of ELSWD students showed growth on ELPA 21

ELs identified 5 or more years – 15 % or 7 EL students showed growth that were identified for more than 5 years.

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

70 Students or 25% exited in the 2016/17 school year
21 or 44% Students of those students were ELSWD

11. The number of students in monitoring year 1 status. (2016/2017 School Year)

North Marion Primary School – 9 Students
North Marion Intermediate School – 18 Students
North Marion Middle School – 34 Students
North Marion High School – 7 Students

12. The number of students in monitoring year 2 status. (2015/2016 School Year)

North Marion Primary School – 1 Students
North Marion Intermediate School – 37 Students
North Marion Middle School – 26 Students
North Marion High School – 9 Students

13. The number of students in monitoring year 3 status. (2014/2015 School Year)

North Marion Primary School – 0 Students
North Marion Intermediate School – 3 Students
North Marion Middle School – 22 Students
North Marion High School – 26 Students

14. The number of students in monitoring year 4 status. (2013/2014 School Year)

North Marion Primary School – 0 Students
North Marion Intermediate School – 3
North Marion Middle School – 23 Students
North Marion High School – 9 Students

15. The number of former ELs (not in current EL or monitoring status).

170 Students

16. The number of students who have re-entered the ELD program after exiting for proficiency.

0 students

17. The number and percentage of monitored students meeting/ exceeding state academic assessments for each of the four years of monitoring (disaggregated by each year of monitoring for all monitored students and for ELSWDs in monitor status).

Meeting or Exceeding State Benchmark		Monitor Year 1	Monitor Year 2	Monitor Year 3	Monitor Year 4
SBA Reading	26 Students	14%	34%	20%	32%
SBA Math	3 Students	4%	25%	29%	41%
Science	9 Students	15%	22%	33%	30%

ELSWD Students		Monitor Year 1	Monitor Year 2	Monitor Year 3	Monitor Year 4
SBA Reading	3	3%	8%	5.26%	8%
SBA Math	0	1%	6%	18%	10%
Science	0	3.9%	5.7%	8.6%	7.8%

18. The number and percentage of ELs who have not reached English proficiency having been identified for 5 years or more year (disaggregated by all ELs and ELSWD for each year 5, 6, 7, 8, 9, etc.).

	5 Years	6 Years	7 Years	8 years	9 Years	10 Years	11 Years	12 Years
All EL Students	21 Students	8 Students	6 Students	2 Student	1 Students	2 Student	1 Students	1 Students
ELSWD Students	7 Students	0 Students	1 Students	0 Students	0 Students	0 Students	0 Students	1 Students

19. The number and percentage of the district ELs who have a waiver for ELD services.

For the 2017/18 school year, North Marion does not have any students waiving ELD services.

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

20. Describe the district's educational approach(es) (ELD, Bilingual, etc.) for educating ELs. Include a description for each educational approach used with the district. This information could be placed in a chart listing each school and the educational approach(es) for English language acquisition and core content.

- English Language Learner Programs are housed in all North Marion School District schools. Each school has a licensed, English as a Second Language (ESOL) building coordinator/teacher. All of the buildings have an instructional assistant assigned to the program as well. Each of the current teachers has multiple years instructing students who are learning English as a Second Language. English Language Development instruction is provided to all identified students whose native, or first language, is not English. These learners are identified by the district as English Language Learners (EL).
- At the elementary level, ELD Specialists are trained in the use of English language development strategies deliver daily instruction in English to leveled groups using the Focused Approach for English Language Development and other resources that help students to gain access to the Core Curriculum and mastery of the ELPS standards. When possible, this instruction takes place within the content of the student's classroom.
- At the secondary level the building EL teacher provides daily instruction and push-in support to classrooms in in English to leveled groups using the secondary Focused Approach for English Language Development and pullout support for students that are at levels 1 and 2.

- Guided Language Acquisition Design (GLAD) and Constructing Meaning, (CM) strategies are used within Sheltered English classrooms to support students in learning academic content and English vocabulary.
- The ultimate goal of the program is to teach students to listen to, speak, read and write the English language so that they will develop English Language Proficiency, successfully meet grade level academic standards, participate meaningfully in NMSD programs and to successfully access further training beyond high school.
- The District has chosen to supplement instruction with the Susana Dutro Focused Approach for English Learner Instruction as a supplemental curriculum in all of our English Language Development classes.
 - The E.L. Achieve website describes The Focused Approach as a comprehensive framework for English Learner instruction that provides a student-centered, language-focused approach to planning and teaching. It is based on:
 - *A Blueprint for English Learner Instruction* that provides a comprehensive view of the instructional day,
 - *Features of Explicit Language Instruction* that backward maps language instruction from task analysis to instruction, explicitly building receptive and expressive language by connecting reading, writing, listening, and speaking, and
 - Effective program planning
- To support our teachers in making the content more comprehensible, the district is in the process of implementing Constructing Meaning across the district.
- We also are supporting professional growth in this area with our Tuesday morning School Improvement Meetings (SIP) where we focus on sheltered instruction, ELPS standards and best practices for English language learners.

21. Include the relevant research that supports the each of the district's educational approach(es) for educating ELs. (NOTE: only citation for research is needed)

- Duessen, T. (2014, March 10). Professional development for mainstream teachers of EL Project GLAD and Beyond. Retrieved January 29, 2018, from https://ncela.ed.gov/files/uploads/51/Project%20GLAD_Preliminary%20Findings%20from%20an%20Efficacy%20Study.pdf
- Dutro, S. and Helman, L. (2009, April). Explicit Language Instruction: A Key to Constructing Meaning. Chapter 3 in Helman, L. (Ed.), *Literacy Development with English Learners: Research-Based Instruction in Grades K-6*. New York, NY: Guilford Publications, Inc.
- Echevarria, J., Richards-Tutor, C., Canges, R., & Francis, D. (2011). Using the SIOP model to promote the acquisition of language and science concepts with English learners. *Bilingual Research Journal*, 34(3), 334–351.
- Ortiz, A. A., & ERIC Clearinghouse on Languages and Linguistics. (2001). *English language learners with special needs: Effective instructional strategies*. Washington, DC: ERIC Clearinghouse on Languages and Linguistics.

- Walqui, A., & van Lier, L. (2010). Scaffolding the academic success of adolescent English language learners: A pedagogy of promise. San Francisco, CA: WestEd.

22. Describe the district's educational goal for English language proficiency. Please ensure this is a SMART goal that it includes annual language proficiency expectations for each specific EL group of students enrolled in the school (elementary, secondary, SIFE, ELSWD, Recent Arrivers – elementary, Recent Arrivers – secondary).

For the 2017/18 – 2019/20 school years, the North Marion School District will continue to improve instructional practices for teaching EL students in order to enhance outcomes and improve language proficiency for our EL students. Activities will include continued staff professional development, district wide curriculum mapping, and unit planning and assessments for all subject areas, a clear focus on the needs of individual students in our district. Additionally, we are implementing K-12 Social/Emotional Learning to support student success and increase family and community involvement in the school improvement process. Our goals for EL students are as follows:

- At the elementary level, ALL EL students will increase their proficiency by at least one level in English so that 30% will demonstrate proficiency ELPA 21.
- At the secondary level, ALL EL students will increase their proficiency by at least one level in English so that 50% will demonstrate proficiency ELPA 21.
- Students with interrupted formal education (SIFE) will increase their proficiency in English so that 40% will demonstrate proficiency on ELPA 21.
- Dually Identified students (ELSWD) will increase their proficiency in English so that 40% will demonstrate proficiency on ELPA 21.
- Recent Arrivers students will 30% of will demonstrate proficiency in English so that 35% will demonstrate proficiency on ELPA 21.

