

EL Plan Lincoln County School District

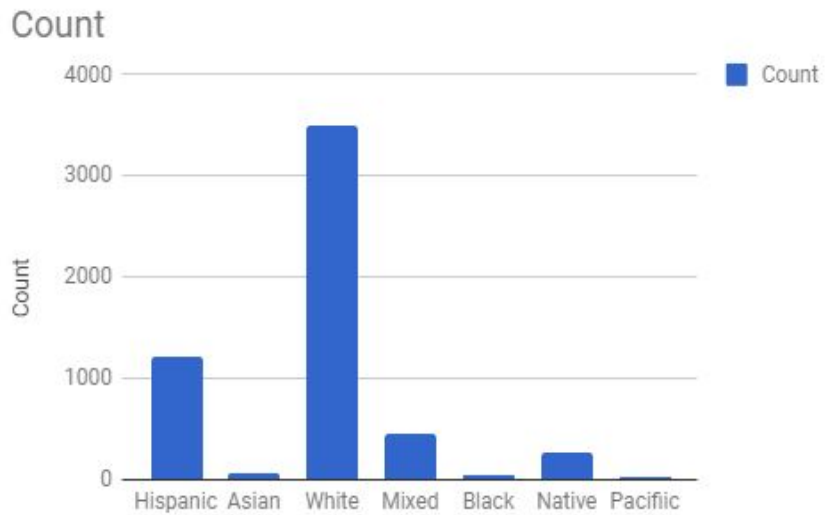
District #: 2097

Date: 2-15-18

The bolded are changes and/or additional information requested. If, as a district in a consortium, a question does not pertain to the district, just respond with NA. If there is no response to a question, it could result in a 'mark down'. Also included, you will find at the bottom of this document the Signature Page, Title III Assurances, and EL Plan Participants List. All of which are required to be submitted along with the EL Plan.

Section 1: District Demographics

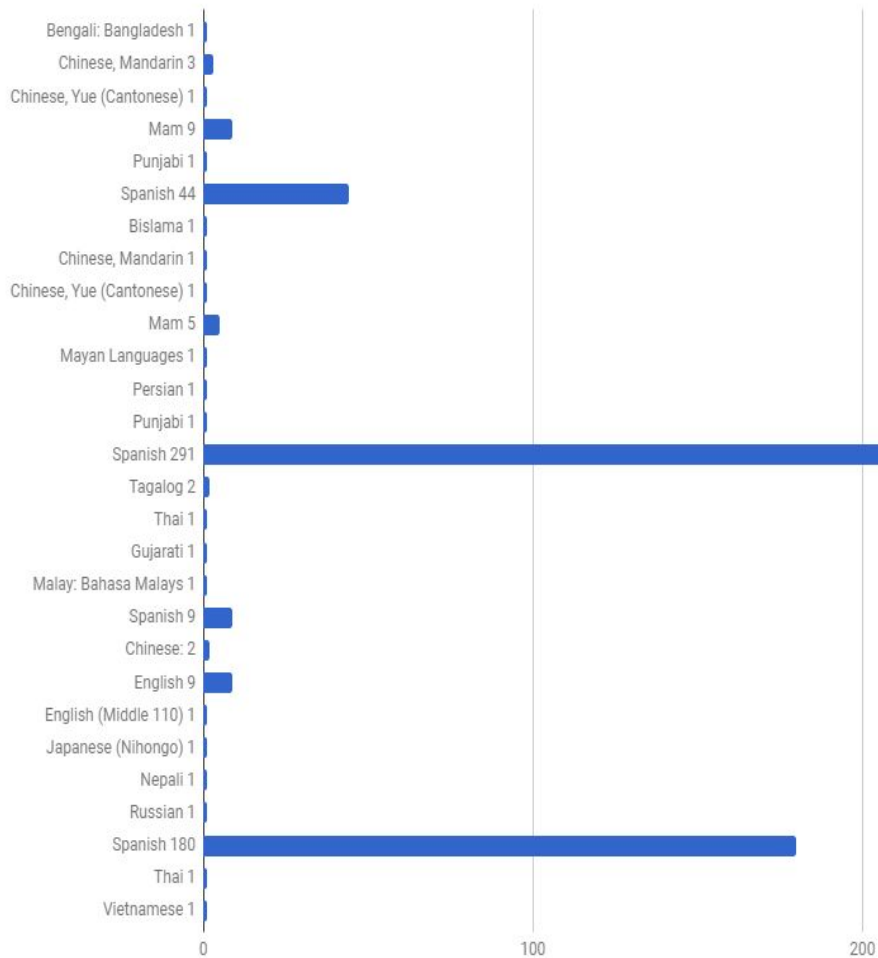
Question #															
1	<p>The size of the district, including number of schools.</p> <p>Lincoln County School District serves students from all areas in the county, which occupies a 55-mile strip of the central Oregon coast beginning at Cascade Head, south to Cape Perpetua. East-West distances averages about 20 miles from the Pacific Ocean to inland areas. The county's total area of about 1,000 square miles makes it comparable in size to Rhode Island. Lincoln County School District consists of 4 Public Charter Schools, 16 Regular Public Schools and 5,535 Students.</p>														
2	<p>The enrollment of the district, please include the data date (i.e., spring membership).</p> <p>As of 1/10/2018 there are 5,535 students in the district.</p>														
3	<p>The district's ethnic diversity (could be percent or number).</p> <div style="text-align: center;"> <p>Percent</p> <table border="1" style="margin: 10px auto;"> <caption>Ethnic Diversity Data</caption> <thead> <tr> <th>Ethnicity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>63.3%</td> </tr> <tr> <td>Hispanic</td> <td>22.0%</td> </tr> <tr> <td>Mixed</td> <td>8.2%</td> </tr> <tr> <td>Native</td> <td>4.6%</td> </tr> <tr> <td>Black</td> <td>0.6%</td> </tr> <tr> <td>Asian</td> <td>1.0%</td> </tr> </tbody> </table> </div>	Ethnicity	Percentage	White	63.3%	Hispanic	22.0%	Mixed	8.2%	Native	4.6%	Black	0.6%	Asian	1.0%
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Total Enrollment for district: 5, 535 students

4

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



Total : 572

5	<p>The number and percentage of EL students enrolled in district (could include number per school).</p> <p>The total number of EL students enrolled is 572, which equals 10.33% of the total enrollment of 5,535.</p> <div style="text-align: center;"> <p>Students</p> <p>A 3D pie chart titled 'Students' showing the distribution of EL students. The chart is divided into two segments: a small blue segment representing 'ELL' at 9.4% and a large green segment representing 'ALL' at 90.6%.</p> </div>								
6	<p>The number of ELSWDs (have an IEP) – provide this information by primary disability. Include number of ELs with a 504 Plan.</p> <table border="1" data-bbox="321 915 630 1178"> <thead> <tr> <th colspan="2">EL with 504</th> </tr> </thead> <tbody> <tr> <td>1B</td> <td>2</td> </tr> <tr> <td>5M</td> <td>3</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> <div style="text-align: center;"> <p>EL SpEd and Primary Disability - Total 70</p> <p>A bar chart titled 'EL SpEd and Primary Disability - Total 70'. The y-axis is labeled 'Count' and ranges from 0 to 40. The x-axis is labeled 'El SpEd and Primary Disability'. The chart shows five categories: Autism Spectrum (4), Communication (28), Emotional (1), Other Health (6), and Specific Learning (31).</p> </div>	EL with 504		1B	2	5M	3	Total	5
EL with 504									
1B	2								
5M	3								
Total	5								
7	<p>The number of ELs enrolled in the Talented and Gifted program.</p> <table border="1" data-bbox="321 1709 922 1850"> <thead> <tr> <th>ELs in Talented and Gifted</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>5M</td> <td>1</td> </tr> <tr> <td>Grand Total</td> <td>1</td> </tr> </tbody> </table>	ELs in Talented and Gifted	Count	5M	1	Grand Total	1		
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8	<p>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 (i.e., bilingual, two-way, etc.).</p> <p>Title I School-Wide Schools:</p> <ul style="list-style-type: none"> → Crestview Heights → Toledo Elementary → Siletz Valley (Charter) → Yaquina View → Sam Case → Oceanlake → Taft Elementary → Siletz Valley Early College Academy (Charter) <p>*LCSD has no alternative programs, CTE, or Other programs that are Title I schoolwide or Title I-A Targeted Assisted.</p>
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District progress for ELs (Districts can choose to put this information in a table)																	
9	<p>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).</p> <table border="1" data-bbox="334 999 1013 1299"> <thead> <tr> <th></th> <th>All ELL</th> <th>ELSWD</th> <th>5 or More Years</th> </tr> </thead> <tbody> <tr> <td>Count</td> <td>296</td> <td>34</td> <td>79</td> </tr> <tr> <td>Gain</td> <td>104</td> <td>6</td> <td>34</td> </tr> <tr> <td>Total</td> <td>35.14%</td> <td>17.65%</td> <td>43.04%</td> </tr> </tbody> </table>		All ELL	ELSWD	5 or More Years	Count	296	34	79	Gain	104	6	34	Total	35.14%	17.65%	43.04%
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11	<p>The number of students in monitoring year 1 status.</p> <p>LCSD has 58 students district-wide who are in Year 1 monitoring status.</p>																

