

**219 State Transitional Bilingual Instructional Program****Fiscal Year:** 19-20**Milestone:** Final Approval Issued (Printed 11/19/2019)**District:** Stanwood-Camano School District**Organization Code:** 31401**ESD:** Northwest Educational Service District 189**Page 1****Recommendations and TBIP Eligible Exited Students****Professional Development Report (Form 716)**

- Professional development has been reported. Professional development must be reported in Form 716 before the TBIP or Title III grant will be approved.

**Program Evaluation****Describe the district's plan for continuous improvement and evaluation of its instructional program for ELs.**

Do not complete this section if your district is applying for Title III funding independently with FP 232.

In addition to data compiled by the district to evaluate its English language development program, review the following data for your district. Compare the district's results to the state results:

- [Program Evaluation Data Tools](#)
- [Graduation Rates for English Learners / OSPI Report Card](#)
- [TBIP 2018 Data](#)
- [Washington School Improvement Framework](#)

Districts with small English learner enrollment should review individual student results or other data compiled by the district.

1. What observations did the district make and what trends did the district identify when reviewing the data?
2. Based on the district's most recent program evaluation, what is the district's plan for continuous improvement of its programs to serve English learners? Describe the modifications that the district will make to its program.

**Exited TBIP Students**

Section 514 of the Engrossed Substitute Senate Bill 6052 added funding to provide support to reach grade-level performance in academic subjects for students who transitioned from the TBIP by reaching the proficient level on the state English language proficiency assessment within the two previous years.

1. Describe the **TBIP-funded academic services** that will be provided to students who exited TBIP based on the 2018-2019 ELPA21 Annual Assessment and require additional academic support. Remember to review the Title III required reporting data. What information did the district learn from a review of its data on exited English learners?

At the elementary level students who have exited the TBIP program based on ELPA assessments are monitored each semester with a full data review of AimsWeb, SBA assessment scores as applicable to grade level, homeroom teacher assigned grades, and teacher comments. Data review indicates that transitioned students continue to need support after exiting the program. For exited TBIP students, the semester data review at non-magnet schools (grades, test scores, AIMSweb, teacher comments) reveals that students continue to need support with reading, especially for transitioned students in upper elementary grades due to increased grade-level expectations and language demands.

At the secondary level student's grades are monitored quarterly (AIMSweb, and SBA scores) and continued consult services are provided to those transitional students who are at academic risk. Since the ELPA is now requiring fluency in all areas, students don't seem to be transitioning at the previous rate and will continue services until they are much more ready to make the transition. While secondary level students are progressing well overall, there is a leveling off of progress at the middle level.

2. What academic supports will the district provide based upon its data review?

The district will provide EL teacher support to the classroom teachers and also provide direct support to the students in the classroom in their identified area of need. Support is provided, when needed, through a combination pull-out and push-in model. There are increased supports added to the secondary level in the form of paraeducator hours provided for students not receiving pull-out instruction.

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<b>Section approved:</b> Yes
<b>Comments:</b> This is a very well-written analysis of services needed and available to exited students.

### District Instructional Program: Bilingual Programs

#### ☐ Two-Way Dual Language Program:

Two-way Dual Language Programs provide literacy and academic instruction in two languages in classrooms with balanced numbers of English learners and native speakers of English. The goals are for students to become bilingual and biliterate in both languages of instruction, attaining high academic achievement in both languages, and sociocultural competence.

Dual Language Programs begin in Kindergarten and continue through 12th grade. Models vary by the percentage of instruction in each language, e.g., 90-10 or 50-50. Students continue in the program for at least 9 years and preferably through high school graduation to develop proficient biliteracy skills.

This is a basic education program. TBIP funds can be used to:

- provide supplemental English language development services and supports to English learners in this program;
- offset additional costs associated with providing more effective programming for English learners;
- provide professional development pertaining to language development for English learners.

**NOTE:** Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

Number of ELs	Number of Non-ELs
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2. Which schools are implementing this model?