North Marion School District has established a strong focus on data which will be collected from a variety of sources and will be used to evaluate effectiveness of instruction, progress toward goals and to drive levels of support provided to students. In order to move student performance ahead in a consistent and rapid way, curriculum must be based on Common core and English language proficiency standards with related formative assessments. To this end, a system of assessments will be developed/established and resulting data will be organized and maintained by the ELD building coordinator. Throughout of K-12 system the following assessments will be used:

- DIBELS tracking will be done with Kindergarten students on a regular basis.
- Ready Math (K-12) assessments will be done at the end of each math unit.
- Ready Reading (K-12)
- DRA Reading Testing (K-5)

This data will be used to determine appropriate placement of students in the Pyramid of Interventions that has already been developed for reading and is in the process of being developed for math. It will also be used to form instruction in all areas.

The district's goals for English learners are the same as for all district learners. Teachers work to ensure that all instruction is comprehensible with the

understanding that English learners often have a longer way to go to reach grade level benchmarks.

The goal of North Marion School District is for every student to be able to demonstrate essential skills in order to meet the requirements for the Oregon diploma. This is true for English learners as well. Sheltered Instruction techniques and English Language Development are provided to ensure that all students are able to meet the rigorous Oregon standards and be career-and college-ready after graduation.

24. Describe how the district will measure the effectiveness of the program based on the goals stated in 22. What specific measure(s) will be used to determine the effectiveness of English language proficiency? This could include district formative assessments.

North Marion School District has established a strong focus on data which will be collected from a variety of sources and will be used to evaluate effectiveness of instruction, progress toward goals and to drive levels of support provided to students. In order to move student performance ahead in a consistent and rapid way, curriculum must be based on formative assessments in order to address specific student needs. To do this, a system of assessments will be established and resulting data will be organized and maintained by the ELD building coordinator.

- DIBELS tracking will be done with Kindergarten students 3 times per year.
- iReady Reading and Math (K-12) assessments will be done at the end of each math unit.
- DRA Reading Assessments and Progress Monitoring K-5
- ADEPT testing will be done twice a year for students that are levels 1 and 2.
- Grade level specific formative assessments.
- K-5 All Student Progress Monitoring, where each student in the building is discussed and/or monitored to determine if they need additional services and/or supports.

This data will be used to determine appropriate placement of students in the Pyramid of Interventions that has already been developed for reading and is in the

25. Describe how the district will measure the effectiveness of the program based on the goals stated in 23. What measure(s) will be used to determine the effectiveness of the core content knowledge goal? This could include district progress monitoring assessments.

The North Marion School District is in our second year of curriculum mapping and unit planning K-12 grades. This process has helped each grade level and content area to identify the CCSS Power standards and the related formative assessments for all content area across all K-12. Furthermore, this work has identified language standards for each content area as well as the summative assessments that are used for students to demonstrate their understanding of the content of the courses. We also have implemented a new student study team process (SST) that will allow for easier identification of students in need. This process also requires each teacher to document appropriate research-based interventions for every student that is struggling to meet standards in their classes. Students that are unsuccessful after 4 document interventions will be moved on to formal SST process which could lead to additional supports and if needed, testing for areas of concern. This process involves

teachers, specialists, and administrators and has been showing great success in the limited time we have been implementing this process. As we examine the data collect from this process, we will continue to make programmatic changes to ensure the success of all students in our schools.

26. Describe the frequency the district will progress monitor the established goals.

Progress Monitoring happens weekly during Professional Learning time for all K-12 teachers and 3-4 times per year for each individual student.

EL Coordinators also do monthly progress monitoring on every EL student. Former EL students will be tracked two times a year.

27. Describe how these goals compare to the district's educational goals for non-EL students. Be specific to include all EL groups of students enrolled in the district.

We will work to ensure that all EL students can achieve the same level of proficiency as their English Only peers. For students with addition challenges, we work to support the whole student and develop programs that work to meet their individual needs. Our philosophy is based on developing a strong foundation of skills and then building upon that to attain further proficiency.

For ELSWD students, we develop programming that is appropriate for their disability and strive to identify how to best provide services for them. North Marion has a variety of options that we use depending on the needs of the student. We recognize that each student is an individual and no one approach is best.

For newcomers and students that have interrupted formal education, we seek to provide them the tools for them to be successful while, at the same time recognizing that their challenges may take longer to overcome. This holistic approach is serving us well and we continue to see improvement for all students.

28. Describe how these goals will prepare ELs to meet the district goals for its overall educational program, graduation, and the college/career ready standards.

We believe that speaking a second language is an asset. We want our EL students to be successful and have all of the post-secondary options available to them. We strive to focus on a strengths-based model where we use the strengths each student possesses and leverage them to help the students be the most successful they can be. Our district is focused on preparing students to be successful graduates and have all college and/or career options in front of them.

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

29. Section 3: Identification of Potential English Learners

This section contains information about the district procedures for identifying students who may be eligible for services as an EL.

In accordance with federal and state guidelines, the North Marion School District has adopted a standard procedure to identify all students whose primary home language is other than English.

In the North Marion School District, the primary tools for identifying EL students are:

- The Student Registration Form
 - The Home Language Survey (New Home Language Survey will be used starting Summer 2018)
 - Parent Interviews
 - When every student enrolls in the North Marion School District, the adult registering the student must complete a student registration form. Trained school staff assists the registrant in completing the registration form.
 - Trained staff includes building secretaries, counselors, instructional assistants or the home/school consultant. Many of these staff members are bilingual in Spanish.
 - Within the student registration form there are five “language trigger questions”: First language learned? Language spoken in the home? Language most used? Student is or has been in an EL program? Do grandparent(s) or parent(s) have a Native American tribal affiliation?
1. The Home Language Surveys are **required** to be completed for **every student** registering in the school district.
 2. Trained office staff, trained bilingual support staff, and/or other trained bilingual school personnel assist the adult registering the student in the completion of the Home Language Survey. Some parents complete the form independently, others receive assistance from staff. Then one copy is filed in the student’s cumulative record. Another copy is forwarded to the EL building coordinator.
 3. The building EL coordinator evaluates the information provided on the Home Language Survey form. If the EL coordinator notes any reasonable evidence that the student’s primary home language is other than English, the student is identified as a possible EL student and the EL coordinator facilitates the assessment process. Based on the assessment results, EL status is determined and appropriate staff is notified. This review happens within 30 days at the beginning of the school year or if the student enrolls later in the school year, within 2 weeks. A timely identification of EL students is essential in enabling district personnel to meet students’ academic and language learning needs. Therefore, although maximum time frames are specified above, it is always best practice to seek to complete each step in the identification process as soon as possible.
 4. The Special Programs Secretary, who is trained in the use of the district’s demographic database of student information enter the student EL status in the district database.
 5. Procedures designed to ensure that all EL students in the district are identified. The procedures used to identify EL students in the district begin with the Student Registration Form that all students must have completed in order to register and the Home Language Survey. Therefore, the identification

procedure is designed to ensure the identification of all EL students in the district.

In spite of the best efforts of school personnel to ensure correct identification, there is always the possibility that a student may be improperly identified as English only. Therefore, in addition to the primary procedure for identifying EL students in the district, two additional means of identifying EL students exist:

- Teacher referral. If, in a teacher's professional judgment, there is reason to believe that a student's language background has been misidentified, the teacher has the responsibility to refer that student to the attention of the English Language Learner Coordinator for the building. The EL building coordinator can then investigate to determine if the student was improperly identified as English only and may proceed to the assessment process for the student.
- Records review. Periodically, the district will undertake an internal records review as part of the English Language Learner Program evaluation process. This records review will determine if proper documentation of students' home language exists in the students' cumulative records. Records review also ensures that proper identification of EL students occurs.

Procedures for identification of Native American students who may need language development services.

- Currently, the district has 12 students who have been identified as Native American by their parents; none of those students speak a language other than English. During the enrollment process, parents complete the registration form and home language survey. Those forms provide an opportunity for parents to indicate their student speaks a language other than English. If that is the case, the identification process will be instituted. If parents do not indicate that their student speaks a language other than English, but teachers are concerned, they can alert the EL coordinator in their building and the student can be evaluated.

In some cases, the steps outlined above do not apply to all students; some examples of special circumstances and the district's plan for those circumstances are listed below.