12	The number of students in monitoring year 2 status. LCSD has 60 students district-wide who are in Year 2 monitoring status.																																																																																																																								
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16	The number of students who have re-entered the ELD program after exiting for proficiency. LCSD has 0 (no students) who have re-entered the ELD programs after exiting for proficiency.																																																																																																																								
17	<p>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).</p> <table border="1"> <thead> <tr> <th>16-17 ELA 17-18 EL students</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Total</th> <th>Met</th> <th>%</th> <th>Exc</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>SB ELA Per.</td> <td>16</td> <td>19</td> <td>8</td> <td>1</td> <td>44</td> <td>8</td> <td>5.9%</td> <td>1</td> <td>.7%</td> </tr> <tr> <td></td> <td>21</td> <td>12</td> <td>11</td> <td>1</td> <td>45</td> <td>11</td> <td>8.1%</td> <td>1</td> <td>.7%</td> </tr> <tr> <td></td> <td>5</td> <td>7</td> <td>9</td> <td>3</td> <td>24</td> <td>9</td> <td>6.7%</td> <td>3</td> <td>2.2%</td> </tr> <tr> <td></td> <td>5</td> <td>6</td> <td>8</td> <td>3</td> <td>22</td> <td>6</td> <td>4.4%</td> <td>3</td> <td>2.2%</td> </tr> <tr> <td>Total</td> <td>64</td> <td>50</td> <td>15</td> <td>7</td> <td>136</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>16-17 Math 17-18 EL students</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Total</th> <th>Met</th> <th>%</th> <th>Exc</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>SB Math Per.</td> <td>20</td> <td>19</td> <td>6</td> <td></td> <td>45</td> <td>6</td> <td>4.4</td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>26</td> <td>15</td> <td>4</td> <td></td> <td>45</td> <td>4</td> <td>2.9</td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>9</td> <td>13</td> <td>1</td> <td>2</td> <td>25</td> <td>1</td> <td>.7</td> <td>2</td> <td>1</td> </tr> <tr> <td></td> <td>9</td> <td>3</td> <td>4</td> <td>5</td> <td>21</td> <td>4</td> <td>2.9</td> <td>5</td> <td>4</td> </tr> <tr> <td>Total</td> <td>64</td> <td>50</td> <td>15</td> <td>7</td> <td>136</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	16-17 ELA 17-18 EL students	Year 1	Year 2	Year 3	Year 4	Total	Met	%	Exc	%	SB ELA Per.	16	19	8	1	44	8	5.9%	1	.7%		21	12	11	1	45	11	8.1%	1	.7%		5	7	9	3	24	9	6.7%	3	2.2%		5	6	8	3	22	6	4.4%	3	2.2%	Total	64	50	15	7	136					16-17 Math 17-18 EL students	Year 1	Year 2	Year 3	Year 4	Total	Met	%	Exc	%	SB Math Per.	20	19	6		45	6	4.4	0			26	15	4		45	4	2.9	0			9	13	1	2	25	1	.7	2	1		9	3	4	5	21	4	2.9	5	4	Total	64	50	15	7	136				
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18	<p>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.).</p> <table border="1"> <thead> <tr> <th>AMAO 2B inclusion</th> <th>Count of LEP Program Yrs</th> <th>Count of LEP Program Yrs 2</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>320</td> <td>79.01%</td> </tr> <tr> <td>0</td> <td>90</td> <td>28.13%</td> </tr> <tr> <td>1</td> <td>85</td> <td>26.56%</td> </tr> <tr> <td>2</td> <td>61</td> <td>19.06%</td> </tr> <tr> <td>3</td> <td>35</td> <td>10.94%</td> </tr> <tr> <td>4</td> <td>49</td> <td>15.31%</td> </tr> <tr> <td>(blank)</td> <td></td> <td>0.00%</td> </tr> <tr> <td>Y</td> <td>85</td> <td>20.99%</td> </tr> </tbody> </table>	AMAO 2B inclusion	Count of LEP Program Yrs	Count of LEP Program Yrs 2	N	320	79.01%	0	90	28.13%	1	85	26.56%	2	61	19.06%	3	35	10.94%	4	49	15.31%	(blank)		0.00%	Y	85	20.99%								
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19	<p>The number and percentage of the district ELs who have a waiver for ELD services.</p> <table border="1"> <tr> <td>Waiver</td> <td></td> </tr> <tr> <td>Count</td> <td>11</td> </tr> <tr> <td>Percentage</td> <td>2.93%</td> </tr> </table>	Waiver		Count	11	Percentage	2.93%																													
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Section 2: School District Information on Program Goals (OCR Step 1)

Question #	
20	Describe the district's educational approach(es) (ELD, Bilingual, etc.) for educating ELs. Include a description for each educational approach used within 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.

NHS	ESOL periods by language proficiency, ELL Language Arts period, Study Skills for core content support of current and monitored students, bilingual tutor for push-in support in content classes, Sheltered instruction with accommodations in content classes.
TAHS	ELD class periods; bilingual tutor coaching and translated instruction (students receive beginning lessons and assignment instructions, then work with bilingual tutor in external classroom [specifically for high school beginning, early intermediate, and intermediate learners])
YVE	ELD at Yaquina View uses various approaches. There are four co-teaching classrooms, and pull out groups. Sheltered Instruction is encouraged in general education classrooms.
SC	Small Pull-out groups by language proficiency, occasional push-in by bilingual tutor, sheltered instruction encouraged in gen ed classrooms.
NMS	ESOL periods by language proficiency, ESOL Study Hall for core content support of current and monitored students, bilingual tutor for push-in support in content classes, Sheltered instruction with accommodations in content classes.
OLE	ELD pull out by grade and proficiency level; Push in literacy (a.m.) support; Push in language support as needed by Language Specialist and Bilingual Tutor. Sheltered Instruction/individual support and accommodations encouraged in general education classrooms.
TAES	Small group pull-out by grade level; Bilingual Instructional Assistant for push-in academic instruction and behavioral support (i.e., morning circle; Math and ELA instruction; one-on-one with ELD students to aide with behavior support, support general students in grade-bands 3rd thru 6th, and deliver AVID instruction to 6th grade ELD students along with their general education peers.).
ToES	Small pull-out groups by proficiency level
Crestview Heights	Small pull-out groups by proficiency level
Siletz Valley School	Small pull-out groups by proficiency level
Siletz Valley Early College Academy	One student/One-on-One