3. Describe the implementation of the dual language program. Include information on:

- Languages of instruction;
- Percentage of time spent teaching in each language by grade level;
- How language of instruction time is divided by grade level (e.g. by content area, unit of study, time of day, other?);
- Describe biliteracy development, e.g., time allocation for literacy in each language, progress monitoring process and plan for interventions in each language of instruction.

4. How are TBIP funds used within this program model?
5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

☐ **One-Way Dual Language Education:**

One-way Dual Language Education provides literacy and academic instruction in two languages in classrooms with only English learners. The goals are for students to become bilingual and biliterate in both languages of instruction, attaining high academic achievement in both languages, and sociocultural competence.

Dual Language Education begins in Kindergarten and continues through 12th grade. Models vary by the percentage of instruction in each language, e.g., 90-10 or 50-50. Students continue in the program for at least 9 years and preferably through high school graduation to develop proficient biliteracy skills.

This is a basic education program. TBIP funds can be used to:

- provide supplemental English language development services and supports to English learners in this program
- offset additional costs associated with providing more effective programming for English learners
- provide professional development pertaining to language development for English learners.

**NOTE:** Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

Number of ELs	Number of Exited ELs
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2. Which schools are implementing this model?

3. Describe the implementation of the dual language program. Include information on:
  - Languages of instruction;
  - Percentage of time spent teaching in each language by grade level;
  - How language of instruction time is divided by grade level (e.g. by content area, unit of study, time of day, other?);
  - Describe biliteracy development, e.g., time allocation for literacy in each language, progress monitoring process and plan for interventions in each language of instruction.

4. How are TBIP funds used within this program model?

5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

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<b>Comments:</b>

**Developmental Bilingual Education (Late-Exit):** (WAC 392-160-028 Sec. 2)

Developmental Bilingual Education Late-Exit Bilingual programs are programs in which instruction is carried out in both English and the student's native language. All students entering the program are English learners who speak the target language as their primary language. Typically, Late-Exit programs begin in kindergarten or first grade with 90% of instruction occurring in the native language and 10% in English. Instruction in English incrementally increases, while instruction using the native language gradually decreases until there is an equal balance of instruction occurring in both languages. The 50/50 division of instructional time continues through the completion of the program, which is usually in the 6th grade. Students then transition into classrooms in which the instruction is in English.

Developmental Bilingual Programs typically divide native language (L1) and English language (L2) instruction by means of content areas, unit of study, or by instructional time such as class period or day. As with Dual Language programs, students may continue in the Late-Exit program after they exit TBIP on the annual English language proficiency test.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to English learners in this program;
- offset additional costs associated with providing more effective programming for eligible English learners;
- provide professional development pertaining to language development for English learners..

**NOTE:** Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

Number of ELs      Number of Non-ELs

2. Which schools are implementing this model?

3. Describe the implementation of the late-exit program. Include information on:
  - Languages of instruction;
  - Percentage of time spent teaching in each language by grade level;
  - How language of instruction time is divided by grade level (e.g., by content area, unit of study, time of day, other?).
  
4. How are TBIP funds used within this program model?
  
5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

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<b>Section approved:</b> Select
<b>Comments:</b>

**Transitional Bilingual Education (Early-Exit): (WAC 392-160-028) Sec. 2**

The purpose of a Early-Exit model is to use the student's native language as a foundation to support English language development.

Early-Exit models generally begin by initially providing 90% of instruction in the native language and 10% in English, increasing English instruction systematically until all instruction is provided in English. Early-Exit models differ from Late-Exit models in that students move to English-only instruction more quickly, with students generally moving into general education English-only classes within four years.

Early-Exit is the least effective of the bilingual program models and should only be implemented when the district is not able to provide a dual language or late exit model. Students in this model do not receive native language instruction for long enough to achieve biliteracy.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to English learners in this program;
- offset additional costs associated with providing more effective programming for eligible English learners;
- provide professional development pertaining to language development for English learners.

