

Title III LEA Plan Performance Goal 2

All limited 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:

LEA Name: Gilroy Unified_

Title III Improvement Status: Year__4

Fiscal Year: 2016-17

EL Amount Eligibility: \$85 per EL student

Immigrant Amount Eligibility: N/A

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:

Implement programs and activities in accordance with Title III

All English learners will be provided with appropriate English language development instruction.
All English learners will develop high academic attainment to meet state academic standards.

Use the subgrant funds to meet all accountability measures

GUSD will provide:

- professional development and coaching for teachers and staff in the implementation of ELA/ELD standards, with a focus on providing designated and integrated ELD
- supplementary resources and intervention to support English learners' success, and
- educational workshops and training for parents
- Assistance to sites in building effective parent involvement programs
- Oral translation at district meetings

Hold the school sites accountable

Sites are responsible for following the guidelines outlined in the Master Plan for Services to English Learners in regards to placement, assessment and monitoring.

The District LCAP and site SPSAs contain goals specific to English learners

Sites are provided with EL data- including students that are long term ELs or at risk of becoming LTELs. All teachers are provided with information regarding EL students and are responsible for address academic needs of their EL students.

District and sites have goals for reclassification

School principals and staff evaluate student progress on district benchmarks and site common assessments

Placement, EL progress, class schedules and intervention plans are reviewed and monitored by site and district leadership

	Analysis of English learner progress is included in the annual report to Board- CELDT, CAASPP results Site principals conduct classroom walkthroughs to ensure that effective strategies are being implemented; observation tool contains explicit descriptions for academic language instruction
	<p>Promote parental and community participation in programs for ELs</p> <p>The district will encourage and promote involvement of parents of EL students and the community by providing:</p> <ul style="list-style-type: none"> • workshops and leadership training for parents (Project2Inspire, Los Dichos, Parent University, SEAL parent workshops) • Parent committees such as Migrant Parent Advisory Committee, District English Language Advisory Committee and site English Language Advisory Committee • Written translation of district and site correspondences to parents • The district’s Dual Immersion program is offered at two elementary sites, one middle school, and one high school

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	Provide high quality language instruction	2016-17 All teachers			
	EL students receive instruction in English language development based on their language proficiency At the high school level, designated additional Academic Language Development block or strategic placement for EL students provides explicit language instruction Additional support provided for EL students in summer school	2016-17 ALD teachers	Teacher training	\$1,500	Title III
	All teachers receive professional development to learn how to deliver designated and integrated ELD	Summer school teachers 2016-17 All teachers	Professional development costs	\$10,000	Title III

	Provide high quality professional development				
	Academic Coaches, EL Instructional Specialists provide training and support to teachers		.6 HS EL Specialist	\$60,000	Title III
			.2 HS EL Specialist	\$20,000	Title III
		EL Specialists and Coaches 2016-17	.2 HS EL Specialist	\$20,000	Title III
	Secondary EL Coach will provide monitoring and training for EL Specialists		.5 Secondary EL Coach	\$50,000	Title III
	Elementary teachers have received professional development related to academic language instruction (Kate Kinsella)	Elementary teachers follow up PD 2016-17			LCFF
	EL Instructional Specialists, Academic Coaches , and administrators have received additional training in the ELA/ELD framework and standards and provide support to classroom teachers		Follow -up PD provided by Coaches		
All teachers have received training in student engagement strategies, with a focus on increased accountable student talk and collaborative conversation	2016-17 SEAL site teachers: GV, ER, Eliot, ADB, Rucker, preschool		\$45,000 \$10,000	LCFF Title III	
Elementary teachers at SEAL sites receive intensive professional development and on-going coaching		Professional development MOU			
C. Required for Year 2	Goal 2 Improvement Plan Addendum* (IPA) for items A-B:				
	Please describe the factors contributing to failure to meet desired accountability measures.				
	N/A				

D. Required for Year 4	Goal 2 IPA* for items A-B: Please describe the factors contributing to failure to meet desired accountability measures. The majority of English Learner students in GUSD continue to make progress in learning English. They also have shown strong academic progress. GUSD has had consistent growth in reclassification rates. A percentage of students, however, have not been able to meet academic targets demonstrating academic proficiency. Analysis of data shows low literacy skills, as measured by below grade level reading and writing results. Some students have not progressed beyond the intermediate level of language. These students need explicit instruction to accelerate their progress in language.																																			
	Please describe all required modifications to curriculum, program, and method of instruction. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 55%;">Intensive intervention curriculum for long term ELs will be offered at secondary level.</td> <td style="width: 10%;">2016-17</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td>Focus on explicit language instruction at all levels</td> <td>All teachers</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Implementation of year 2 of three year plan for ELA/ELD framework training</td> <td>2016-17</td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="4">Expansion of SEAL model - three additional elementary sites, and preschool program</td> <td>SEAL teachers</td> <td>Teacher release</td> <td>\$50,000</td> <td>Site funded</td> </tr> <tr> <td></td> <td>SEAL Coaches</td> <td>\$400,000</td> <td>LCFF</td> </tr> <tr> <td></td> <td>Materials</td> <td>\$30,000</td> <td>Site funded</td> </tr> <tr> <td></td> <td>Summer bridge Coaches additional contract days, additional PD</td> <td>\$10,000 \$50,000</td> <td>Title III Title III</td> </tr> </table>					Intensive intervention curriculum for long term ELs will be offered at secondary level.	2016-17				Focus on explicit language instruction at all levels	All teachers				Implementation of year 2 of three year plan for ELA/ELD framework training	2016-17				Expansion of SEAL model - three additional elementary sites, and preschool program	SEAL teachers	Teacher release	\$50,000	Site funded		SEAL Coaches	\$400,000	LCFF		Materials	\$30,000	Site funded		Summer bridge Coaches additional contract days, additional PD	\$10,000 \$50,000
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***Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.**

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p> <p>Intensive intervention for English learners, with a focus on long term English learners</p>				
	Implementation of the Academic Vocabulary Toolkit at elementary level	2016-17 Teachers grades 2-5	Purchase of AVT	\$30,000 \$60,000	Title III Site funded
	Implementation of the SEAL model at five elementary sites and pre-school				LCFF
	Coordinate activities with other programs- Migrant, Power School after school program	2016-17 Specialized programs/ After school program administrator			
	Parent education classes and family literacy activities offered		MOU -CABE	\$25,000 \$25,000	Title III Title I
	Resources and support for EL students at the beginning level of language proficiency	2016-17 ELD Teachers	Rosetta Stone	\$10,000	Title III

	Support for district Dual Immersion program- professional development, materials in Spanish	2016-17 Site principals, DI staff	Release tim for PD	\$5,000- PD \$1,000- books	Title III
F. EL Overall Budget		2% for Administrative/Indirect Costs:		\$5,937	
		EL Estimated Costs Total:		\$290,908	

Plan to Provide Services for Immigrant Students

N/A

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
G. Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>				
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:			
		Immigrant Estimated Costs Total:			