21	<p>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)</p> <p>The Lincoln County School District utilizes Sheltered Instruction Observation Protocol (SIOP) for second language acquisition. The SIOP model allows English learners to acquire content knowledge and language...</p> <p>Collier, V.P., & Thomas, W.P. (1999). Making U.S. schools effective for English language learners, Parts 1-3. TESOL Matters, 9(4, 5, 6), 1, 6.</p> <p>Cummins, J., & Swain, M. (1986). <i>Bilingualism in education: aspects of theory, research and practice</i>. London: Longman.</p> <p>Echevarría, J., & Graves, A. W. (2011). <i>Sheltered content instruction: teaching English learners with diverse abilities</i>. Boston: Pearson.</p> <p>Honigsfeld, A., & Dove, M. G. (2015). <i>Collaboration and Co-Teaching for English Learners: a Leaders Guide</i>. Thousand Oaks, CA: Corwin.</p> <p>Krashen, S. D.(2003). <i>Explorations in Language Acquisition and Use</i>. Portsmouth, NH: Heinemann.</p> <p>Ovando, C.J., Combs, M.C., & Collier, V.P. (2006). <i>Bilingual and ELD Classrooms: Teaching in Multicultural Contexts</i>(4th ed.).</p> <p>Villa, R. A., Nevin, A., & Thousand, J. S. (2013). <i>A guide to co-teaching: new lessons and strategies to facilitate student learning</i>. Thousand Oaks, CA: Corwin.</p> <p>Vygotskij, L. S. (1969). <i>Thought and language</i>. Cambridge, MA: The M.I.T. Pr.</p>
22	<p>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).</p> <p>90% of English Learners with 92% or better attendance will demonstrate growth in English Language proficiency by the end of the school year. Growth measures may include ELPA21 domain scores, Woodcock Muñoz "W" scale score, and /or curriculum progress monitoring.</p>
23	<p>Describe the district’s educational goal for core content knowledge. Please break this down into elementary and secondary SMART goals specific to ELs enrolled in the district.</p> <p>Elementary: 90% of English Learners with 92% or better attendance will demonstrate growth in core content knowledge by the end of the school year. Growth measures may include ELPA21 domain scores, teacher made formative and summative assessments, Woodcock Muñoz "W" scale score, and /or curriculum progress monitoring.</p>

	<p>Secondary: 90% of EL students with 92% or better attendance rate will be able to demonstrate understanding of content standards by passing 70% of content classes by the end of semesters.</p>
24	<p>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.</p> <p>Elementary: NG Connect Unit Assessments, ELPA 21, ADEPT , STAR, Woodcock-Muñoz</p> <p>Secondary: ELPA21, NG Connect gains test, STAR, and Woodcock-Muñoz, Smarter Balance, ACT, Formative assessments within content areas.</p>
25	<p>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.</p> <p>The district will measure the effectiveness of program goals based on district graduation rates, (AYP), and district/building progress monitoring data such as content-based formative assessments, standards-based assessments, and district-supported assessments.</p>
26	<p>Describe the frequency the district will progress monitor the established goals.</p> <p>ELPA once per year, STAR data twice per year, NG Connect gains twice per year, Formal teacher feedback twice per year, with informal check-ins during monthly professional development.</p>
27	<p>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.</p> <p>The achievement of EL students is monitored at all grade levels throughout the year with various data points (STAR, DIBELS, Fountas and Pinnell, formative assessments, etc.) just as it is for non-EL students. Based on annual achievement data, the District team monitors ELs’ progress across all schools. Each individual school reviews their achievement data and addresses any gaps just as with non-EL students. Building-level data teams review formative assessment data of all students on a regular basis and set targeted goals to improve student achievement. District Educational Goals for ELS set a trajectory towards closing the achievement gap and preparing ELs to meet College and Career Readiness Standards.</p> <p>The District is intentional in its ELD program planning and daily implementation of curriculum and instruction. The District strives to ensure that:</p> <ul style="list-style-type: none"> • All ELs have explicit English Language Instruction • All ELs have access to core curriculum • All ELs have access to special and extra-curricular programs
28	<p>Describe how these goals will prepare ELs to meet the district goals for its overall educational program, graduation, and the college/career ready standards.</p> <p>These goals ensure that ELs have an academic learning experience that meets the district goals for graduation and college/career readiness.</p>

	Provision of EL supports in the classroom to provide equitable instruction ensures that all graduate college and career ready.
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Section 3: Identification of Potential English Learners (OCR steps 2 and 3)

Question #	
29	<p>Describe the district’s procedure which includes a step to administer the Language Use Survey to all students. Include the school year the district will begin using the state-approved Language Use Survey.</p> <p>Elementary - all new students fill out a Home Language Survey (HLS). Based on the HLS students are given the Woodcock-Muñoz assessment. If the student is a 4 or above they do not qualify, a 3.5 or below qualifies the student for ELD services. The school follows the state and districts guidelines of 10 days from the time the student enters the school for testing and notification is sent. 30 days are allowed at the beginning of the school. Potential EL's are part of the ELD program until such a time as a decision (within the first year) can be made as to whether they will be considered for ELD.</p> <p>*when online registration is used a paper HLS must be completed for all students new to the district in order to facilitate EL identification and HLS inclusion in permanent folders.</p> <p>Secondary - All new students fill out a HLS online at the beginning of the year registration, or on paper, if online registration is closed.. If the student indicates that another language is spoken at home, further investigation occurs. If students are within LBLES, and have records on SIS, indicating that they were in an ELD program, they are placed in a ELD class period. If the student is from outside of the district, the EL educator and school records keeper use students’ files and calls to their last school to determine if students have received services in past schools. If no records are found, and answer on HLS is marked as speaking another language at home, students are assessed using WMLS. Students enter ELD program if ones’ scores are below a 4.</p> <p>The district piloted the state-approved Language Use Survey during the 2017-18 school year and will fully implement its usage during the 2018-19 school year.</p>
30	<p>Describe the district’s procedure to include a timeline for each step or the identification process and the name/title of the person responsible for each step.</p> <p>As part of the registration process for the Lincoln County School District ALL families are asked to complete a brief Home Language Survey. We have Spanish bilingual assistance available for the parent or guardian completing these forms. HLS and Registration forms are also provided in Spanish. If a guardian indicates that a language other than English is spoken in the home the HLS is copied by the secretary. The original is filed in the student’s cumulative file. The copy is forwarded to the ELD teacher or point person in the building. At the beginning of the school year ELD students are identified within 30 days of the first day of school. After that time new students are identified within 10 school days of their registration date.</p>

	Steps and Forms	Type of Student	Staff Responsible	Timeline
	1. District Registration Form – includes Home Language Survey	All students	Building Secretary, Records Clerk	Immediately upon initial registration – included in all new to the district and Kindergarten registration packets
	2. ELD Eligibility Statement	Any student who indicates any language other than English on the HLS	Designated Building ELD staff member	Immediately following initial registration
	3. Complete ELD Eligibility Assessments	Any student who indicates any language other than English on the HLS	Designated Building ELD staff member or District ELD TOSA	Beginning of the school year – within 30 days of first day of school Remainder of the school year – within 2 weeks following initial registration
	4. ELD Eligibility Statement -Original filed in Permanent file -Copies to teachers and counselors	Any student who indicates any language other than English on the HLS	Designated Building ELD staff member	Elementary – no later than 2 days after eligibility decision MS/HS immediately to inform class course schedule
	5. ELD Notification Letter to Parents - Copy sent/mailed home to parents - Copy filed in Permanent file	All students who qualify and are eligible for ELD services	Designated Building ELD staff member	Beginning of the school year – within 30 days of first day of school Remainder of the school year – within 2 weeks following initial registration
31	<p>Describe the district’s procedure to include a process to identify Native American students who may be ELs.</p> <p>The LCSD Home Language Survey will be included in the enrollment process for all new students. Teacher and Parent referrals will be considered based on ESOL PHLOTE procedures. Native American students are identified through the enrollment and registration process. The district has a Title VII Indian Education coordinator. Native American students are identified</p>			