**NOTE:** Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners(ELs).

Number of ELs      Number of Non-ELs

2. Which schools are implementing this model?
  
3. Describe the implementation of the Early-Exit program. Include information on:
  - Languages of instruction;
  - Percentage of time spent teaching in each language by grade level;
  - How language of instruction time is divided by grade level (e.g., by content area, unit of study, time of day, other?).
  
4. Research has shown that the dual language and late exit program models are more effective than the early exit program model. What factors have prevented the district from implementing a dual language or late exit model?
  
5. How are TBIP funds used within this program model?
  
6. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

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<b>Comments:</b>

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### District Instructional Program, continued

**Alternative Instructional Program (AIP)**

*(This section MUST be completed if the district is using the Content-Based/Sheltered Instruction program model or a Pull-out/Push-in program model, or Newcomer program model.)*

**TBIP's Legislation on Alternative Instructional Programs**

**WAC 392-160-006** – An "alternative instructional program" means a program of instruction which may include English as a second language and is designed to enable the student to achieve competency in English. Alternative instructional programs are support systems provided in English-only or English with primary language support.

**WAC 392-160-040** – **School districts under one or more of the following conditions may elect to provide an alternative instructional program.** Which of the following conditions support the district's decision to provide an alternative instructional program?

- Necessary instructional materials in the student's primary language are unavailable and the district has made reasonable efforts to obtain necessary materials without success. Please explain:
- The capacity of the district's bilingual instructional program is temporarily exceeded by an unexpected increase in the enrollment of eligible students. Please explain:
- Bilingual instruction cannot be provide to students without substantially impairing their basic education because of their distribution throughout many grade levels or schools, or both. Please explain:
- Our EL students are distributed across K-12 grade levels and 8 different buildings. At this point we do not have sufficient numbers of EL students at each grade level to offer bilingual, grade level instruction.
- Teachers who are trained in bilingual education methods and sufficiently skilled in the non-English primary language(s) are unavailable, and the district has made reasonable attempts to obtain the services of such teachers.

The district serves 16 languages. We do not have certified teachers who can teach in these languages. Our primary EL language is Spanish, yet we do not have enough students at each grade level to offer a bilingual class at each grade level.

Describe the process that the district used to determine that trained bilingual teachers are unavailable. Explain what reasonable attempts the district has made to recruit trained bilingual teachers.

N/A



**Content-Based Instruction (CBI) or Sheltered Instruction (SI):**

*The content-based instruction and sheltered instruction programs are considered to be alternative instruction programs. Please ensure that the preceding Alternative Instructional Program section is completed.*

Content-Based Instruction (CBI) integrates English language development with academic content learning using English as the language of instruction. The CBI model is used in classes comprised predominantly of English Language Learners with instruction delivered by teachers specifically trained in the field of second language acquisition and instructional strategies to support both English language development and academic grade-level content. CBI classes can be designed to meet core content credit requirements and/or to serve as language development support classes. District must follow State Certification Requirements for both English language development and content teachers when assigning teachers to provide content-based instruction.

**NOTE:** Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

**Describe the district's implementation of the content-based instruction or sheltered instruction program as it applies to the district.**

**Elementary Content-Based/Sheltered Instructional Program**

1. Estimated number of students to be served:
2. Describe the implementation of the content-based/sheltered instructional program for the 2019–20 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. How are TBIP funds used within this program model?

**Middle School Content-Based/Sheltered Instruction Program**

1. Estimated number of students to be served:
2. Describe the implementation of the content-based/sheltered instructional program for the 2019–20 school year.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. How are TBIP funds used within this program model?