- The family's first language is Russian. District plan: contact one of the 3 Russian speaking classified employees to assist in the registration process with the support of a trained building secretary.
- The family's first language is Somali. District plan: contact the Somali interpreter we have used in the past and set up an appointment for the interpreter to meet with the family and a trained building secretary to complete the enrollment forms.
- The student is significantly disabled and has a first language other than English. District Plan: contact the Director of Special Programs to work with the interpreter and the family to complete registration forms and plan for an appropriate school program.
- Other circumstances would be directed to the Director of Special Programs to resolve and Title III Coordinator.

Initial Assessment Procedure

- Initial assessment of potential EL students may be viewed as a continuation of the identification process. When a student is identified as having a primary home language other than English, trained, qualified school staff members administer assessments to determine a student's abilities in English. These assessments are used to determine whether or not a student is identified as an English Language Learner and are also used to aid the EL teacher in making placement recommendations for new students.

Identification of EL Status of NEW Students

- For the 2017/18 schoolyear, all new potential EL students will be given the complete Woodcock Muñoz III to assess their English Language Proficiency. Any student who scores lower than a 4 in Broad Language, is eligible for Services for English Learners, including English Language Development classes and sheltered instruction.
- All new potential EL students to the district will be screened using the Woodcock Muñoz test unless they have a test that is within one year old on file in the EL File.
- Starting with the 2018/19 schoolyear, new potentially EL students will be screened using the ELPA 21 Screener.

Identification of EL Status of CONTINUING Students

- Each spring, all enrolled EL students are tested using the state English Language Proficiency Assessment (ELPA). Scores on the ELPA, along with historical data and teacher input, are used as a starting instructional point for the following school year.
- In addition to the ELPA, we will utilize the Woodcock/ Muñoz Test to further evaluate students' English language proficiency level. EL students that have scored Proficient on the ELPA or are within 3 RIT points of a 5, will be given the Woodcock Muñoz to assess their English Language Proficiency. The test data in addition to the ELPA scores, teacher recommendation, and student writing samples will be examined to determine if students are ready to exit the ELD program.

Staff training and qualification for administration of English proficiency tests.

- Students are tested by building EL coordinators/teachers who have been trained in the Focused Approach for English Language Development, including the ADEPT, and on the Woodcock Muñoz.
- On occasion, instructional assistants are trained to administer the screening tool by the EIL coordinators/teachers. Interpretation of the results is done by licensed staff.

Procedures for collecting and disseminating the proficiency test data to teachers.

- Once testing is completed and English language proficiency levels are determined:
 - At the elementary level the building EL coordinator in consultation with the building support team places students into instructional groups and notifies classroom teachers of language levels, ELD class placements and schedules.

- At the secondary level the EL coordinator works with the building counselor to schedule students into appropriate classes. The EL coordinator also provides information about ELD levels with content area teachers.

The EL blue file

- Once initial testing is complete information is stored in the EL “blue” file. The file contains test data, copies notification letters sent to parents, a copy of the home language survey, Woodcock Muñoz test form, information about exiting or promotion, letters, and other information specific to individual EL students.
- The EL building coordinator is responsible for maintaining the file with all appropriate data and for transferring the file should the student leave the district.
- Once a student exits the program and completes the 2 years of monitoring, the blue file is placed inside the student’s cumulative file for safe keeping.
- Test data is also stored electronically in the school’s student management system.
 - EL building coordinators complete a data sheet and submit it to the Special Programs Secretary for entry into the system. (See appendix p.59)

Timelines

The building EL coordinator is responsible to complete assessments and notify parents of their child’s EL status within 30 days of the start of each school year or within 10 days of enrollment during the rest of the school year.

31. Describe the district’s procedure to include a process to identify Native American students who may be ELs.

Families are given the updated Language Survey form created by ODE and families are asked if they speak or are exposed to a native language other than English. Families that mark yes, will be screened for EL Services.

32. Describe the district’s procedure for identifying potential ELs with a disability (i.e., interpreter, special education, refugee, etc.).

- The district will begin this process with a language survey form, followed by a parent interview. If it is determined that the student has had significant exposure to a language other than English, district staff would determine if the student’s acquisition of English had been impacted. The EL Building Coordinator in consultation with the building Learning Specialist and Principal will determine and develop the best service method for delivery of instruction for EL students with disabilities.

33. Describe the district’s plan using one of the State’s approved assessments for identifying ELs; include what sections are used to ensure all domains of the English language are assessed. Include the agreement to use the state approved fluency scores at each grade level.

Currently, the North Marion School District uses the complete Woodcock Muñoz Survey III. Students are found eligible for services when they score lower than a 4 in Broad Language. For the 2018-19 school year, we will pilot the state ELPA screener.

The North Marion School District agrees to use the state approved fluency scores for each grade level.

34. Describe the district's plan for having students assessed by a trained assessor.

Each new student at North Marion is tested in their respective buildings by the EL Coordinator and or EL Instructional Assistants in each building. We have ongoing trainings throughout the year to ensure our staff are up to date with the latest information.

35. Describe the district's plan to include the procedures for collecting the assessment data, and sharing the results with teachers.

The district has developed an EL Information System for all grade levels. All EL Student's academic, language, and programmatic information is entered in this system and then shared with all teachers. Teachers and EL Specialist refer to this information on a regular basis. This system continues to evolve but currently is very helpful in assisting teachers and specialist as well as administrators in ensuring that our current programs meet the needs of all of our EL students.

36. Describe the district's plan to include a description of where and how the assessment data will be stored.

EL assessment data is available on the district's Power School Information system and the District Secured EL Spreadsheet.

37. Describe the district's plan to include a timeline, person responsible, and template for the required parent notification letters for eligibility as an EL or initially fluent students

1. The building EL coordinator evaluates the information provided on the Home Language Survey form. If the EL coordinator notes any reasonable evidence that the student's primary home language is other than English, the student is identified as a possible EL student and the EL coordinator facilitates the assessment process. Based on the assessment results, EL status is determined and appropriate staff is notified.
 - a. This review happens within 30 days at the beginning of the school year or
 - b. If the student enrolls later in the school year, within 10 days.
 - c. A timely identification of EL students is essential in enabling district personnel to meet students' academic and language learning needs. Therefore, although maximum time frames are specified above, it is always best practice to seek to complete each step in the identification process as soon as possible.

Identification Letter Template * See Appendix A

38. Include the process for ensuring parent notification letters are provided in a language parents can understand.

The District EL Coordinator ensures that letters are delivered in a language that the parents can understand. If a language other than English, Spanish, or Russian is needed, the district would take steps to obtain professional translation for those families.

39. Describe where the original language use survey, identification screener results, and original parent identification communication will be stored.
All of these documents are stored in each students' EL File which is stored in the cum folder of each school.

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

40. Describe the district program of services for ELs. Include how and where the services will be provided and by whom for each program of language instruction available to ELs in the district. Consider putting this information in a chart – by school, grade, grade level; include all EL programs for all groups of ELs (SIFE, Recent Arriver, ELSWD, etc.).

Elementary grades, (Primary School, grades K-2, Intermediate School, grades 3-5)

- The **ELD period** is used; each building has an ESOL endorsed teacher who acts as EL coordinator/teacher for the building. That teacher assigns students to instructional groups and provides training and assistance in lesson planning to additional teachers who assist in providing the direct ELD instruction. In each building, by grade level, an ELD period exists for all students. At the assigned time, all students move to their ELD classroom. All EL students in that grade level are grouped according to their language proficiency level and receive instruction designed to meet their current instructional needs. English only students are also grouped and receive language arts (oral and written language skills) instruction during the same period. At the end of the period, everyone returns to their home room and continues with the remainder of the instructional day. In this model no student misses key instruction in reading, math, social studies, science, PE, etc.