	<p>as ELs through the Home Language Survey completed by new students at registration. Services will be provided in collaboration with ELD, Title I and Title VII staff as appropriate.</p>
32	<p>Describe the district’s procedure for identifying potential ELs with a disability (i.e., interpreter, special education, refugee, etc.).</p> <p>Students with disabilities who are potential ELs are monitored and provided support and services from the ELD department for one school year. Through constant communication with the Special Education teacher, determination is made whether an ELD identification would serve the student more effectively. If determined to be beneficial, the district will follow the same qualification process that non-disabled students have.</p> <p>RTI; communication with parents; referral from Special Educators</p>
33	<p>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.</p> <p>Woodcock Muñoz Language Survey II is used for identifying ELs. WMLS assessments clusters are: Reading, Writing, Speaking and Listening. The tests include: analogies, oral comprehension, picture vocabulary, Oral language expression, letter-word identification, passage comprehension, and dictation. The state approved score of 3.5 or below qualifies for ELD, a score of 4 or above does not qualify for ELD as this score is based on the Broad English Total Ability.</p> <p>Beginning in 2018-19 school year the WMLS III, which has an additional test written language expression, will be piloted as a supplemental measure, but the district will comply with the state’s implementation of use of the ELPA21 Screener as the main identification assessment. It is the district’s intention to use state approved fluency scores at each grade level.</p>
34	<p>Describe the district’s plan for having students assessed by a trained assessor.</p> <p>Specialists and Bilingual Tutors are trained each year in the Woodcock-Muñoz assessment, used for identification of ELD students. Specialists and Bilingual Tutors are also trained each year to administer the ELPA21.</p>
35	<p>Describe the district’s plan to include the procedures for collecting the assessment data, and sharing the results with teachers.</p> <p>Interpreting the WMLS-R Nu requires a higher degree of knowledge and experience than simply administering and scoring the test. Only trained and knowledgeable staff that is sensitive to the conditions that may compromise, or even invalidate, standardized test results will make interpretations and decisions regarding student eligibility for ELD services.</p> <ul style="list-style-type: none"> -Building ELD staff administers, score and enter WMLS-R Nu results into the district-wide Student Information System (SIS). ELD staff flags students as a qualified EL student in SIS. -ELD teachers distribute assessment results to building principal, classroom teachers, and other building staff as needed. -ELD teachers provide staff with information regarding interpretation of test results and implications for instruction. Information regarding appropriate strategies and modifications are provided to individual teachers and through staff development opportunities.

36	<p>Describe the district’s plan to include a description of where and how the assessment data will be stored.</p> <p>Each EL student will have a color coded (green) EL folder within their cumulative record file. This folder will contain:</p> <ul style="list-style-type: none"> - Completed Home Language Survey - WMLS-R Nu – actual test and attached report - Parent Notification Letter - Most current language proficiency and state test results - Declining services form if applicable - ELD progress reports - Exiting and monitoring forms WMLS-R Nu scores are also entered into the district student information system.
37	<p>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</p> <p>After all beginning of the year screening assessments (Woodcock Munoz) are complete, the district Federal Programs Coordinator and district Test Coordinator send parent notification letters for eligibility to receive services from a letter template in English and Spanish.</p> <p>If families arrive after the first 30 days of school, it is the building ELD specialists who send parent notification letters. The notification letter must be sent within the first 10 days of initial enrollment/assessment.</p>
38	<p>Include the process for ensuring parent notification letters are provided in a language parents can understand.</p> <p>Lincoln County School District has a form that is used in English and Spanish; the majority of students speak those languages. When sending the form in a language other than English or Spanish, we use Transact forms to provide the information in a language parents can understand.</p>
39	<p>Describe where the original language use survey, identification screener results, and original parent identification communication will be stored.</p> <p>A copy of the Home Language Survey, screener report, and parent identification communication letters are stored in green ELD folders in the student’s permanent file, located in the registrar’s office of each school.</p>

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

Question #	
40	<p>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.).</p>

School	Grade	ELD Teacher count	Bilingual Tutor Count	Support
Yaquina View	K-2	1	3	Two models of instruction pull out and co teaching with regular classroom teachers. Newcomers (depending on needs) receive additional support.
Crestview Heights	K-6	0.25	0	ELD pullout groups based on proficiency levels
Toledo Elementary	K-6	0	0	ELD pullout groups based on proficiency levels served by Title I staff (only 4 students)
Sam Case	3-5	1	2	ELD pullout groups based on proficiency levels, some pushin support in regular ed classrooms as needed
Ocean-Lake	K-2	1	1	ELD pull out in ELD classroom by grade level; groupings by proficiency level (ELD teacher and bilingual tutor). Additional push in classroom support provided based on need.
Taft Elementary	3-5	1	1	ELD pull out in ELD classroom by grade level; groupings by proficiency level (ELD teacher and bilingual tutor). Push in classroom support schedule develop specific to ELD students.
Taft HS	7-1 2	1	1	ELD class period (groupings by grade in MS, and by proficiency level in HS); language support for beginner and early intermediate speakers, specifically with bilingual tutor; recent arrivers whose home language is Spanish work exclusively with the bilingual tutor
Newport HS	7-1 2	1	1	ELD class period, Study Skill class period for those students that need it and the bilingual tutor pushes in to core classes to support Newcomers and others that need support.
41	<p>Describe the methods and services the district will use to teach English language. Break this out by each different English language program.</p> <p>Elementary: NG Connect (Reach) curriculum is used for K, 1, 2 pull-out groups for 30 minutes daily.</p> <p>Secondary: NG Inside curriculum is used for grades 6, 7, and 8 during 50 minute class periods. NG Edge curriculum is used for grades 9 - 12. (HS) during 50 minute class periods;</p>			

	<p>-NG Edge Fundamentals is used for some beginners and early intermediate high school students.</p> <p>-NG Inside the U.S.A. is used at the high school level for recent arrivers and some beginners.</p> <p>-All grade levels use whole and small group instruction, focused language lessons, and strategy lessons, using appropriate grade-level NG curriculum.</p> <p>During Teacher Access days on Wednesday afternoons additional support is provided for struggling learners. Accommodation ideas and suggestions are shared between ELD specialist and classroom teachers.</p>
42	<p>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.).</p> <p>Lincoln County School District Equal Educational Opportunity Policy follows: Every student of the district will be given equal educational opportunities regardless of age, race, religion, color, national origin, disability or marital status. Further, no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district. The district will treat its students without discrimination on the basis of sex as this pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.</p> <p>Elementary Core Instruction – Sheltered content instruction uses the district adopted curriculum along with modified and supplemental materials for specific subject areas. These resources are used by SIOP/GLAD trained teachers to teach ELL students content knowledge while assisting in the development of academic English.</p> <p>Elementary Special Programs – All elementary students participate in music, PE, library and character development and digital citizenship. Technology services and instruction are provided in all buildings. Students may also elect to participate in 21st Century after school programs in each area.</p> <p>Secondary Core Instruction – Secondary students are supported in core content classes by bilingual tutors. ELD teachers consult and support general ed teachers with strategies to assist ELs in developing academic vocabulary.</p> <p>Secondary Special Programs – all ELL students have access to PE and band. Other electives are available based on scheduling.</p>
43	<p>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.</p> <p>Most elementary classroom teachers have participated in SIOP training. Middle and High school teachers have been trained in AVID, which is being implemented district-wide. One teacher, at this point, has been through the AVID for English Learners training. All ELD Specialists and some classroom teachers have been trained in Thinking Maps. We have a certified trainer in the district.</p>

