

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: 1062513 6007405 **LEA Name:** Washington Colony Elem. **Title III Improvement Status:** Year 4+

Fiscal Year: 2016-2017 **EL Amount Eligibility:** \$13,685 **Immigrant Amount Eligibility:** NA

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:

A. Required Content	<p>Implement programs and activities in accordance with Title III</p> <ul style="list-style-type: none"> ○ Integrated and Designated ELD instruction professional development, in addition to and as it relates to content, will be supported with supplemental training specifically designed to target off track English learners to promote progress in attainment of English proficiency. ○ Long term English learners will receive intervention with supplemental materials with close monitoring of progress in language development. ○ Full implementation of district adopted mathematics and ELA, Program 2/TK-8. Integrated and Designated ELD will emphasize language production and academic language development meeting the language demands of content for the purpose of discourse in the areas of listening, speaking, reading, and writing. ○ Based on English learner reading and writing assessment data, other components of a comprehensive reading program in addition to the ELA-ELD adoption will include full implementation of Fountas & Pinnell Guided Reading to teach basic reading skills at student's instructional level (TK-5) and the use of Accelerated Reader (TK-8) to build vocabulary and fluency at an independent level. Progress monitoring will be done with ongoing running records during instruction and the Accelerated Reader STAR assessment 3 times per year.
	<p>Use the subgrant funds to meet all accountability measures</p> <ul style="list-style-type: none"> ○ Professional development and coaching focusing on the refinement of instruction for English learners needing additional assistance and providing teachers with a deeper understanding of Integrated and Designated ELD. ○ Supplemental materials in grades 6-8 targeting Long Term English Learners.

	<ul style="list-style-type: none"> ○ Training for teachers of Long Term English Learners to access supplemental materials. ○ Inviting English learner parents to join staff members in attending the California Association for Bilingual Education (CABE) conference.
	<p>Hold the school sites accountable</p> <ul style="list-style-type: none"> ○ Monitoring and analyses of benchmarks in ELA, math and writing will be done within PLCs with goal-setting and subsequent accountability to move forward in attainment of language proficiency and academic success in content. ○ The LEA plans to include SBAC Interim assessments (informational reading block and one block of math plus performance tasks in both) to provide experience with SBAC; predictors for student success; and to drive instruction in the areas tested.
	<p>Promote parental and community participation in programs for ELs</p> <ul style="list-style-type: none"> ○ The LEA will continue the FCOE computer literacy class (predominately attended by ELAC members and EL parents in 2015-16) and Family Literacy Night. ○ D/ELAC will maintain informational components within meeting agendas to educate parents regarding the instructional programs offered to their children. ○ The LEA will invite EL parents to join staff members in attending the CABE conference in 2016-17 to provide opportunities to enhance learning and skill levels and to become informed voices in the educational experience of their children. This is a component of a larger effort to include stakeholders.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant,
B. Required Content	<p>Provide high quality language instruction</p> <ul style="list-style-type: none"> ○ Refinement of instructional practice in delivering Integrated and Designated ELD to intensify instruction for English learners needing additional assistance in acquiring English. ○ Supplemental materials (English 3D) targeting Long Term English Learners in grades 6-8. ○ In addition to the ELA-ELD adoption, materials will be purchased to address students performing below grade level in basic skills in the area of reading. Independent reading with Accelerated Reader will be fully implemented to build fluency and vocabulary. 	<p>EL Specialist, Teachers / Aug. 2016- June 2017</p> <p>Intervention Teachers grades 6- 8 / Aug. 2016- June 2017</p> <p>TK-8 Teachers, EL coordinator/ Aug. 2016- June 2017</p>	<p>EL Specialist Subs</p> <p>Supplemental materials</p> <p>Training, materials</p>	<p>\$3000 \$1000</p> <p>\$1800</p> <p>\$30,000</p>	<p>Title III LCFF S/C</p> <p>Title III</p> <p>LCFF S/C</p>
	<p>Provide high quality professional development</p> <ul style="list-style-type: none"> ○ Coaching, demonstration, and personalized training of refined lessons, and resources to support off-track English learners through Integrated and Designated ELD. ○ EL specialist will continue to support Integrated and Designated ELD as it relates to content instruction 	<p>EL Specialist, Teachers Aug. 2016- June 2017</p> <p>EL Specialist, Instructional staff</p>	<p>EL Specialist Subs</p> <p>EL Specialist</p>	<p>\$3000 \$1800</p> <p>\$4000</p>	<p>Title III LCFF S/C</p> <p>LCFF S/C</p>