Key points

- Students are grouped by proficiency level and grade level.
- Direct ELD instruction is provided to all EL eligible students for 20- 30 minutes per day, 4 times per week.
- Instruction is provided by EL teachers and Instructional Assistants who have been trained in the Focused approach for ELD and who receive additional training and assistance with lesson planning from the EL coordinator/teacher in the building.
- ELSWD students receive Push-in small group support by the EL Specialist
- Recent Arrivers receive Push-in small group support by the EL Specialist
- SIFE students receive Push-in small group support by the EL Specialist

Middle School, (grades 6-8)

- ESL class period model
- ELD instruction will be provided by the EL teacher, in his classroom, for grades 7 and 8 and for 6th grade students who are a level 3 or lower.
- For the 2017-18 school year, 6th grade students who are levels 3 and 4 will be placed in a single homeroom class with a cross-section of non-ELs. The EL teacher will do a push in model with the homeroom teacher during the humanities block. Students will be closely monitored to ensure they are making adequate levels of growth

- Students will be grouped by grade and proficiency level, with students who are newcomers receiving an even greater amount of services initially.
- ELSWD students receive Push-in small group support by the EL Specialist
- Recent Arrivers receive Push-in and Pull-Out small group support by the EL Specialist
- SIFE students receive Push-in and/or Pull-out small group support by the EL Specialist

High School, (grades 9-12)

- ESL class period model
- Instruction will be provided by the EL teacher in her classroom
- Students will be assigned to either ELD 1 class, for those students with beginning and early intermediate skills, or ELD 2 for students with intermediate and early advanced to advanced skills. Students will receive elective credit for these classes.
- Students with intermediate and early advanced to advanced skills are required to take 2 trimesters of ELD instruction each year, they may choose to take the ELD 2 class all year if they wish.
- This accommodation allows students who are interested in college preparatory or vocational classes room in their schedule for other classes.
- This also correlates with the number of trimesters of English classes required for all students each year.
- Students at the beginning and early intermediate level will be assigned to an ELD 1 class every trimester until their EL level is at least at the intermediate level.
- ELSWD students receive Push-in/ Pull-out small group support by the EL Specialist
- Recent Arrivers receive Push-in and Pull-out small group support by the EL Specialist
- SIFE students receive Push-in small group support by the EL Specialist

41. Describe the methods and services the district will use to teach English language. Break this out by each different English language program.

Methods to ensure meaningful participation in all classes

- The district has adopted Constructing Meaning (CM) as a method for all teachers to use as they make the content classes accessible for their students. The method is being implemented over time across the district.
- Teachers have previously been trained in the use of GLAD strategies.
- All 4- 12 Grade teachers will be trained in SIOP during the 2017/18 School Year
- Teachers are expected to use the strategies learned in SIOP training to scaffold their instruction for all students who need the assistance.
- Administrators have been trained and will continue to be reminded to look for meaningful participation strategies as they evaluate teacher effectiveness.
- The district is sending a teacher to GLAD training in California in order to become the district GLAD trainer for all staff. These instructional approaches will then be implemented in all K-5 classrooms.

42. Describe the methods and services the district will use to ensure that ELs can meaningfully participate in core instruction and special programs (music, career, technical, etc.). Include all groups of ELs (SIFE, Recent Arrivers, ELSWD, etc.).

The district will ensure meaningful participation for EL students through the following supports:

- GLAD based instruction at the elementary level
- SIOP based instruction at the secondary
- Classroom push-in support for EL students
- Data driven instruction for reading and math K-12
- Revamped SST process with EL Student Staffing at least 3 times per year
- Monthly Professional Development in EL Best Practices
- Teacher Consultation meetings
- Continual Professional Development in GLAD, SIOP, and ELP Standards
- ELSWD students will receive individualized instruction when possible
- Recent Arrivers will get extra support both in push -in and pull-out services
- Access to Language Learning Programs (Rosetta Stone)

43. Describe the professional development support for core content teachers that ensure ELs' ability to participate meaningfully in core instruction. Include how the district will measure the effectiveness of this professional development.

The district has monthly professional development focusing on differentiation of instruction. Moreover, we have retained a GLAD certified trainer at the elementary level and a SIOP trainer for the secondary to continually focus on best instructional practices for EL students. We have also hired two new teacher mentors for the elementary and secondary level as well as instructional coaches for math and reading. The district has worked with Education Excellence to develop curriculum maps and unit plans for all subject areas and grade levels. These maps help teachers identify language goals and focus their instruction on each individual student. The effectiveness of this professional development is measured by surveys, classroom observations, data analysis, SST referrals, and progress monitoring of students and staff.

44. Describe the standards and/or criteria the district uses to determine the amount and type of language development services provided. Include the process to determine the appropriate amount and type of services. Include how the district will measure the effectiveness of these services.

Standards/criteria for the amount of English Language development services a student receives.

- Elementary students at language levels 1 and 2 receive regular ELD classes and push-in support from the EL Specialist and/or Instructional Assistant.
- Elementary students at language levels 3 and 4 receive regular support in their classroom during ELD time.
- Secondary newcomers are assigned to the EL teacher for two periods of the day, depending on student need. This is a case by case decision, with EL teacher working with the building counselor to create a schedule that provides enough

support for the individual student to be successful, while supporting the need for intensive English language development and exposure to core content.

- ELSWD students are provided regular ELD support by the building EL Specialist. Special Education teachers are given extra support to ensure that dually identified students are receiving the needed amounts of support.
- SIFE students will receive additional supports as determined by the EL Specialist and SST Teams. This could be additional pullout or push-in support depending on the needs of the student.
- ALL schools are using universal screenings with all students in the area of reading and math. Students who are in the lowest 20% are receiving additional instruction in reading. EL Specialists meet regularly with teachers to develop interventions and strategies to support EL students that are making the least progress in their language development.

45. Describe the district’s plan to address the language and content needs for each of the following groups of students: ELSWD – with significant cognitive disabilities, ELSWD – emotional disability, ELSWD – behavioral disability, ELSWD – deaf/hard of hearing, ELSWD – blind/vision impaired, Recent Arriver/SIFE. Include the program options, how the district will determine the program for both elementary and secondary students. Consider making a chart. Ensure the program of service both EL and access to content includes a plan for timely graduation.

The district has a number of ELSWD students with a variety of eligibilities. These students are all given support from each building’s EL Specialist that is tailored to their unique learning needs. If ELSWD students are able to access small group instruction, then we will include them with their grade level peers. If the ELSWD have unique needs, our instruction will focus directly on the student’s ability to comprehend and/or access the information. The district strives to develop instructional practices that fit our unique learners and we will continue to develop our practice in this area to suit the needs of ALL of our students’ individual needs.

Section 5: Staffing and Resources (OCR section 5)

46. Describe the number and categories of instructional staff implementing the district’s language development program. This information could be included in a chart – name of school, program, number and type of staff (include all programs that support ELs).

School	Program	Number	Classification
North Marion Primary School	EL	2	2 Certified, 1 Classified
North Marion Intermediate School	EL	2	1 Certified, 1 Classified
North Marion Middle School	EL	3	1 Certified, 2 Classified
North Marion High School	EL	2	1 Certified, 1 Classified
North Marion Primary School	Title Ia	4	2 Certified, 2 Classified
North Marion Intermediate School	Title Ia	4	2 Certified, 2 Classified
North Marion School District	Sp.Ed.	3	10 Licensed, 15 Classified

47. Describe the qualifications used by the district to assign instructional staff to the district’s language development program (include teacher, instructional assistant, etc.). Include how the instructional staff meets the requirements of Oregon’s OARs.

Staffing of ELD classes:

- All building EL coordinator/teachers are Highly Qualified (HQ) for their assignment, are ESOL endorsed and trained in the Focused Approach.
- There is one EL coordinator/teacher for each school.
- At the Primary and Intermediate schools, the EL coordinator is responsible for all English Language Development classes.
- At the Middle and High schools, all instruction is done by the EL coordinator/teacher.
- ALL of the buildings have an instructional assistant assigned to the program. This assistant provides review and practice under the supervision of the teacher, assists with paperwork and provides extra support in core classes to students with more limited English skills. The instructional assistants at the elementary level are all highly qualified. At the secondary, the staff must have at least a high school or equivalent. All IA staff have regular trainings throughout the year and are closely supervised by their lead teacher.
- When a vacancy occurs in one of the building coordinator/teacher position, the district job description includes the requirement of ESOL endorsement and preference for Spanish speaking and Focused Approach trained.