	<p>Within the next school year, all ELD Specialists will be trained in Thinking Maps for English Learners (Paths).</p> <p>The district encourages teachers to get ELD endorsements and has established a reimbursement program with the teachers' Association to help cover the costs of additional coursework.</p> <p>The district measures the effectiveness of the professional development by comparing AYP, district graduation rates, Smarter Balance data, SAT and ACT scores, IB diplomas/those taking individual IB classes (not going for the diploma), and principal walk-throughs and observations. The focus of these observations will be on whether growth is apparent and measurable. Principals will be looking to see that implementation, with fidelity, of the professional development teachers have been provided is present.</p>						
44	<p>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.</p> <p>ELD Program services are provided based on each student's English language proficiency level. This is determined by the student's proficiency level on the ELPA proficiency scores and on Woodcock-Muñoz language survey and progress monitoring throughout the year.</p> <ul style="list-style-type: none"> - Placement is based on ELPA and Woodcock-Munoz assessment scores. - ELP standards are used to identify areas of focus for instruction. Teacher recommendations and educational background are also considered. - Students continue in the ELD program until they achieve the English language skills needed to meet exit criteria. - Effectiveness of instruction will be determined through ongoing progress monitoring, formative assessments, district assessments, and teacher-provided data. 						
45	<p>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. <u>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.</u></p> <p>Individual assessment is done for every student. Based on each student's IEP, services are provided using a push-in model for daily sheltered instruction.</p> <table border="1" data-bbox="337 1535 1450 1944"> <tr> <td data-bbox="337 1535 764 1707">ELSWD – with significant cognitive disabilities</td> <td data-bbox="764 1535 1450 1707">We push in with the model and we use the IEP to determine each student's individual needs. The student still takes the ELPA21, and instruction is based on the student's needs and ELPA21 scores.</td> </tr> <tr> <td data-bbox="337 1707 764 1879">ELSWD – emotional disability</td> <td data-bbox="764 1707 1450 1879">We push in with the model and we follow the IEP to determine each student's individual needs. The student still takes the ELPA21, and instruction is based on the student's needs and ELPA21 scores.</td> </tr> <tr> <td data-bbox="337 1879 764 1944">ELSWD – behavioral disability</td> <td data-bbox="764 1879 1450 1944">We push in with the model and we follow the IEP to</td> </tr> </table>	ELSWD – with significant cognitive disabilities	We push in with the model and we use the IEP to determine each student's individual needs. The student still takes the ELPA21, and instruction is based on the student's needs and ELPA21 scores.	ELSWD – emotional disability	We push in with the model and we follow the IEP to determine each student's individual needs. The student still takes the ELPA21, and instruction is based on the student's needs and ELPA21 scores.	ELSWD – behavioral disability	We push in with the model and we follow the IEP to
ELSWD – with significant cognitive disabilities	We push in with the model and we use the IEP to determine each student's individual needs. The student still takes the ELPA21, and instruction is based on the student's needs and ELPA21 scores.						
ELSWD – emotional disability	We push in with the model and we follow the IEP to determine each student's individual needs. The student still takes the ELPA21, and instruction is based on the student's needs and ELPA21 scores.						
ELSWD – behavioral disability	We push in with the model and we follow the IEP to						

		determine each student's individual needs. The student still takes the ELPA21, and instruction is based on the student's needs and ELPA21 scores.
	ELSWD – deaf/hard of hearing	We provide a sign language interpreter if needed. Then, we push in with the model and we follow the IEP to determine each student's individual needs. The student still takes the ELPA21, and instruction is based on the student's needs and ELPA21 scores.
	ELSWD – blind/vision impaired	We provide the braille version of the ELPA21 and technology for low-vision students. If needed, audio versions of texts are provided to support core curricular needs. Additionally, we push in with the model and we follow the IEP to determine each student's individual needs.
	Recent Arriver/SIFE	We start with the assessment and follow the timeline to determine the student's needs. We provide one-on-one scaffolded support, additional study time, and interpretive services in an effort to ensure that core academic needs are met as closely as possible and we follow the IEP to determine each student's individual needs. The student still takes the ELPA21, and instruction is based on the student's needs and ELPA21 scores.

Section 5: Staffing and Resources (OCR section 5)

Question #					
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	Certified ELD	Classified Bilingual Tutor	Classified Title 1 Tutor	Program
	Sam Case	1	2		ELD pullout groups
	Newport MS	1	1		ELD Class period
	Toledo Elementary	0	0	1	ELD pullout groups
	Taft HS	1	1		ELD class period

	Oceanlake Elementary	1	1		ELD pull out in ELD classroom by grade level
	Yaquina View Elementary	1	3		instruction pull out
	Newport HS	1	1		ELD class period
	Crestview Elementary	.25			ELD pullout groups ; Sheltered Instruction in classroom
	Siletz Valley Schools			2	ELD pullout groups
	Siletz Valley Early Academy				Sheltered Instruction in each academic class period
47	<p>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.</p> <p>Every effort is made to recruit and retain ELD endorsed teachers both for pullout programs and for general classrooms. Teacher student ratios are determined by the principal in conjunction with the district for each building. Every ELD assistant is bilingual and highly qualified, meaning that each assistant holds an Associate's degree or has passed the appropriate district required academic assessments.</p>				
48	<p>Describe what methods and criteria the district will use to determine the qualifications of instructional staff assigned to the language development program.</p> <p>Procedures are in place to ensure highly qualified staff are hired for certified and classified ELD positions.</p> <ul style="list-style-type: none"> ● All certified ELD staff are expected to meet the guidelines for being a highly qualified teacher including holding ESOL endorsement. Licensure and endorsements are verified by Human resources department ● Classified staff must meet Title I highly qualified criteria. Currently all classified staff in the ELD program are bilingual. This is verified by Human Resources. ● Annual recruitment of certified staff includes attending job fairs and posting all jobs on the district website. Job descriptions and requirements are listed in detail regarding each employment opportunity. ● During the initial screening and hiring procedures of all certified positions, HR and administrators give careful consideration to potential candidates with the following skills: <ul style="list-style-type: none"> ○ ESOL and/or Bilingual Endorsements, ○ Bilingual skills 				

	<ul style="list-style-type: none"> ○ GLAD, SIOP trained ○ Experience with other world cultures
49	<p>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.</p> <p>In hiring temporary certified staff the district would strive to ensure proper certification and endorsements. If it was absolutely necessary to hire a teacher without ESOL endorsement we would ensure that they worked under the umbrella of an ESOL endorsed teacher. Title II funds are always set aside to assist teachers in becoming highly qualified and obtaining the proper endorsements. Teachers are recruited at job fairs, through public postings of job descriptions, and internal promotion of highly qualified staff.</p> <p>Training takes place during Summer Institute, monthly meetings, biweekly PLCs, and one-on-one support on an as-needed basis. The district supports reimbursement for teachers who take academic programs that charge tuition.</p>
50	<p>Describe the district’s selected core ELP instructional materials and supplies available for the district’s language development program.</p> <p>The Lincoln County School District adopted and utilizes National Geographic for language development (Reach: grades K-6, Inside: grades 6-8 , Edge: grade 9-12).</p> <p>Buildings provide any supplies needed by their ELD programs, as is done for all other programs.</p>
51	<p>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.</p> <p>The Oregon State Department of Education reviews curriculum materials periodically. Individual districts are then responsible to choose materials based on adopted materials and programs. LCSD will review materials in conjunction with the State of Oregon's adoption cycle.</p>
52	<p>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.</p> <p>LCSD administrators are creating a contingency plan to serve ELs in places where there are low numbers. ELD materials will be provided to ALL buildings. If services are delivered by non-ESOL certified teachers (i.e. Title teachers) they will still be under the direction of an ESOL certified staff member in the building. In those buildings with low numbers we are providing SIOP training for classroom teachers who will have EL’s in their classrooms. If additional materials are needed, Title III funds will be set aside to purchase them.</p>

