

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: 376820

LEA Name: Lemon Grove School District Title III Improvement Status: Year 3

Fiscal Year: 2016-2017

ELAmount Eligibility: 99,511 Immigrant Amount Eligibility: 4,839

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> <p>Instructional services will be expanded to promote student achievement for English Learners. The district goal will be to make a significant increase in the number of protracted language events for English Learners and all students in every classroom by focusing on English Language Development Part 1, Standard 1, Exchanging information/ideas. This instructional shift will be driven by three areas of action: Additional instructional time, coaching and professional development.</p> <p>These actions and services will be evaluated through scores of English Learners on CELDT, CAASPP and Inspect summative assessments, Inspect and LAS links benchmark assessments.</p> <p>Staff from three sites will visit schools using the Sobrato Early Academic Language program and consider implementation beginning in summer of 2017. Partial funding will be set-aside for implementation.</p>
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Use the subgrant funds to meet all accountability measures

Fourth grade has been identified by the EL Program Evaluation Committee as a target grade based on the number of English Learners who did not make annual growth. An English Language Development Instructional Coach will be hired with Title III Limited English Proficient funds to support 4th grade teachers in the implementation of designated English Language Development instruction as well as integrated instruction. The coach will provide professional development and will use a research-based method of co-planning, modeling, debriefing, co-planning, co-teaching, debriefing, observing and debriefing. The coach will also advise the district on professional development for other grades and will support English Language Development instruction.

An assortment of research-based newcomer resources and programs will be provided to Principals to support newcomers as appropriate for age, English proficiency and other factors.

Hold the school sites accountable

Monitoring of and support for core instruction, interventions and programs will be provided through the district Teacher on Special Assignment (TOSA), the Director of Student Services, the Program Secretary, The Director II of Educational Services, and the Educational Services Coordinator. Classroom walk-throughs will be scheduled with these 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 and Illuminate’s Inspect summative assessments, Inspect and LAS links benchmark 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

A District Parent Community Liaison and Parent Volunteer Coordinators at some sites will be provided to support programs and activities to engage parents. Registration fees and materials will be provided for parent trainings. Additional custodial hours will be provided to support parent and student engagement activities. 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>Provide high quality language instruction</p> <p>All PreK and TK teachers will learn about English Language Development standards and integrated instruction using all grade level curricula. The EL needs assessment indicates ELs in these grades are making progress so the goal will be to improve on this progress.</p> <p>All grade K-2 Teachers will learn about English Language Development standards and integrated instruction in conjunction with Common Core standards using Lucy Calkins Units of Study for Reading and Writing, Go Math, Harcourt Science and Houghton Mifflin Social Studies. Second grade teachers will have the ongoing support of the district Teacher on Special Assignment (TOSA) who will provide modeling, co-teaching and observational feedback.</p> <p>All grade 3 and 5 teachers will learn about English Language Development standards and integrated instruction in conjunction with Common Core standards using ELA Treasures, Go Math, Harcourt Science and Houghton Mifflin Social Studies. 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.</p> <p>All grade 4 teachers will learn about ELD standards, integrated instruction <u>and designated English Language Development instruction</u> in conjunction with Common Core standards using ELA Treasures, Go Math, Harcourt Science and Houghton Mifflin Social Studies. The goal will be to address the needs of level 3 students who did not make annual progress and students who are at risk of becoming Long Term English Learners. Teachers will have the ongoing support of the English Language Development Instructional</p>	<p>All teachers</p> <p>All Administrators</p> <p>All Instructional Coaches</p> <p>Bilingual Instructional Assistants</p> <p>District TOSA</p> <p>Ed Services Coordinator</p> <p>Director II Educational Services</p> <p>Professional Development Days on 8/11/16, 1/3/17, 4/10/17</p>	<p>ELD Coach</p> <p>Newcomer Programs</p>	<p>\$97,011</p> <p>\$4,739</p>	<p>Title III LEP</p> <p>Title III Immigrant</p>

	<p>Coach who will provide modeling, co-teaching and observational feedback.</p> <p>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 Study Sync English Language Development component. 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.</p> <p>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.</p> <p>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.</p> <p>The English Language Development Instructional Coach will meet monthly with all Bilingual Instructional Assistants and train them on how to support integrated instruction.</p> <p>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 the year.</p>	<p>Coaching and monitoring of instruction throughout the year</p>			
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	<p>Provide high quality professional development</p> <p>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. Outside providers will be hired for the other teacher groups. Differentiated training will be provided on integrated instruction as indicated above.</p>				
<p>C. Required for Year 2</p>	<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> <p>NA</p>				
<p>D. Required for Year 4</p>	<p>Goal 2 IPA* for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> <p>Evaluation of the English Learner support program through the San Diego County Office of Education's English Learner Program Evaluation training began in 2015-16 and will continue in 2016-17. Initial needs assessments by this committee identified a deficiency of training for teachers and Bilingual Instructional Assistants in English Language Development strategies/interventions for both Designated and Integrated instructional time. In addition, during the summer of 2016, grade span teams will analyze the English Language Arts / English Language Development Framework and identify curricular needs to support English Language Arts / English Language Development instruction.</p>				

	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p>As outlined above, all teachers will be required to implement a focus on ELD Part 1, Standard 1, supported by three professional development days, added collaboration time, and in fourth grade, and ELD Coach. Fourth grade teachers will be required to implement designated ELD instruction.</p> <p>Imagine Learning licenses will be funded by the district for English Learners at the Beginner level only, as supported by data analysis of the 2014-15 school year. Specific sites will pilot and assess use of other EL intervention/support programs.</p>	<p>Principals Teachers</p>			
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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>All grade 4 teachers will learn about ELD standards, integrated instruction <i>and designated English Language Development instruction</i> in conjunction with Common Core standards using ELA Treasures, Go Math, Harcourt Science and Houghton Mifflin Social Studies. The goal will be to address the needs of level 3 students who did not make annual progress and students who are at risk of becoming Long Term English Learners. Teachers will have the ongoing support of the English Language Development Instructional Coach who will provide modeling, co-teaching and observational feedback.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>	ELD Coach	Salary	\$ 97,011	Title III LEP
	F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$2,500
		EL Estimated Costs Total:		\$99,511	

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
G. Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families</p> <p>An assortment of research-based newcomer resources and programs will be provided to Principals to support newcomers as appropriate for age, English proficiency and other factors</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>	Principals Bilingual Instructional Aides	Programs and Materials	\$4,739	Title III Imm.
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		\$100	
		Immigrant Estimated Costs Total:		\$4,839	