

## Title III LEA Plan Performance Goal 2

**All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**CDS Code:** 36-67587-0000000 **LEA Name:** Adelanto Elementary **Title III Improvement Status:** Year 4+

**Fiscal Year:** 2016-17 **EL Amount Eligibility:** \$157,142 **Immigrant Amount Eligibility:** 0

### Plan to Provide Services for English Learner Students

<p>Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.  <b>How the LEA will:</b></p>	
A. Required Content	<p>Implement programs and activities in accordance with Title III  <b>AESD will use Title III funds to train teachers to provide integrated support for English Learner (EL) students during regular school day. Designated ELD instruction will be provided during Multi-level Tiered Instructional Student Support time (MTISS) district-wide.</b></p>
	<p><b>Use the subgrant funds to meet all accountability measures</b></p> <p>District will purchase a ELL monitoring program which offers a comprehensive view of ELL-related data. All ELL data will be housed under an online dashboard to provide a comprehensive view of ELL-related data for each school and district. Each principal and EL coordinator from each site will be trained to monitor student progress.</p> <ul style="list-style-type: none"> <li>-Identify and determine “next steps” for students who meet criteria 1 for reclassification (CELDT scores) but are not meeting the academic criteria for their grade level.</li> <li>-Identify Long Term English Learners (LTEL) and students at-risk of becoming LTELS. Implement research based recommendations to address the growing numbers of LTELS.</li> <li>-Develop and implement data reports and training for teachers and administrators on LTEL identification, prevention and intervention.</li> <li>-Identify and communicate an intervention placement protocol for LTELS and students at- risk of becoming LTELS (AMAO 2, cohorts 1 &amp; 2).</li> <li>-EL Coordinators from each site will attend training monthly to analyze EL data from their site so they can collaborate at their school sites.</li> </ul>

**Hold the school sites accountable**

- Each site ensures daily ELD instruction and provides additional support for accessing content of the core curriculum
- District and site administrators monitor the instructional program or ELL's.
- Academic growth is measured through district diagnostic assessments in reading, and classroom assessments and the CAASPP.
- Classroom walk-throughs will be scheduled with district staff members and site administrators to evaluate the degree of implementation of instructional strategies from professional development. Actions and services will be evaluated through scores of English Learners on CELDT, CAASPP summative assessments, Site leaders will meet with cabinet at three scheduled times per year to review data sheets for all funded action steps.

**Promote parental and community participation in programs for ELs**

- All parents of EL students are invited to participate in site and district committees including but not limited to: LCAP Community Forums, parent/students surveys, ELAC, DELAC, District Advisory Committee, LCAP Advisory Committee, School Site Council, and/or PTA/PTO.
- Parent Engagement Center will provide free classes for parents including and not limited to: ESL classes, Family Network, CCSS Core standards, SBAC interpretation of scores.
- A Learner Management System (LMS) will be piloted at one site for the purpose of managing online instructional resources and providing improved communication to students and families. The district management team will be on additional modes of communication. Principals and teachers will develop means of communicating, (i.e. phone calls parent meetings); they will be strongly encouraged to publish school and classroom weekly newsletters. District website will be updated regularly to reflect current information regarding school events. The district will explore options for communications support. These actions and services will be evaluated through attendance at academic school events and the results of the California School Parent Survey.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	<p><b>Provide high quality language instruction</b> All K-8 teachers and administrators receive research-based professional development with a focus on effective language instruction. Hourly rate for teachers after school</p> <ul style="list-style-type: none"> <li>✓ All grade 3 and 5 teachers will learn about English Language Development standards and integrated instruction in conjunction with Common Core standards using ELA Reading Wonders, Go Math, Houghton Mifflin Social Studies and Science. The goal will be to address the needs of level 3 students who did not make annual progress and those at risk of becoming LTELs.</li> <li>✓ All grade 6 multiple subject teachers and 7-8 ELA Teachers will learn about English Language Development standards and integrated instruction in conjunction with Common Core standards using the New ELD curriculum. The goals will be to address the needs of these students at level 3 and particularly the students at risk of becoming Long Term English Learners.</li> <li>✓ Grade 6-8 Math only teachers will learn about English Language Development standards and integrated instruction in conjunction with Common Core standards using Go Math In addition to content specific goals, the goal will be to support the needs of level 3 students who are not making progress and Long Term English Learners.</li> <li>✓ Grade 7-8 Social Studies, Science, Dance, Music, Art and P.E. Teachers will learn about English Language Development standards and integrated instruction in their content areas The goal will be to support the needs of level 3 students who are not making progress and Long Term English Learners.</li> </ul>	Teachers Coaches	# hours x hrly rate	\$35,000	Title III