48. Describe what methods and criteria the district will use to determine the qualifications of instructional staff assigned to the language development program.

The district gives preference to staff that are highly qualified or can become highly qualified within their first 180 days of employment. We also try to recruit Bilingual staff whenever possible. The district relies on the “grow you own” philosophy in recruiting staff in which we strive to help all staff continue their professional growth throughout their employment at North Marion. We have several instruction assistant staff that are working towards completing a college degree and becoming teachers at North Marion.

49. Describe the contingency plan for addressing staffing issues for the EL program (include all specialize programs supporting ELs). Include a plan for training, a schedule of training, a plan for recruiting qualified staff, and a schedule to have qualified staff in place.

In the event that we are unable to properly staff the EL Program, the district would reassign either a classified or certified staff member from the classroom to the EL Coordinator or IA role so that each building has at least one ESOL endorsed staff member working to coordinate the EL Program. Furthermore, each new staff member would be required to have weekly meetings with the EL Director to ensure that the role is completely understood. Trainings in GLAD and SIOP would also be a requirement. North Marion strives to give staff all the tools they need to make sure that all students can succeed.

Plans to maintain qualified staff

- The North Marion School District makes every effort to recruit and hire qualified staff. Steps taken by the district to recruit and hire qualified staff include but are not limited to:
 - All new licensed positions hired within the EL program are announced as preferring experienced, bilingual staff with English for Speakers of Other Languages (ESOL) endorsement.
 - The district seeks qualified staff at relevant locations, for example:
 - Portland State University Job Fair
 - The district advertises positions on-line through universities, professional organizations and on our own website.
 - The district uses an online teacher application system which allows people from all over the country to apply for positions, School Spring.
 - The district supports in-house cohorts of teachers earning ESOL endorsements and/or master's degrees.
 - The district will work to have all staff hired for the following year by June of each year.

50. Describe the district's selected core ELP instructional materials and supplies available for the district's language development program.

We currently are using a variety of supplemental materials to enhance our instruction for EL students. In addition to the adopted materials the district uses the following materials to enhance instruction for EL learners.

- Systematic ELD Instructional Units
- Wonders EL Materials K-5
- iReady Math K-12
- iReady Reading K-12
- Levelled Readers
- Reading A-Z with ELD materials
- National Geographic/Cengage Learning Levelled Readers
- Chromebooks
- iPads

51. Describe the district's plan for regular and on-going review of district ELP materials and the timeline associated with the review. Include all instructional materials for all programs supporting ELs.

The district is constantly examining the available ELP materials. Our EL Team meets and discusses curricular needs on a monthly basis. We will be sending staff to any upcoming textbook caravans as they are available. We are forming an ELD curriculum adoption team in September 2018 in the hopes of finding a suitable curriculum. Until that time, we will utilize and adapt current resources. At this time, we feel like we have a suitable mix of materials to address the needs of our students and meet the demands of the ELP standards.

52. Describe the district's contingency plan when the district does not currently have the core ELP instructional materials, resources, and supplies necessary to implement the district language development program(s) and the plan for obtaining necessary items.

In the event that the district does not have available ELP instructional materials, we would use our core ELA materials and adapt that curriculum to meet the demands of the ELP standards. North Marion is currently in a great position with materials and we foresee the current materials being useable for many years. Our district allocates a sizable supply budget for ELP supplies and resources so we are constantly purchasing new supplies to enhance our instruction. In the event of a financial shortfall, ELP materials and supplies will take priority over other expenses to ensure a sound ELD program and uninterrupted services to our EL students.

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

53. Describe the district's criteria used to determine that an EL is proficient. Include any special considerations used for ELSWD students, SIFE students, Recently Arrived ELs, etc.

To determine if an EL student is proficient, we rely on several pieces of data. First we look at their ELPA 21 score, Woodcock Muñoz Broad English score, and a writing sample. We also collect information from the student's teachers on how the student is performing in class. We look at reading levels, math levels, attendance, grades, and SBA test scores. For students with that are ELSWD, SIFE, or recently arrived, the district would determine if the student's special consideration had a role in their performance on the assessment. Otherwise, they would need to meet the same standard to show proficiency. For ELSWD students, see question 54.

54. Describe the district's procedure for promoting ELs who did not score Proficient on ELPA21, and the procedure for those ELs that the district does not have an ELPA21 score. Include considerations for ELSWD, SIFE, and Recently Arrived ELs.

For students that did not score Proficient on the ELPA or do not have an ELPA score, we have a several step process that we follow to consider these students if they met other exiting criteria. First, we ask each of the student's teachers if they recommend exiting the student. Next, we examine the complete Woodcock Muñoz Language survey, any formative assessments, and a writing sample. Our team then determines if the evidence supports and exit decision. If yes, then the student exits and is closely monitored, if no, we try to find ways to support the student in improving their English proficiency. The ELPA 21 is only one of the many criteria we look at. This process is very individualized and the goal is to determine how our program can support each student through this process.

Exiting English Learner students with disabilities from English Language Development Services

When considering exiting an ELSWD from the EL program prior to the student attaining proficiency, the IEP team must meet and make a determination. The IEP team must include a member of the district English Language Development team and other required IEP team members.

Questions for the IEP team to ask?

Is the student's English proficiency within expected levels given the student's disability? Is the student's academic performance within expected levels in relation to developmental and functional performance, based on current assessment and evaluation results?

Answers should be documented and based on

- Progress on IEP goals over time.
- Student ELPA domain scores
- If the student participates in listening/speaking, how did the student perform in those specific domains over time?
- Was the student exempt from reading and writing domains because of limited skills over time?
- Work Samples, from special education classes, ELD classes, general education classes
- Woodcock Munoz scores over time
- DIBELS or iReady scores over time

If the data reflects the student's language development performance, over time is consistent with the student's overall academic performance the student may be Promoted from the EL program.

- The student should take the ELPA in the school year in which they were Promoted.
- The student must be monitored by the EL department for 2 years.
- The student should be listed as EL monitor in PowerSchool.

The student's IEP will need to be revised in the following ways

- Special Factors page: Is the student an English Learner? Yes
- Present Levels page: In Student's overall strengths, interests and preferences section
 - o Indicate the student has been promoted from the ELD program due to the impact of their disability on progress in learning academic English.
- Accommodations page: Include accommodations such as; pre-teach vocabulary, scaffolding, etc...
- State Assessments: after the school year where they are promoted, the student will no longer take the ELPA.

55. Describe the staff responsible and their role in the exiting process.

In each building our teams consist of:

- An administrator
- An EL Specialist
- Classroom Teacher
- Special Education Teacher (if applicable)
- District EL Coordinator
- Parent
- Translator if needed
- Much like an IEP team, each member has a role and a voice in the process. The EL Specialist for each building develops a schedule, completes language

testing, and assembles all the necessary information for the meeting. The teacher brings their prospective to the meeting along with work samples to show the student's proficiency level in the classroom. The parent is given this information and gives their input of their child. Together, this team makes a determination that is supported by evidence and that is best for the child. Our goal is to exit students only at the point that they can be successful.

56. Describe how and where the documentation of the district's exiting procedures will be maintained, and who is responsible for maintaining the documentation.

All of this information is kept in each students' "green folder" inside their cum. file. Additional documentation is stored on secure spreadsheets and in the student information system.

57. Describe how parents are included in exiting decisions, and how the district communicates with parents that their student has obtained English proficient or not.

Parents are always invited to be a part of exiting meetings. In the event they are unable to attend, each building EL Coordinator calls each parent to discuss the data and recommend an exiting decision. Parents are then mailed a letter indicating that their child has or has not been exited from the program.