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

Question #	
53	<p>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.</p> <p>An EL is proficient when they score 'proficient' on the ELPA21 and demonstrate at least grade level progress in all areas.</p>
54	<p>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.</p> <p>The ELD teacher gathers data demonstrating the student’s advance level of proficiency in English from multiple sources across the domains over the course of the school year. The minimum requirements for data include:</p> <ul style="list-style-type: none"> ● ELPA – all scores available for all years including subtest ● Writing samples –at least two writing samples gathered throughout the school year demonstrating different forms and functions. If the student is in Kindergarten or first grade writing samples are compared to English speaking peers. ● Reading – multiple data points might include OAKS/SBAC, STAR data, Fountas and Pinnell reading levels, DRA, and/or fluency measures. ● Listening and Speaking samples – at least one formal speaking assessment as per LCSD guidelines for all students ● Classroom teacher evaluation of student’s language proficiency which indicates by year end that the student has demonstrated that s/he can benefit from instruction in the regular education program without additional support. Teacher Survey is located in the appendix. ● Additional evidence may be included – classroom observations, checklists, anecdotal records or other linguistics assessments ● Documentation of parent participation in the process described in steps 3 and 4 below <p>Step 2: The ELD teacher notifies parents of a meeting with the school team to consider the Students promotion (exit from ELS program). The team members include the ELD teacher, general education teacher, building principal, ELD TOSA, parent and SpEd teacher if the student is in special education.</p> <p>Step 3: If the parents are unable to attend, their input about promotion is documented. A mandatory phone call to communicate and determine parent input is documented prior to the meeting. If parents cannot attend the meeting or so give input that is documented,</p> <p>Step 4: The team decides whether the student should be promoted (parents do not have to agree) and the ELD teacher documents the decision on the exit form and redesignates the student as non-ELL and enters into monitoring. If the team does not agree the student remains in the ELD program.</p> <p>Step 5: All evidence which supports the team’s decision is placed in the ELD file in the student’s permanent file.</p> <p>Step 6: The ELD teacher notifies parents by sending the ELD Exit Parent Notification letter in the appropriate available language and English (front to back) and the student enters monitoring status. A copy of the notification letter is placed in the student permanent file.</p>
55	Describe the staff responsible and their role in the exiting process.

	<ul style="list-style-type: none"> ● The ELD teacher and building principal are responsible for exiting EL students. ● The ELD teacher will provide building principal with ELPA data annually. ● Classroom teachers, Special ed teachers (if appropriate) and parents are part of the ELD Program exit process. They will provide additional data to the team as needed, in a timely manner. ● The District Data Coordinator will complete the necessary reporting to ODE.
56	<p>Describe how and where the documentation of the district’s exiting procedures will be maintained, and who is responsible for maintaining the documentation.</p> <p>All documentation will be maintained in the green ELD folder in the student’s permanent file. Building ELD teachers are responsible for maintaining all files, District Title III TOSA and Title III administrator provide oversight.</p>
57	<p>Describe how parents are included in exiting decisions, and how the district communicates with parents that their student has obtained English proficient or not.</p> <p>Parents are part of the meeting that is held for each student who we deem proficient and ready to exit. Parents, along with principal, teacher(s), special education (if appropriate), ELD teacher, and at times, ELD TOSA consider all necessary information to ensure English proficiency or not. Parents, along with above individuals, all sign off on an Exit form stating our agreement with the decision made to exit or retain in the program. In the event that a parent is unable to attend meeting (we provide multiple opportunities) and other communication attempts have failed, we sent the paperwork home and ask that it be returned with a signature stating approval of decision.</p>
58	<p>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).</p> <p>The ELD teacher in each building is responsible for the monitoring documentation for any ELs. The ELD Monitoring Checklist will be completed at least twice a year (January and June) and placed in the student’s ELD folder within the permanent file. Data for the checklist is collected from all appropriate general education/special education teachers. Student academic and assessment data is reviewed.</p>
59	<p>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.</p> <p>Step 1: A designated ELD teacher monitors a student’s performance in general ed classes for four calendar years after the student was exited from the ELD program. Student academic performance is recorded on the Monitoring form at least twice a year.</p> <p>Step 2. If at any time, there are concerns that a monitored student is not performing academically in the mainstream classroom due to a lack of language proficiency the ELD teacher gathers the necessary information to determine a course of action. The ELD teacher</p>

	<p>should collect a work sample in reading, writing, speaking, and listening that demonstrate that concerns about the student’s academic performance are related specifically to their lack of English proficiency.</p> <p>Step 3. If evidence supports that the student should be re-entered into the ELD program, the ELD teacher notifies parents of a meeting with the school team to consider student’s re-entry into the school ELD program. Team members include the ELD teacher, a classroom teacher, building principal, parent, and if the student is in Special Education, the Special Education teacher or case manager.</p> <p>Step 4. If parents are unable to attend the meeting, their input about re-entry into the ELD program is documented and considered at the meeting. If the parents have not provided their input and do not attend the meeting, school staff should document those facts. Step 5. The team decides whether the student should be re-entered into the ELD program and the ELD teacher documents the recommendation to re-enter the student. If the team does not agree, then the student will not be re-entered into the ELD program.</p> <p>Step 6. The portfolio of evidence, which supports the team’s decision, is placed in the Student permanent file.</p> <p>Step 7. The ELD teacher notifies parents of the Re-entry by sending a notification letter in the appropriate language and English (front to back), and the student is placed back in program. A copy of the notification letter shall be placed in the Student permanent file. Designated building ELD teacher will update the LEP reclassification date and set appropriate program flags.</p>
60	<p>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.</p> <p>All elementary schools are school wide Title I schools and any student is eligible for extra academic support in reading and math. Each school has a data team/SST process that they use to track students’ progress and determine appropriate interventions. Middle and High Schools also have data team/SST processes that they follow to determine if additional interventions are needed.</p>
61	<p>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.</p> <p>Building ELD teachers consult twice a year (January and June) with general ed teachers to determine if EL students with waivers are making appropriate progress in core classes. At these times ALL parents are notified of their student’s progress. If a student with a waiver is not making appropriate progress a meeting with parents and school staff will be held to determine if additional ELD support is warranted.</p>
62	<p>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,</p>

	<p>when the student has completed monitoring, and when the student needs additional academic support to be successful during monitoring.</p> <p>Student academic performance is recorded on the Monitoring form at least twice a year. If at any time, there are concerns that a monitored student is not performing academically in the mainstream classroom, the ELD teacher gathers the necessary information to determine a course of action.</p> <p>If evidence supports that the student should be re-entered into the ELD program, the ELD teacher notifies parents of a meeting with the school team to consider student’s re-entry into the school ELD program. Team members include the ELD teacher, a classroom teacher, building principal, parent, and if the student is in Special Education, the Special Education teacher or case manager.</p> <p>The portfolio of evidence, which supports the team’s decision, is placed in the Student permanent file. The ELD teacher notifies parents of the Re-entry by sending a notification letter in the appropriate language and English (front to back), and the student is placed back in program. A copy of the notification letter shall be placed in the Student permanent file. Designated building ELD teacher will update the LEP reclassification date and set appropriate program flags.</p>
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Section 7: Equal Access to Other School District Programs (OCR step 7)