### **High School Content-Based/Sheltered Instructional Program**

1. Estimated number of students to be served:
2. Describe the implementation of the content-based/sheltered instructional program for the 2019–20 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. How are TBIP funds used within this program model?
6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

### **Alternative School or Digital Learning Program Content-Based/Sheltered Instruction**

1. Estimated number of students to be served:
2. Describe the implementation of the content-based/sheltered instructional program for the 2019–20 school year.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)
6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

#### **Open Doors [1418] Youth Reengagement Program**

1. Does your district have an Open Doors program?
2. Describe the implementation of the content-based/sheltered instructional program for the 2019–20 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)
6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

**Juvenile Rehabilitation Center, Juvenile Detention Facility, or Institutional Education Facility**

1. Does your district have an institutional education facility? If so, please respond to the prompts below:
2. Describe the implementation of the content-based/sheltered instructional program for the 2019–20 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)
6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

**FOR OSPI USE ONLY****Section approved:** Select**Comments:**

**District Instructional Program, continued****☑ Supportive Mainstream:**

*This is an alternative instructional program. Please ensure that the Alternative Instructional Program section is completed.*

Consistent, focused, and effective language development instruction is provided through ELL pull-out/push in instruction or through small group work with the classroom teacher. Language instruction is delivered in English by teachers who have been specifically trained in the field of second language acquisition and strategies. Instruction may occur either individually or in small groups within the mainstream classroom (Push-in) or separate from the mainstream classroom (Pull-out) with the focus of supporting English language development.

Students in this model access grade-level academic content through participation in their mainstream classrooms. It is therefore imperative that districts employing this model ensure that sufficient time and resources are allocated for professional development of classroom teachers who will be responsible for providing access to grade-level curriculum for the English language learners in their classrooms.

**NOTE:** Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

**Supportive Mainstream: Elementary**

1. Estimated number of students to be served: 100
2. Describe the instructional support for the 2019-20 school year.

Instruction is provided by trained classroom teachers in the general education classroom. The EL teachers also provide one-on-one and small group support in English language proficiency as well as in class student and teacher support. Workshops are provided for classroom teachers at magnet, and non-magnet schools during district professional development time by certificated EL teachers who receive continuing education through the ESD EL cooperative. All students are receiving designated EL instructional time.

3. Indicate the amount and frequency of elementary supportive mainstream instruction by language proficiency level.

For students parentally placed in a non-magnet school, the EL teacher or EL paraeducator meets weekly or more, depending on the proficiency level of the student, to consult with the teacher to provide strategies to support language acquisition, model lessons, collaborate for lesson planning, share materials and provide direct in class support where needed.

The amount and frequency is determined by the lowest proficiency level at each grade level. Students at a proficiency level of 1 will be provided the most support. A same grade level peer who is at a level 3 will get the same allocated amount of time if needed, but may not get the intensity of instruction as a level 1 student. The minimum amount of support for students in non-magnet schools will be 30 minutes once a week.

**Typical Magnet School Services**

Proficiency Levels 1 -3 - Grade K - 82 minutes a day, small group instruction, with experienced, trained teacher

Proficiency Levels 1-3 - Grade 1 - 35 minutes daily, small group, with experienced, SIOP trained teacher - 40 minutes a day, EL teacher provides in-class support in reading and writing

Proficiency Levels 1-3 - Grade 2 - 65 minutes a day, EL teacher provides in-class support

Proficiency Levels 1-3 - Grade 3 - 2 hours weekly, small group instruction in reading by SIOP trained librarian - in class support 2 hours a week by EL teacher

Proficiency Levels 1-3 - Grade 4 - 2.5 hours weekly, small group instruction by EL teacher

Proficiency Levels 1-3 - Grade 5 - 90 minutes weekly, reading class taught by EL endorsed teacher - 50 minutes daily, in class support by EL teacher

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

Students are placed in classrooms where the teachers have had extensive training on working with EL students using elements of the SIOP model as well as receiving consultation services from a certified EL instructor. In some cases student's content area teachers are also EL endorsed.