58. Describe the district's monitoring plan for each of the four years a student is in monitored status (who is responsible, what is the frequency, is the frequency different depending on the student's academic progress or monitoring year, what documentation is reviewed, how and where is the documentation collected and stored).

Monitoring of EL Students is done by each building EL Coordinator. Data on student performance is entered and monitored on a spreadsheet at least 1 time per trimester (12 weeks). At the elementary level we also progress monitor these students at All School Staffing two times per year. Furthermore, student data is examined on a weekly basis by content teachers during their Professional Learning Time on Wednesday mornings. Students in monitor status that are struggling will be monitored on a biweekly basis. During monitoring, EL coordinators examine the following data:

- Grades
- Attendance
- Formative Assessment Data
- iReady Data
- DRA Data (Elementary)
- Behavior Referral Data

This information is gathered and stored in our building level spreadsheets and in each student's EL Green Folder. Records are maintained in the students EL file until the 4th year of monitoring is complete.

59. Describe the district's procedures for determining whether a lack of student success is due to academic needs or language needs when considering returning an EL to the district ELD program for the monitored students in each of the four years.

In order to determine if a student needs to return to the EL Program.

Teacher and EL Specialist would meet.

- EL Specialist would suggest 2-4 interventions for the teacher to try with the student.
- Interventions would be implemented and documented.
- Acculturation Survey would be completed
- Woodcock Muñoz would be administered if a current test is not on file.
- EL Specialist would do a full file review
- Parents would be contacted to discuss the students lack of progress.
- Student would be closely monitored for 6 weeks.
- If it is determined that the student would benefit from returning to the ELD program, the team would meet and discuss this change.

60. Describe the district's plan to provide additional academic and/or language support for monitored students not succeeding in core instruction. This support addresses monitored student's academic needs, not to determine to re-enter the student in the EL program.

Our building level EL Coordinators monitor these students on a regular basis.

Students that are needing additional support are given extra support by their teachers in the classroom and by the EL Specialist and/or Instructional Assistant.

When a monitor student is not making enough gains or is struggling, the teacher follows the SST referral process. This step by step process requires the teacher to meet with the appropriate Specialist (Reading/Math/EL/SpEd) and develop 2-4

interventions based on the student's academic needs. These interventions are tracked for 4-6 weeks and then re-evaluated for effectiveness. If the student shows growth, then the interventions can end. If the student needs additional supports, then a larger meeting with the teacher(s) and building specialists will be held. Our goal is to increase the ability for teachers to intervene and support these students as much as is needed.

61. Describe the district's plan for monitoring the academic and linguistic progress of EL students with a waiver for service. Include how the district notifies parents of ELs with waivers for services about their student's progress and opportunities for support through the ELD program.

The district monitors waiver students in the same way we monitor EL students in the program. A notification letter is sent and personal phone call is made each year. In both communications, we make a case for the services while recognizing the parents right to refuse participation. Each student is monitored at least 3 times per year and will participate in the ELPA 21 assessment. If a waiver student is struggling academically, the teacher would start by documenting interventions as determined by the EL Specialist. If after two rounds of interventions the student is still struggling, we would hold an SST meeting with the parent, teacher, administrator, and specialist to share our student data and give our recommendation for next steps. During these

meetings, if language is the main issue, we would make a case for re-enrolling in ELD services. North Marion currently does not have any students on waiver of service.

62. Describe the district's communication with parents of monitored ELs during all four years of monitoring, when the district is considering re-entering the student in the EL program, when the student has completed monitoring, and when the student needs additional academic support to be successful during monitoring.

Families receive a letter indicating that they will be exited from the EL Program upon successful completing the exit criteria. Each monitor student is tracked and monitored at each building and parents if these students are notified of the student's progress at least three times per year for each of the 4 years of monitoring. If a student is not being successful, parents are notified by phone to let them know that the teacher will be trying some interventions to help them be more successful. If after two rounds of interventions the student is still struggling, we would hold an SST meeting with the parent, teacher, administrator, and specialist to share our student data and give our recommendation for next steps.

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

63. Describe the district's procedures for identifying ELs as having additional academic needs (pre-referral and IEP process). Include the steps, assessments, timeline, and person(s) responsible.

Our process for all students is as follows. When a teacher has a student concern, the teacher sets up a meeting with the EL Specialist for their building. The teacher and EL Specialist look at possible interventions and the teacher begins to implement the planned interventions. If the interventions are unsuccessful, a meeting is scheduled to develop a second intervention. If both intervention are unsuccessful, the SST team gathers to come up with a plan.

This plan includes:

- Acculturation Screening (Collier)
- Woodcock Muñoz testing in English and Spanish
- File Review (Test Scores, Attendance, School History)

After these steps are complete, SST team brings in the family for a meeting to develop a plan for the student and determine if Special Education testing is recommended.

64. Describe how ELD teachers are included in the IEP process during pre-referral and IEP team meetings for ELSWD.

Our district SST process requires the EL teacher to be present at all SST meetings, pre-referral and for all IEP meetings for EL students. Their primary role is to provide the team with English proficiency data, acculturation levels, and a recommendation of best practices that best serve the student.

65. Describe the process for determining the best ELD educational program is selected for each ELSWD.

North Marion strives to provide students with the instruction that they need to be successful. For ELSWD students, we would determine if ELD small group, push-in support, or 1:1 pullout is most appropriate. Whenever possible, we like to serve the

student in their classroom setting but if this presents barriers, we can provide other options for the delivery of services.

66. Describe the district's process for ensuring any IEP meeting and IEP documents are accessible for parents of ELs in a language parents can understand.

Each Building Learning Specialist reviews home language survey information and then contacts each students' family via interpreter to determine their preference for the meeting. If translation is required, one the district's trained translators is scheduled for the meeting. Additionally, all IEP paperwork is translated into a language the family can understand.

67. Describe the district's procedures for identifying ELs as Talented and Gifted. Include the steps, assessments, timeline, and person(s) responsible.

Each building has a coordinator for the Talented and Gifted program. Much like when a student is struggling, students with suspected talents or gifts, outside the norm, are referred for possible evaluation. Records are reviewed and teacher input is considered. Use of a non-verbal test of mental ability (e.g., Raven, Naglieri) is appropriate for students suspected of being gifted underachievers or for non-English speaking students. Staff receive instruction in recognizing the characteristics of underachieving gifted. A team of professionals then reviews all information and determines if the student is eligible. The timeline for this process should be completed in 60 school days.

68. Describe the district's plan for ensuring all ELs have equal access to the core instructional program offered by the district for all students. Include person(s) responsible if appropriate.

North Marion School District believes that all students must have access to the core instructional programs offered by the district. Each EL student will participate in all core classes and be given appropriate supports as needed. Including but not limited to, additional tutoring, study halls, and extra ELD class periods if needed. All EL students are closely monitored by each Building EL Specialist to ensure that our language learners are receiving the support that they need to be successful. For newcomers, we provide an additional ELD block and support students in the classroom with push-in support by EL program staff and/or assistants. We believe that by providing these additional supports, we can ensure academic success in an efficient manner that best supports student learning and engagement in the educational process.

69. Describe the district's procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs).

North Marion School District does not have any Title Ia Targeted Assisted Programs. All K-5 Elementary students participate in a Full School Title Ia program.

70. Describe the district's plan for EL graduation (4-year, 5-year timelines) for each of the EL groups (SIFE, Recently Arrived, and ELSWD – include plans by disability)

Whenever possible the district strives to graduate EL students in the 4 year timeframe. We will provide additional supports and credit recovery options for students that are behind in credits to graduate. A 4-year plan would include ELD and/or monitoring in addition to the standard high school schedule. A five-year plan

would include the former and additional supports through EL services and credit recovery.

SIFE and Recently Arrived Students will be given an opportunity to use a 5th year to graduate if needed. North Marion Schools utilize GradPoint software as a credit recovery system to assist in preparing students to graduate. SIFE and Recently Arrived students may use the district Opportunity Center to access this service. Additionally, these students will be provided extra support by bilingual staff in order to meet the demands of the curriculum.