Question #	
63	<p>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.</p> <p>SPECIAL EDUCATION Students are neither identified for nor excluded from special education services based on language proficiency. When referred for Special Education consideration an instructional team considers each EL academic progress. The team considers both academic progress/performance and English language proficiency/growth in making any Special Education determination. If it is determined that language is NOT the issue, procedures for referring EL students for special education service mirrors the SAME procedures used to referring all students.</p> <ul style="list-style-type: none"> ● Classroom teacher informs parents of concerns ● Concerns are addressed with SST team who make recommendations for interventions ● Interventions are implemented for designated time; if successful interventions are continued ● If interventions are not successful SST modifies them; if modification is successful interventions are continued ● If modifications are not successful the referral process is begun; SpEd, ELD and classroom teachers gather data and complete testing; ESD provides testing in student’s native language ● Based on assessment results eligibility is considered An ELD teacher assigned to the child’s school must be a part of the meetings and decision in regard to the special education referral of EL students. <p>The family of ELs is included in this process to provide information about the student’s language, educational, and health background as well as their observations and family history as deemed necessary by the instructional team. The district has a variety of tools to assist in</p>

	deciding whether special education referral is appropriate for specific EL students and to use in the special education evaluation if necessary.
64	<p>Describe how ELD teachers are included in the IEP process during pre-referral and IEP team meetings for ELSWD.</p> <p>SpEd, ELD and classroom teachers gather data and complete testing; ESD provides testing in student’s native language</p> <p>Based on assessment results eligibility is considered An ELD teacher assigned to the child’s school must be a part of all meetings and decision in regard to the special education referral of EL students.</p>
65	<p>Describe the process for determining the best ELD educational program is selected for each ELSWD.</p> <p>The best program is chosen based on each student’s particular needs. Special Ed and ELD teachers, along with the parent meet at the beginning of the year, during parent conferences, to review the student’s progress and determine if changes need to be made.</p> <p>The SpEd teacher and the ELD specialist meet often to discuss growth and data on the student to determine whether changes need to be made or if they need to continue with the current procedures.</p>
66	<p>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.</p> <p>With the assistance of an interpreter provided through ESD, information is provided in a language the parent can understand and documents are procured from the ESD and printed for parents in the appropriate language. The interpreter will read through the documents and ask the parent if they have questions or need clarification.</p>
67	<p>Describe the district’s procedures for identifying ELs as Talented and Gifted. Include the steps, assessments, timeline, and person(s) responsible.</p> <p>Procedures have been established to ensure that the linguistic and cultural needs of EL students are taken into consideration when a referral for TAG services is made. Areas considered for student qualification for the LCSD TAG program include:</p> <ul style="list-style-type: none"> ● Intellectual Ability ● Academic Talent in Reading ● Academic Talent in Math • Potential to Perform <p>Criteria for identification: Scores at or above 97th percentile on an intellectual ability test (Otis-Lennon) Total scores in reading and/or mathematics at or above 97th percentile on the Oregon State Tests, and/or another nationally standardized achievement test</p> <ul style="list-style-type: none"> ● Behavioral information from teachers and parents ● Demonstrated potential to perform at the 97th percentile Students are referred through: <ul style="list-style-type: none"> ○ Staff members ○ Parents ○ Self-Referrals

	<p>Test Scores Identification Decisions: TAG teams meet regularly to review data on students who have been referred. Students must meet state and district criteria to be identified. Parents may appeal identification results by contacting the principal and the program coordinator about the decision. Some students do not meet the criteria, but the team determines that the student would still benefit from extensions. These students are seen as Able Learners.</p> <p>Students who do not qualify one year may qualify at a later grade level</p> <p>EL Student Participation: LCSD ELD staff members are working with the TAG facilitators to identify additional appropriate measures to help increase EL student participation in the program.</p>
68	<p>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.</p> <p>Methods, services and resources the district will use to ensure ELs can meaningfully participate in core instruction and special programs has been articulated in detail in Section IV, Program of Service for ELs. At the elementary level, all students have access to core content instruction based on protocols used to determine academic priorities for instructional services. All elementary students receive special classes on a weekly basis. Each elementary school’s master schedule of instruction ensures that students have equal access to instructional programs.</p> <p>At the secondary level, it is the joint responsibility of the building ELD Teachers, school level counselors and building administration to ensure that students have access to core content instruction based on protocols used to determine academic priorities for instructional services. All secondary students receive at minimum one elective class period. Each secondary school’s master schedule of instruction ensures that students have equal access to instructional programs. Audits of master schedules are completed annually by district level administration. Random audits and checks are conducted annually by the Title III administrator regarding the class schedules of secondary ELs at all language proficiency levels.</p> <p>Every EL student has an equal opportunity to participate in extracurricular and non-academic activities. In order to facilitate EL student participation, we provide the following information and opportunities to students and families:</p> <ul style="list-style-type: none"> ● Information regarding activities provided during intake and registration ● Holding informational meetings for families and students
69	<p>Describe the district’s procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs).</p> <p>LCSD has no targeted assisted programs in Title I. All of our schools are school wide and ALL students may participate in Title services.</p> <p>We have one private school that is receiving Title I-A funds and support from the district. If a student is identified as having a need, that student will receive support from the district.</p>

70	<p>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)</p> <p>Requirements differ based on the type of diploma the student is seeking, be it standard, modified or extended. EL students will work closely with ELD, SpEd (ELSWD), and the counseling office to ensure that their access to core curriculum is equitable and that they are able to receive the supports needed in order to achieve grade level proficiency as needed in order to qualify for a diploma.</p>
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Section 8: Parent and Community Involvement

Question #	
71	<p>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).</p> <p>At the beginning of the year, Initial placement and continuation letters letters are sent to parents by district Title III coordinator. After September, when initial letters are sent, program placement letters are sent by ELD certified teacher in each building.</p>
72	<p>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.</p> <p>Parents receive notifications by letter, phone calls, face to face meetings in the building, during online registration, and sometimes through social media in conjunction with other types of communication.</p>
73	<p>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?</p> <p>All communication sent home to students or posted on the school’s website are translated from English into Spanish. Every school that has ELs employs a bilingual tutor trained in translation and interpretation by LBL ESD at the beginning of each year. Every document that is sent out as a communication to parents is sent out in English and Spanish.</p>
74	<p>Describe the district’s procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools?</p> <p>LCSD offers Title III services annually to all private schools in our district.</p> <ul style="list-style-type: none"> ● A letter is sent in the Spring and follow-up meetings are held before the end of June ● The district Title III TOSA is responsible to disseminate information regarding Title III to all local private schools.

75	<p>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.</p> <ul style="list-style-type: none"> ● A letter is sent in the Spring and follow-up meetings are held before the end of June ● The district Title III TOSA is responsible to disseminate information regarding Title III to all local private schools.
76	<p>Describe the progress in sharing the ODE EL Legislative Report with parents, School Board members, community members, and staff annually.</p> <p>It has been shared with parents, School Board members, all staff via email, and is posted on the website.</p>
77	<p>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.</p> <p>Letters and notices of meetings are translated so that parents have the opportunity to take part in school functions. Each school sends home multiple letters in take-home folders and sign-up sheets are made available to all parents. Bilingual translators are present at all parent functions in order to translate and to assist parents.</p>

Section 9: Program implementation Evaluation

Question #	
78	<p>Describe the district’s program evaluation process of the implementation of district’s EL Plan.</p> <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ▪ 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. <p>LCSD has followed our established plan. We followed four different program models depending upon student needs and the best use of available resources. At elementary and middle schools that did pull outs all students received services from highly qualified ELD specialists for at least 30 minutes per day as evidenced by lesson plans and schedules. SI was provided by highly qualified classroom teachers using a SIOP or GLAD model, although it was noted that implementation varied from building to building.</p> <p>At elementary and middle schools that followed a sheltered instruction or English immersion plan all ELD students were assigned to classrooms with ELD endorsed teachers. At high schools ELD students were provided English language development in an assigned period as evidenced by schedules. Frequency/timeliness – all students were seen on a regular (daily)</p>