5. How are TBIP funds used within this program model?

0.6 FTE

**Supportive Mainstream: Middle School**

1. Estimated number of students to be served: 17
2. Describe the instructional support for the 2019-20 school year.

Instruction is provided by trained classroom teachers in the general classroom, ongoing. The EL teacher provides one period of support daily in one middle school to work with the EL students on language proficiency goals and to provide support for the students in their academic classes. Workshops are provided for classroom teachers at magnet, and non-magnet schools during district professional development time by certificated EL teachers who receive continuing education through the ESD EL cooperative. All students are receiving designated EL instructional time.

3. Indicate the amount and frequency of middle school supportive mainstream instruction by language proficiency level.

**Typical Magnet School Services**

Proficiency Level 1-3 - 56 minutes, 5 days a week, Language Acquisition Class - In class content area support, 5 days a week.

For students parentally placed in a non-magnet school, the EL teacher meets weekly or more, depending on the proficiency level of the student, to consult with the teacher to provide strategies to support language acquisition, model lessons, collaborate for lesson planning, share materials and provide direct in class support where needed. The minimum amount of support for students in non-magnet schools will be 30 minutes twice a week.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

Students are placed in classrooms where the teacher has had SIOP training or is receiving consultation services from a certified EL instructor. In some cases the student's content area

teachers are also EL endorsed.

Supplemental materials are provided if they are available in the content area.

5. How are TBIP funds used within this program model?

This is a .4 FTE funded through TBIP

### **Supportive Mainstream: High School**

1. Estimated number of students to be served: 25
2. Describe the instructional support for the 2019-20 school year.

Instruction is provided by trained classroom teachers in the general classroom, ongoing. The EL teacher provides one period of support daily at the high school to work with the ELL students on language proficiency goals and to provide support for the students in their academic classes.

All eligible students are placed in the Language Acquisition class unless the parent requests the student not be in the class. EL support in content area classes is determined by the student's proficiency level and how the student is progressing. The EL teacher and content area teacher meet to discuss the student's needs and the supports that will help the student be successful in the class. The minimum amount of support for students not placed in the Language Acquisition class will be 50 minutes once a week. Workshops are provided for classroom teachers during district professional development time by certificated EL teachers who receive continuing education through the ESD EL cooperative. All students are receiving designated EL instructional time.

This is a .4FTE funded through basic ed and LAP

3. Indicate the amount and frequency of high school supportive mainstream instruction by language proficiency level.

Proficiency Level 1 - 3 57 minutes, 5 days a week, Language Acquisition Class - In class content area support, 5 days a week

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

Students are placed in classrooms where the teacher has had SIOP training or is receiving consultation services from a certified EL instructor. In some cases the student's content area teachers are also EL endorsed.

Supplemental materials are provided if they are available in the content area.

5. How are TBIP funds used within this program model?

This is a .2 FTE funded through TBIP

6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

EL teacher collaborates with general education advisory teacher, and guidance counselor to review and ensure college and career ready standards are met.

**Supportive Mainstream: Alternative School or Digital Learning Program**

1. Estimated number of students to be served: 3
2. Describe the instructional support for the 2019-20 school year.

Instruction is provided by trained classroom teachers in the general classroom, ongoing. The EL teacher provides one period of support daily, for the high school students, to work with the EL students on language proficiency goals and to provide support for the students in their academic classes. Workshops are provided for classroom teachers during district professional development time by certificated EL teachers who receive continuing education through the ESD EL cooperative.

All eligible high school students are placed in the Language Acquisition class unless the parent requests the student not be in the class. EL support in content area classes is determined by the student's proficiency level and how the student is progressing. The EL teacher and content area teacher meet to discuss the student's needs and the supports that will help the student be successful in the class. The minimum amount of support for students not placed in the Language Acquisition class will be 50 minutes once a week.

This is a .4FTE funded through basic ed and LAP

3. Indicate the amount and frequency of supportive mainstream instruction by language proficiency level.

Proficiency Level 1 - 3 57 minutes, 5 days a week, Language Acquisition Class - In class content area support, 5 days a week

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

Students are placed in classrooms where the teacher has had SIOP training or is receiving consultation services from a certified EL instructor. In some cases the student's content area teachers are also EL endorsed.