We also have a full-time Family Support Advocate to serve these students in order to track, monitor, and connect with students and families in order to develop plans to allow ALL students to graduate high school.

The North Marion School District does not separate graduation plans for ELSWD students by disability. Instead, we create a path to best serve the needs of each individual learner. For ELSWD students we strive for a 4-year graduation rate. When this is not possible, a 5th year may be used to earn the required credits to graduate. Additionally, students with more severe disabilities can take part in our district's Empowered program. This program serves students with disabilities with through a 5th-7th year of a post high school transition program to continue their education and vocational learning.

The North Marion School District offers the following diploma options for ELSWD students:

- North Marion High School Diploma
- Modified Diploma (if warranted by disability)
- Extended Diploma if warranted by disability)
- Certificate of Attendance if warranted by disability)

Section 8: Parent and Community Involvement

71. Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of the parent program placement letters (both initial and continuing letters).

The district EL Coordinator and EL building coordinators are responsible for the dissemination of parent program placement letters (both initial and continuing). The district EL coordinator ensures this process is completed accurately and within the timelines required by the state and federal governments.

72. Describe the district's methods used to notify parents and students of available programs and services, including but not limited to: bilingual programs, alternative schools, charter schools, magnet schools, after-school supports, etc.

The district uses a variety of methods to notify parents of program offerings in our district.

The methods include:

- Parent Meetings
- EL/Migrant Nights
- Bilingual Flyers Mailed and sent home
- Auto-Dialer Messaging in English and Spanish

- Social Media
- School and District Websites
- Banners and Signs
- Personal Phone Calls and Texts
- School Board Meetings

73. Describe the district's methods used to notify parents of ELs regarding school activities communicated in a language parents can understand (i.e., progress reports, parent-teacher conferences, handbooks, fund raising, extracurricular activities, etc.). What is the process the district uses to determine which documents need to be translated? How does the district provide interpreters for parent to be able to participate in their student's education?

North Marion provides all materials in both English, Spanish, and Russian when needed. When a language other than English or Spanish is required, the district has trained staff translators or will contract translation services to personally contact families directly. Through these methods, we are able to reach almost 100% of our families. Conferences, IEP meetings are always translated, if the parent's first language is not English. The district provides translators and interpreters through internal sources (current employees) as well as through a contract with a local translating/interpreting company.

74. Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools?

N/A - There are no private schools within the district's boundaries. If a school were to be developed within the boundaries, The Title III Coordinator would disseminate Title III information to the private school.

75. Describe the district's procedure, timeline, and person(s) responsible for the dissemination of information of Recent Arrivers to private schools as required by Title III.

N/A - There are not private schools within the district's boundaries.

76. Describe the progress in sharing the ODE EL Legislative Report with parents, School Board members, community members, and staff annually. These reports are shared by the Title III Coordinator at Board Meetings, Staff Meetings, and Parent Meetings in the district.

77. Describe the district's procedure in recruiting parents of ELs to participate in school leadership roles. Include how the district will make these positions accessible for parents.

We have a very active EL/Migrant parent PAC that involves a large number of North Marion EL Parents. Our migrant/EL family group is very active and meets once per month. We also actively recruit EL parents for our building Site Councils, Parent Clubs, and Sport Teams. The district provides translation for these activities if needed.

Section 9: Program implementation Evaluation

78. Describe the district's program evaluation process of the implementation of district's EL Plan.

- **Include whether the district has followed the established plan; met the applicable procedural and service requirements – including frequency, timeliness, and documentation; does the information sources and methods for gathering information:**
- **Include whether the evaluation determines if staff have followed applicable procedures and service requirements, including procedural and service requirements (frequency, timeliness, and documentation).**
- **Include the list of reviewed items: file and record review, staff interviews and surveys, input from parents/students or focus groups, and grievances/ complaints made to the district regarding district program implementation or service delivery.**

At the conclusion of the program evaluation we were able to identify many areas of strength and a few areas where we need to change our program. The district's EL plan is audited yearly and we met all procedural timelines and reporting requirements. We did encounter some delays with our Spring LEP report but this problem was corrected in a timely manner. Overall, the district followed the establish plan and met all procedural and service requirements. We did identify that a new system for data entry was needed and began to collect data in a consistent way across the district. Additionally, we have started developing reports that will aid in the collection of data in the future and allow a better understanding of the students we serve. All of our timelines were met and our systems have changed slightly to expand our efficiency in data collection. The most important change in this area was making sure that documentation is clearly identified and that we double check to make sure all required documents are filed correctly throughout the year. Our staff are given frequent training to ensure they are following the appropriate procedures and that records are kept accurately. During our evaluation we looked at the following items:

- Language Survey Forms
- Acculturation Checklists
- Parent Notification Letters Process
- Historical ELPA Data
- Woodcock Muñoz Testing Protocols and Testing Timelines
- ELPA 21 Scores
- Staff Equity Survey
- Student/Parent Survey
- Exit Information
- Parent Input Forms
- Language Testing Information
- Progress Monitoring Data
- Dates of file reviews
- Notes from EL Staff Meetings

- Training Logs for Teaching staff
- Parent Sign ups
- Staff/Student/Parent Equity Surveys

The District did not have any complaints of grievances.

79. Include the evaluation of the district's identification process. Did the district meet the timelines for each step of the district's identification process?

The Title III Director works closely with all building EL Specialists and ensured the all timelines were met. We keep a spreadsheet of all incoming students and enter their scores as they are available. For the 2016/17 school year, all deadlines were met.

80. Include the evaluation of the student initial identification assessment process. Did the district administer the identification screener timely?

The district auditors examined a sample of collected from initial placement into the EL program for the 2016-17 school year. Through this process, it was determined that all deadlines were met within the appropriate timeframes. Moreover, the district WEL Coordinator also evaluated the identification process and determined the district complied with all of the timelines.

81. Include the evaluation of placement in EL program services to all students with identified language needs.

The district collected all of the new student language survey forms appropriately and testing any students that could potentially have been found eligible within the timelines. There were a few instances that a language need was determined and the language survey form did not accurately reflect this need. In these cases, the building EL Coordinators contacted the parents, clarified the language background of the student, and requested permission to screen each student for language. The district EL Coordinator reviewed this data and determined that North Marion is in compliance in this area.

82. Include the evaluation of adequate staff and materials that is consistent with the district's EL program of service.

The district has 10 full time EL staff members. The level of staffing provides our EL students with an appropriate level of support and monitoring. The district EL Coordinator and 4 building EL Specialist meet regularly to discuss program needs and each building is given a budget to ensure that the student needs are met. As the district coordinator, I strive to make sure that students and staff have all the materials and supports they need to be successful.

83. Include the evaluation of the district's exiting/reclassification process for students transitioning from the EL program.

The district EL Coordinator evaluates and refines the exiting/reclassification system on a regular basis to ensure that the students are receiving the services and supports they need to be successful. The procedures and timelines all met the requirements set by the state and federal government.

84. Include the evaluation of the district's monitoring practices for students who have transitioned from the EL program for each year of monitoring.

The monitoring process is improving but needs some slight adjustments to better serve our EL students. All teachers K-8 have done a great job of monitoring their students throughout the entire school year. However, this evaluation showed that at our high school, we need to do a better job to ensure clear communication between the EL Specialist and the teaching staff. To this end, we are requiring all secondary staff to participate in additional training so that they better understand the need to monitor students and to provide them with the teaching tools to ensure their success. The evaluation revealed that teachers are most aware of student in monitor years 1 and 2 and that we need to continue to work on the monitor process for years 3 and 4. We believe this is a result of not having many EL monitor year 3 and 4 and the high school level.

85. Include the evaluation of EL parent participation in school/district decision making groups and the district's recruitment practices.

Our evaluation revealed that EL parents will participate in our decision-making groups when given the opportunity. We have seen gains in this area due to the increased opportunities for parent involvement and we believe our district's focus on family involvement and equity have made steps towards making North Marion a more welcoming environment for our district's EL parents.