	<p>basis; lesson plans and attendance records provide documentation. District TOSA and building principals assured that staff followed procedural and service requirements.</p> <p>We:</p> <ul style="list-style-type: none"> ● Reviewed files and records - done by TOSA and ELD teachers ● Interviewed teachers at monthly ELD staff meetings ● Biannual meetings at each school for the parents of ELD students provided opportunity for parental input. ● We had no district level complaints about our program. Parent /staff concerns were resolved at the building level
79	<p>Include the evaluation of the district’s identification process. Did the district meet the timelines for each step of the district’s identification process?</p> <p>Each Building ELD teacher reviewed all student files in their building. The District Title III TOSA and Data Coordinator reviewed state information and Student Information System information. ELD TOSA meets with Secretaries and Records Clerks on as needed basis for continuous training throughout the year.</p>
80	<p>Include the evaluation of the student initial identification assessment process. Did the district administer the identification screener timely?</p> <p>Before school starts each year all ELD teachers are trained or refreshed in the testing protocol and procedures. All new students who indicated a second language on the HLS were tested within 30 days.</p> <p>Results were evaluated by a team including the ELD teacher and the district TOSA. All documentation (test results, etc) were placed in student permanent folders and students who met criteria for identification were flagged in our Student Information System. Parents were notified by letter if their student qualified for services.</p>
81	<p>Include the evaluation of placement in EL program services to all students with identified language needs.</p> <p>Student placement was dependent upon the program model in each school. All students were placed in age appropriate or content appropriate general ed classrooms. Additional interventions (pull-out for language development, ELD period, etc) were determined based on assessment results. For pullout programs students were grouped by language level. Every attempt was also made to cluster students with qualified staff in mainstream classrooms.</p>
82	<p>Include the evaluation of adequate staff and materials that is consistent with the district’s EL program of service.</p> <p>Every effort is made to recruit and retain ESL endorsed teachers both for pullout programs and for general classrooms. Teacher- student ratios are determined by the principal in conjunction with the district for each building. The district’s program of service for elementary schools consists of 30 minute pullouts and push-ins, while the middle and high schools’ program provides 50 minutes class periods.</p>
83	<p>Include the evaluation of the district’s exiting/reclassification process for students transitioning from the EL program.</p>

	Because all ELD specialists meet to discuss students prior to building level meetings, our process is working well. Parents are involved in the process, consistency is achieved across the district, and ELD specialists are trained to provide a high quality level of support.
84	<p>Include the evaluation of the district’s monitoring practices for students who have transitioned from the EL program for each year of monitoring.</p> <p>Our program has seen some strong improvements over the last three years. Our district ELD TOSA meets with ELD teachers from each building and reviews the monitoring process, data collection, etc. Where necessary, new processes and forms to track have been created and implemented.</p>
85	<p>Include the evaluation of EL parent participation in school/district decision making groups and the district’s recruitment practices.</p> <p>Parent participation has improved. More parents are involved in parent nights, and more parents have been present in building meetings including “coffee with the principals” and similar community outreach efforts. While the increase is not dramatic, it has grown consistently by a small percentage over the last three years and we expect to see continued gradual growth over the next few years.</p>

Student Performance Evaluation – English Language

Question #	
86	<p>Describe the district’s rate of ELs acquiring English language skills. Is the pace consistent the with district’s EL program goals or expectations?</p> <p>LCSD sets the highest goals/expectations for ELs acquiring English skills. Although we are aware that many factors need to be taken into consideration with students and language acquisition, we provide multiple opportunities, use research-based strategies with consideration of best practices so that every student acquires English at the best of their capabilities. The district expectations are, at the very least, aligned with the State while always striving for the most we are able to do to support our students while acquiring English. In fact, for the 2016-17 school year, our graduation rate exceeded the state average, and has shown significant growth.</p>
87	<p>Describe the district’s rate of language development progress compatible with the district’s objectives for academic (core content) progress.</p> <p>Our focus is always on equity. We give every student what they need in order to access the core content. Because we have had a recent influx of SIFE and Recent Arrivers as well as ELSWD, the learning pace is likely to slow somewhat over the next few years, which further underscores our need for additional support in order to maintain the current pace and consistency that is our goal.</p>
88	<p>Describe how the ELs are performing in English language skills compared to the district’s goals and standards.</p> <p>With the tools embedded in our curriculum, consistent training and progress monitoring, EL performance has evened out and we have seen progress. One area we need to work on is</p>

	with long term EL students. Provision of extra support would provide the extra boost we need to assist those students with reaching the goal of exiting the program.
89	<p>Describe how the district's ELs are progressing in English language skills so they will be able to successfully handle regular coursework.</p> <p>Our district's current expectation for academic core progress is one year's growth in one year's time, recognizing that some students will need to make more than one year's growth to "catch up". Student language development takes longer than that, often 5-7 years to reach proficiency. While we have seen improvement, we would like to increase the rate of success.</p>
90	<p>Describe how the monitored ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework.</p> <p>Our monitored ELs are doing well as demonstrated by the increase in graduation rates. During the 2016-17 school year no monitored students were reclassified. All exited the program successfully.</p>
91	<p>Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.</p> <p>Through monitoring of semester grades, district data, and standardized test scores, we have seen consistent progress at acceptable rates for grade level learning indicators.</p>

Student Performance Evaluation – Academic Performance

Question #	
92	<p>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.</p> <p>Our ELs are doing well. While those who require extra services such as ELSWD, SIFE, and Recent Arrivers are not progressing as quickly as others, services are in place to support those students in accessing the core content at a rate that is most likely to ensure that learning is effective and reteaching is minimal</p>
93	<p>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.</p> <p>Our monitored and former ELs are doing quite well. A significant number are enrolled in IB courses and we have students participating successfully in TAG. These students are strong indicators of the success that can be achieved when supports are in place and staff is well- and consistently trained.</p> <p>Our current ELs are working hard with the supports they have in place. With more support staff in the buildings, we will increase student achievement and academic performance.</p>

94	<p>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.</p> <p>The district is using standardized assessment, STAR data, ELPA21, and formative assessment to assess overall performance of ELs in determining whether they are meeting the district's academic performance goals.</p>

Program Improvement/Modifications

Question #	
95	<p>List any identified concern(s) based on this evaluation.</p> <p>Due to the fact that we have new ELD specialists, we need additional support and training for them.</p> <p>The EL population is growing and more FTE is needed in specific buildings.</p> <p>Proper support and instruction for ELSWD depending on disability.</p>
96	<p>Describe how the district will address the concern(s).</p> <p>Continue PD and monthly meetings</p> <p>Provide additional FTE in high need buildings.</p> <p>Add instructional coach for ELD support.</p> <p>The district will be sending SpEd and ELD staff to the State English Learners Alliance (2018) to specifically address ELSWD needs and supports.</p> <p>Continue with state and national webinars, which will provide up-to-date information on working with ELSWD.</p> <p>Understanding completely how to support potential ELs, such that the SpEd and ELD staff can determine when it is appropriate to carry out the identification process.</p>



OREGON DEPARTMENT OF EDUCATION

Title III Local Plan (2017-19)

Signature Page

Submission Date: February 15, 2018

District Name: Lincoln County School District

District Address: 459 SW Coast Highway 10

City, State and Zip code: Newport, OR 97365

District Phone Number: 541-265-9211

District Superintendent: Tom Rinearson
(Printed Name)

Signature: _____

Date: _____

EL Coordinator Director: Betsy Wilcox
(Printed Name)

Signature: _____

Date: _____

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.

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
Betsy Wilcox	Federal Programs/TAG Administrator
Vince Dye	Operations/Data Administrator
Tami Johnson	Federal Programs TOSA
Taylor Olson	SpEd staff
Carol Stock	SpEd
Janna Limbert	Title I-A
Jennie Scarborough	HR staff
Susan Roebber	Mentor
Arlene Thompson	ELD Specialist
Jordan Ilett	ELD Specialist
Karissa Snelling	ELD Specialist
Kim Haddon	ELD Specialist
Mellie Bukovsky	ELD Specialist
Taya Keese	ELD Specialist
Vicki Krutzikowsky	ELD Specialist
Sudi Stodola	District Media