Supplemental materials are provided if they are available in the content area.

5. How are TBIP funds used within this program model?

This is a .2 FTE funded through TBIP

6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

Our model provides for one-on-one tutoring from a certificated teacher, with focus on academic vocabulary and help with content area reading comprehension and paper revision, targeting individual language needs. This model allowed time for quarterly monitoring of EL's, and led to teacher and counselor contact for coaching and modification of materials that would meet students at their language level, as well as consistent re-assessment of appropriate student services and needs ("Would a different class or additional program serve the student better?"). All secondary EL's had access to direct English instruction, and parent support was given through an EL Family Night and parent conferences including interpreters to ensure accurate communication and understanding between all parties. Two staff met at least bimonthly to discuss the program at both the elementary and secondary levels to bridge what gaps we could between those levels.

EL teacher collaborates with general education advisory teacher, and guidance counselor to



review and ensure college and career ready standards are met.

### **Open Doors [1418] Youth Reengagement Program**

1. Does your district have an Open Doors Program? If so, please respond to the prompts below:

Yes.

2. Describe the implementation of the instructional program for the 2019-20 school year.

Instruction is provided by trained classroom teachers in the general classroom, ongoing.

The EL teacher and content area teacher meet to discuss the student's needs and the supports that will help the student be successful in the class. The minimum amount of support will be 50 minutes once a week. Workshops are provided for classroom teachers during district professional development time by certificated EL teachers who receive continuing education through the ESD EL cooperative.

This is a .4FTE funded through basic ed and LAP shared with other alternative programs.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

For students selecting a non-magnet school, the EL teacher meets weekly or more, depending on the proficiency level of the student, to consult with the teacher to provide strategies to support language acquisition, model lessons, collaborate for lesson planning, share materials and provide direct in class support where needed. The minimum amount of support for students in non-magnet schools will be 30 minutes twice a week.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

Students are placed in classrooms where the teacher has had SIOP training or is receiving consultation services from a certified EL instructor. In some cases the student's content area teachers are also EL endorsed.

Supplemental materials are provided if they are available in the content area.

5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

N/A

6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#)

EL teacher collaborates with general education advisory teacher, and guidance counselor to review and ensure college and career ready standards are met.

### **Juvenile Rehabilitation Center, Juvenile Detention Facility, or Institutional Education Facility**

1. Estimated number of students to be served:
2. Describe the implementation of the instructional program for the 2019-20 school year.

The Stanwood-Camano School District is reviewing the Juvenile Detention Contract with ESD 189 to determine if it meets the threshold for EL services as required by State and Federal law. If it does not, we will submit a plan to implement equitable EL services for EL students in the Juvenile detention center.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)
6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

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Section approved: No
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<p><b>Comments:</b></p>
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<p>At non-magnate schools-Are all of your students who qualify being provided with dedicated EL instructional minutes delivered by an EL cert? This would be the minimum required to demonstrate that you're meeting the Civil Rights requirement. As you monitor, remember that we must show that services at all sites must result in measurable achievement. This will be harder at non-magnate schools due to minimal staffing.</p>
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<p>At your Open Doors site, you must demonstrate that services are comparable to services provided on campus. They need to have regularly scheduled instruction by an EL cert. Also, please complete the boxes in this section. This information must be verified prior to grant approval for all districts with Open Doors.</p>
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## Program Model

### **Newcomer Program:** (WAC 392-160-028 Sec. 2)

*Newcomer Programs are considered a separate group and are not required to meet the criteria for an alternative instructional program (AIP).*

Newcomer Programs provide specialized instruction to beginning level English language learners who have newly immigrated to the United States and are especially useful for districts with large numbers of students with limited or interrupted formal education who may have low literacy in their native language. Districts must establish clear criteria for when students are to move out of the Newcomer Program and into the regular TBIP program offered by the district. Such criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Individual student factors should also be considered regarding a student's preparedness to receive services through another program model. Program length is typically one semester to one year for most students.