	<ul style="list-style-type: none"> <li>✓ The English Language Development Coordinator will meet monthly with EL Coordinator’s from each site and train them on how to support integrated instruction.</li> <li>✓ The two professional development days during the school year will be used for the same differentiated groups to look at benchmark data for ELs, discuss successful implementation, receive extended, customized training and plan implementation for the remainder of</li> </ul>	District Coordinator 14 EL Coordinators	Salary  Stipend	\$ 5000  \$15,000	Title III
	<p><b>Provide high quality professional development</b></p> <ul style="list-style-type: none"> <li>-Three professional development days will be provided for teachers, one before the beginning of the year and two during the year. The English Language Development Coach and Math Coach will train appropriate teacher groups.</li> <li>-Outside providers will be hired for the other teacher groups. Differentiated training will be provided on integrated instruction as indicated above.</li> <li>- Site administrators and teachers will monitor program effectiveness using the CELDT, CAASPP, and district diagnostic assessments in reading, and classroom assessments and determine strategy effectiveness and next steps.</li> </ul>	Outside Consultant Coach	Daily rate coaches consultants	\$ 14,000	
<b>C. Required for Year 2</b>	<p><b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</b></p> <p><b>Please describe the factors contributing to failure to meet desired accountability measures.</b></p>				

<b>D. Required for Year 4</b>	<p><b>Goal 2 IPA* for items A-B:</b>  <b>Please describe all required modifications to curriculum, program, and method of instruction.</b></p> <p>Lack of monitoring English Acquisition Progress  Untrained teachers in regards to EL needs  Weak targeted intervention</p>				
	<p><b>Please describe all required modifications to curriculum, program, and method of instruction.</b></p> <ul style="list-style-type: none"> <li>-Software called “Ellevation” was purchased in order to monitor EL progress</li> <li>- Teachers will be trained on the ELD/ELA framework in order to better understand designated and integrated ELD</li> <li>- ELA/ELD curriculum was purchased and is aligned with the new ELA/ELAD framework</li> <li>-Teachers at each grade level at each site have been trained in the delivery of “Designated” ELD</li> <li>- Focus on student engagement will be top priority district wide</li> </ul>				

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>E. Allowable Activities</b>	<p><b>Describe all allowable activities chosen by LEA relating to:</b> Supplementary services as part of the language instruction program for EL students</p> <ul style="list-style-type: none"> <li>➤ Purchase of ELD Program for 7<sup>th</sup> and 8<sup>th</sup> grade. English 3D; English language development program designed to ensure proficiency in the academic vocabulary, speaking, listening, and writing vital to success in school and life.</li> <li>➤ Provide community participation programs through Family Engagement Center (FEC) and offer, family literacy services, and parent outreach and training activities to LEP children and their families</li> <li>➤ The acquisition and development of educational technology and instructional materials for FEC.</li> <li>➤ Access to, and participation in, electronic networks for materials, training, and communication through FEC</li> <li>➤ Incorporation of the above resources into curricula and programs..Providing tutorials for academic and/or vocational education through school sites and FEC.</li> </ul>	Outside Consultant	Training/Materials	\$43,142	
		Community Groups	Outside Consultants	\$15,000	
		District Family Coordinator	Instructional Materials	\$ 25,000	
		District Family Coordinator	online license	\$1857	
<b>F. EL Overall Budget</b>		EL 2% for Administrative/Indirect Costs:		\$3143	
		EL Estimated Costs Total:		\$ 157,142	

**Plan to Provide Services for Immigrant Students**

Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>G. Allowable Activities</b>	<p><b>Describe all allowable activities chosen by LEA relating to:</b> Enhanced instructional opportunities to immigrant students and their families</p> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/immprogrview.asp">http://www.cde.ca.gov/sp/el/t3/immprogrview.asp</a> for a list of allowable Immigrant activities</p>				
<b>H. Immigrant Overall Budget</b>		Immigrant Administrative/Indirect Costs:			
		Immigrant Estimated Costs Total:			