	<ul style="list-style-type: none"> ○ Training for teachers of Long Term English Learners in grades 6-8 to access supplemental materials (English 3D). ○ Encourage parent involvement by inviting English learner parents to attend the California Association for Bilingual Education (CABE) conference with staff members. -Associated costs related to CABE attendance. 	<p>Aug. 2016- June 2017</p> <p>Publisher 3 day training, Teachers of Eng. 3D</p> <p>Leadership, EL Parents, Date TBD</p>	<p>Training Subs</p> <p>Travel Expenses</p>	<p>\$3000 \$900</p> <p>\$2500 \$1900</p>	<p>Title III LCFF S/C</p> <p>Title III LCFF S/C</p>
C. Required for Year 2	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p>				
D. Required for Year 4	<p>Goal 2 IPA* for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> <p>Leadership turnover began a transition to goals that align professional development and coaching to the full implementation of ELA and Math standards, early literacy (K-5), ELA/ELD instructional best practices, developing ELA/Math assessments, and managing data. Included in the first steps, instructional staff received ELD professional development with a focus on ELD standards as they align to core content. Strategies from the CA Framework vignettes were demonstrated to move toward full implementation of integrated and designated ELD. ELD instructional delivery varied throughout K-8. Instructional coaching and/or co-teaching in the delivery of designated ELD took place in classrooms. The ELA-</p>				

ELD curriculum and resources needed to align to current content standards were lacking; however, the LEA has adopted a standards-based ELA-ELD, program 2/TK-8. Additionally, curriculum embedded language progress monitoring assessments within English 3D for Long Term English Learners and Vocabulary Toolkits were administered inconsistently.

Please describe all required modifications to curriculum, program, and method of instruction.

- Professional development and coaching support to intensify Integrated and Designated ELD instruction with full implementation of framework-based strategies and practices that promote attainment of English proficiency and academic language aligned to core content language demands.
- FCOE technology support to assist in building language acquisition formative assessments in Illuminate, the district's assessment database.
- Professional Development /Coaching of instructional staff to fully implement comprehensive programs in ELA/Math CCSS to increase achievement and attainment of language proficiency will be provided by FCOE ELA and Math consultants.
- FCOE ELA-ELD support will assist in developing rigorous writing performance task instruction in grades 3-5 with support of the plan previously developed for grades 6-8.
- Specific content training will be provided for the ELA adoption, program 2 for TK-8; Fountas & Pinnell Guided Reading; Accelerated Reader; and continued support for previously adopted mathematics.
- Long term English learners will receive intervention with supplemental materials, English 3D.

	<ul style="list-style-type: none">○ Teacher(s) delivering English 3D instruction will receive publisher training in the use of the materials.				
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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> <ul style="list-style-type: none"> ○ Professional development/coaching will be refined to provide a deeper understanding of practices specific to Integrated and Designated ELD. ○ English 3D used as supplemental materials targeting long term English learners in grades 6-8. ○ English 3D training provided for teachers of long term English learners to access the supplemental materials. ○ English learner parents to join staff members in attending the California Association for Bilingual Education conference. <ul style="list-style-type: none"> - associated costs to attend the conference. <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>	<p>EL Specialist, Teachers / Aug. 2016- June 2017</p>	<p>EL Specialist, Subs</p>	<p>\$6000 \$1800</p>	<p>Title III LCFF S/C</p>
		<p>Intervention Teachers grades 6-8 / Aug. 2016- June 2017</p>	<p>Supplemental Materials</p>	<p>\$1800</p>	<p>Title III</p>
		<p>Trainer, Intervention teachers 6-8 / Aug. 2016- June 2017</p>	<p>Publisher Training, Subs</p>	<p>\$3000 \$750</p>	<p>Title III LCFF S/C</p>
		<p>Leadership staff, EL parents, Spring 2017</p>	<p>Conference registration</p>	<p>\$2500</p>	<p>Title III</p>
	F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$274
		EL Estimated Costs Total:		\$13574	

Plan to Provide Services for Immigrant Students NA

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:			