The amount of time that students spend in a Newcomer Program varies both in daily schedule and program length depending on the particular district model. Districts must establish clear criteria for when students are to move out of the Newcomer Program and into the regular English language development program. Such criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Individual student factors should also be considered regarding a student's preparedness to receive services through another program model. Program length is typically one semester to one year, but may be more or less time depending on individual student needs.

### **Resource:** Newcomer Tool Kit

**NOTE:** Newcomer Programs should never constitute the entire English language development (ELD) program for any district, but should serve only as a foundation for students to move into the regular district TBIP program.

Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

1. Estimated number of students to be served
2. Entry Criteria:
3. Location:
4. Grade Levels:

- 5. Describe how the Newcomer program will be implemented. Include the number of hours per day.
  
- 6. Describe the criteria used to determine when students move from the Newcomer Program to another TBIP program model in the district.
  
- 7. How are TBIP funds used with this program model?

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<b>Program Model Section approved:</b> Select
<b>Comments:</b>

**Teacher/Trainer/Coach Qualifications**

**Staff Qualifications**

Estimate of staff funded through TBIP		
Salaries	Headcount	FTE
Certificated Teachers	2	1.4
Administration		
Administrative Support		
Paraeducators		
Professional Development Trainor		
EL Coach(es)		
Other		
For "Other" indicate job titles and description of duties funded through TBIP:		

**Certificated Teaching Staff**

1. How is the district recruiting educators with Bilingual Education or English Language Learner endorsements to serve English learners?

For EL teacher: bachelor or master's degree, endorsement in ESL or current enrollment in program to pursue, valid teaching certificate

2. How is the district meeting the endorsement requirement for TBIP funding as outlined in RCW 28A.180.040 and effective September 1, 2019?

Both of our EL teachers are ESL endorsed. We fund 1.4 FTE out of TBIP funds and the staff attached to the 1.4 FTE are both endorsed or actively pursuing endorsement to teach EL.

**Staff hired as Professional Development Trainers and/or EL Coaches** must have the experience and qualifications in the following areas:

- Instructional Strategies for EL;
- Second Language Acquisition;
- Understanding and implementing ELP standards;
- Alignment of curriculum to ELP standards

*(Do not include outside consultants in this section.)*

1. Describe Professional Development Trainer's qualifications, experience, and areas of training that will be provided. Fill this out **ONLY** if the position is funded through TBIP.

N/A

2. Describe EL Coach's qualifications, experience, and support that will be provided to teachers **ONLY** if funded through this grant.

N/A

<b>FOR OSPI USE ONLY</b>
<b>Section approved:</b> No
<b>Comments:</b> Please be advised that salaries funded by TBIP must hold an EL or Bilingual cert. If a candidate is pursuing an endorsement, that position cannot be submitted for reimbursement until after the endorsement is issued.

**District's Professional Development Plan to address the needs of ELs: Professional development specific to addressing the language acquisition needs of ELs is a requirement for TBIP funding. (WAC 392-160-028, Sec. 3)**

3. Describe the professional development plan for staff responsible for providing the English language development services indicated in this application.

EL instructors: ELPA updates and training, training on the ELP standards, WABE conferences and trainings

Have membership in ESD 189's EL cooperative, which provides substantial professional development in areas such as language acquisition, and newcomer support.

4. Describe the district's plan to build the capacity of general education staff to provide meaningful access to content instruction to English learners.

Inservice/training on the following: understanding language acquisition, scaffolding for EL students, differentiating instruction, using effective instructional strategies with EL students, the ELP standards, SIOP and GLAD techniques.

Most of these trainings will be done in small groups, working directly with staff that have EL students in their classrooms.

Teachers will also have access to consultation time with the EL teachers for specific areas of need.