Student Performance Evaluation – English Language

86. Describe the district's rate of ELs acquiring English language skills. Is the pace consistent the with district's EL program goals or expectations?

The district is showing improvement in this area. We have more students that are showing proficiency in English than before but we still a have a population of students that become stuck and do not move at the rates we would like to see. To this end, we have employed additional supports for these students at the Intermediate and Middle levels to allow them to receive more individualized supports and help them to graduate. Our intensive program has definitely increase the number of students that are exited but we still have improvement s to make overall. We believe we are headed in the right direction and will need to make small changes along the way.

87. Describe the district's rate of language development progress compatible with the district's objectives for academic (core content) progress.

We believe that the rate of language development progress is heading in the right direction and we are beginning to see the gains that we have been working towards. Through professional development, we are continually building capacity in our staff to ensure that ALL students are getting the services that they need to become successful. If we continue on this path, the district's we will see our more and more of our EL students reach proficiency and meet the rigorous goals set forth by our district.

88. Describe how the ELs are performing in English language skills compared to the district's goals and standards.

Become proficient in a second language is a monumental task. Each learner comes to this task with a different set of strengths and barriers to success. It is the job of the district to differentiate instruction so that all students will have their needs met and will develop their full potential in school and in post-secondary life. Our 4 and 5 year graduation rates for EL students are steadily improving and we feel we are moving things in the right direction for our district.

89. Describe how the district's ELs are progressing in English language skills so they will be able to successfully handle regular coursework.

More and more students are showing proficiency on ELPA 21. Through our program modifications and focus on students' individual needs, we strive to help all students gain proficiency in English more quickly so that they are better able to meet the needs of the curriculum.

90. Describe how the monitored ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework.

Our monitored EL students are continuing to struggle initially when EL services are removed. However, through better monitoring, additional coaching and IA support as well as an enhanced ELD delivery system at the secondary level, we are now better able to serve our monitor students and fill gaps in their knowledge to allow them to successfully complete their course work. Furthermore, we hope that by increasing teacher efficacy in the areas of language learning, sheltered instruction, understanding poverty, and brain research, we will be better prepared to help all of our monitored students be successful.

91. Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.

Our former EL students are graduating at a higher rate than our average and we continue to look for ways to keep increasing this rate. We believe that our program works well for students that begin in our district and are able to reach the district's goals and successfully demonstrate an understanding of the coursework.

92. Student Performance Evaluation – Academic Performance

Describe how the EL students, who are currently receiving English language development services, are progressing academically relative to program goals or expectations for core content knowledge.

Our current EL students are progressing at rates that current research shows are realistic. Overall, the majority of students are obtaining proficiency in English in a 5-7-year timeline. While we would like to see this increase, each student develops at their own pace and has a different level of foundation knowledge of English. Through our support of these students, we will likely see this timeline shorten in the coming years.

93. Describe how the current EL, monitored EL, and former EL students are doing, over time, as compared to the academic performance of all other students.

EL Students tend to show slower progress in their first 2 years but overall, seem to be able to achieve at similar levels as their English only counterparts in the long run. Our monitored students do not grow as quickly on average during their first 2 years of monitoring. Years three and four show the most growth. Our former EL students demonstrate similar levels of academic attainment compared to all other students.

94. Describe what measures are being used to assess the overall performance of EL students in meeting the goals the district has established for its EL program.

The district uses several measures to assess the overall performance of our EL students. These measures include:

- **DRA (Developmental Reading Assessment) K-5**
- **DIBELS K-5**
- **iReady for Math and Reading K-12**
- **Formative Assessments**
- **Summative Assessments**
- **Social Emotion Learning Formative Assessments**
- **Surveys Data - students and parents**
- **Grades**
- **Writing Samples**
- **Special Education Referrals**
- **Attendance**
- **Graduation Rates**

These assessments will help us to better understand the needs of our EL students and how we can change practices to improve their learning outcomes.

Program Improvement/Modifications

95. List any identified concern(s) based on this evaluation.

Our biggest need as determined by this evaluation is to ensure better progress monitoring and the secondary level. We are data rich at the elementary level yet we lack some fundamental data points at the secondary level. We will continue to improve in this area. Additionally, our district needs to better identify supports for SIFE students and newcomers that arrive after grade 5.

96. Describe how the district will address the concern(s).

The district will improve data collection by ensuring that all EL students are assessed using multiple, developmentally appropriate measures. These must take into account the student's language and educational levels. Moreover, we will continue to increase the efficacy of our teaching staff by requiring GLAD training and SIOP training for all teaching staff and ensuring that all teachers are prepared to teach every student in our schools. We will approach language learning in a more holistic approach and embrace the philosophy that focuses on what EL students can do more than what they cannot. Lastly, through our curriculum and unit mapping plan and design, we will continue to develop more effective measures to track the progress of our EL students throughout the district. This work is infused in every area of our district and by continuing down this path, we will be able to support all students in our school community.



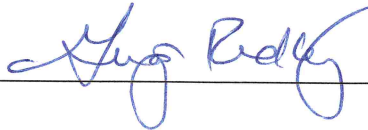
OREGON DEPARTMENT OF EDUCATION

Title III Local Plan (2017-19)

Signature Page

Submission Date: 2/15/2018
District Name: North Marion School District 15
District Address: 20256 Grim Road NE
City, State and Zip code: Aurora, Oregon 97002
District Phone Number: (503) 678 - 7100
District Superintendent: **Ginger Redlinger**
(Printed Name)

Signature:




Date:

Feb. 10, 2018

EL Coordinator Director: **Andrew Kronser**
(Printed Name)

Signature:



Date:

Feb. 10, 2018

Notification of English Language Development Program Placement

Name of Student:

School: North Marion Intermediate School

Date: October 5, 2017

Initial Placement

Continuing Placement

Dear Parents:

Based on your child's English proficiency test scores and level of academic achievement, we are pleased to inform you that your child will receive instruction in our district's English Language Development Program. The goal of our English Language Development Program is to help your child learn English so that she/he will be able to meet age appropriate academic standards for grade promotion and graduation. The high school graduation rate for students participating in an English Language development program was 85.1% as of June 2016. If your child has a disability and an Individualized Education Program (IEP), improvement in his/her ability to speak and write in English will help meet the objectives of their IEP. Please note that your student was identified as having a primary language other than English on the home language survey and, therefore, is required to participate in the state and district adopted English Language Proficiency Assessment commonly referred to as the ELPA.

The North Marion School district determines eligibility for the English Language Development (ELD) program in one of 2 ways. If your child was enrolled in an Oregon school during the previous school year and scored a 4 or lower on the English Language Proficiency Assessment (ELPA) your child continues to be eligible for the ELD program. If your child is new to Oregon schools, district staff uses the Woodcock Munoz test to check your student's oral English proficiency. Students who score a 4 or lower on the Woodcock Munoz are eligible for ELD services.

Your child's English Proficiency Level: Progressing

Mark One	
X	ELPA
	Woodcock Muñoz

Currently North Marion has one option for students receiving English language development services. Students in grades K-12 receive ELD in their classroom either in a pull out setting or in an ELD classroom. Students are instructed in English only. North Marion does not use native language instruction as an instructional approach.

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
Charyl Dyer	Special Programs TOSA/TAG
Allison Hunt	VP of Teaching and Learning
Cory Gaub	NMIS Principal
Irma Patton	NMPS EL Coordinator
Stan Baker	NMIS EL Coordinator
Cherie Stroud	NM Director of T & L
Julie Jackson	NM Special Education Director
Ben Bonser	NMMS EL Coordinator
Hilda Gonzalez	EL Programs Instructional Assistant
Linda Murry	NM Business Manager
Darla Bowell	NM Parent/2nd Grade Teacher
Ginger Redlinger	Superintendent
Tami Baddinger	NMMS Principal of T & L

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.

Ginger Redlinger

Date:2/10/18



Signature of Superintendent