Administrators will be informed of changes in the EL program and requirements and be given the names of EL students in their buildings in August.

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<b>Section approved:</b> Yes
<b>Comments:</b>

**Professional Development Activities:**

**All of the district's professional development activities listed in this application funded through TBIP/Title III funding comply with the following requirements:**

The district's professional development plan will prepare teachers, administrators, counselors, and others involved in language instruction educational programs to:

- Improve the English language development instruction, meaningful access to content instruction, and assessment of English learners; and
- Enhance educators' ability to understand and use curricula, assessment measures, and instructional strategies specific to English learners.

**Professional development will be:**

- Evidence-based and specific to the instructional needs of English learners.
- Of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.
- One-day or short-term workshops and conferences, must be a component of an established comprehensive professional development program for teachers.

**Professional Development Trainings**

**Complete this table for each training listed.**

<p><b>Press "NEW" button to create each new Training listing. Press SAVE after completing each record. Allow SAVE to complete before clicking the "NEW" button again.</b></p>		
<b>Training Title</b>	<b>Presenter</b>	
Language acquisition	ESD 189	
<b>Training Description</b>	<b>Schedule</b>	
Helping content area teachers understand how EL students acquire language	To be determined	
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and Implementing EL assessments <input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: % <b>OR</b> Amt: <input type="checkbox"/> Title III: % <b>OR</b> Amt:

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

<b>Training Title</b>		<b>Presenter</b>
EL Updates for Administrators		Special Services Director
<b>Training Description</b> Updates on EL requirements and ELP standards, listing of EL students in buildings, information to communicate to building staff regarding the EL program. Discussion about magnet program model, and review of best practices in programming for EL students.		<b>Schedule</b> August 2018
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>
<input type="checkbox"/> Mainstream/content teachers <input type="checkbox"/> EL certificated staff <input checked="" type="checkbox"/> Principals <input type="checkbox"/> EL program director <input checked="" type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: % <b>OR</b> Amt: <input type="checkbox"/> Title III: % <b>OR</b> Amt:

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

<b>Training Title</b>		<b>Presenter</b>
GLAD for language acquisition		GLAD certified trainer
<b>Training Description</b> Learning GLAD strategies for implementation in elementary classrooms.		<b>Schedule</b> August 2019
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>
<input checked="" type="checkbox"/> Mainstream/content teachers <input type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative	<input type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input checked="" type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: % <b>OR</b> Amt: <input type="checkbox"/> Title III: % <b>OR</b> Amt:



<input type="checkbox"/> Support Staff <input type="checkbox"/> Other		
<b>REMEMBER:</b> Allow <b>SAVE</b> to complete before hitting the <b>NEW</b> button again.		

**Conferences**

**Complete this table for each conference listed.**

<b>Press "NEW" button</b> to create each new conference listing. <b>Press SAVE</b> after completing each record. <b>Allow SAVE to complete before clicking the "NEW" button again.</b>		
<b>Conference Title</b>	<b>Number to Attend</b>	
WABE		
<b>Describe connection to district EL PD Plan</b> Provides ELL staff with updates and new information in working with EL students.		
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input checked="" type="checkbox"/> Understanding and implementing EL assessments <input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: % <b>OR</b> Amt: <input checked="" type="checkbox"/> Title III: 100.00 % <b>OR</b> Amt: \$1,000
<b>REMEMBER:</b> Allow <b>SAVE</b> to complete before hitting the <b>NEW</b> button again.		

5. How does the district ensure professional development provided through TBIP and Title III is implemented? Describe the follow-up support provided to teachers.

Follow up will be done with staff to determine if the training and/or conference information is being implemented and it's effectiveness. EL teachers are also available to support content area teachers in implementing strategies etc. that were taught at the trainings.

Trainings done through the district require an evaluation form to be completed which includes how they will use the information presented in their classrooms/buildings.

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**Section approved:** No

**Comments:**

How are you using data to determine whether your PD results in student learning outcomes?