

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: 3667868

LEA Name: Rim of the World Unified Title III Improvement Status Year: Year 3

Fiscal Year: 17-18

EL Amount Eligibility: \$36,881

Immigrant Amount Eligibility: \$0

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>All EL students in Rim of the World Unified School District are placed in appropriate ELD classes and classroom settings based on most recent CELDT scores. The district will ensure that all appropriate staff are trained to administer the initial and annual CELDT assessments within the prescribed CELDT window. Preliminary hand-scored CELDT scores, in all domains, will be used to provide teachers and principals timely results to ensure appropriate placement of students and to inform instruction. Based on CELDT results students will be grouped according to proficiency level, when numbers allow, no more than two levels will be placed in a given ELD classroom. EL students with a CELDT level of 1 and 2 (some 3 based on need) will be in an SEI (Structured English Immersion) setting using embedded ELD (EL Handbooks and ancillary materials) during regular ELA instruction. EL students with a CELDT level of 3-5 will be in ELM (English Language Mainstream) setting, using embedded ELD (EL Handbooks and ancillary materials) in regular ELA instruction. All students will have access to Core instruction through differentiated instruction in reading writing, mathematics, social science, and science. Both integrated and designated ELD instruction will take place daily in grades K-12th. EL students in level 1-3 have one full period of ELD, with an additional period of ELA using an approved alternate program for levels 1 and 2 (some 3's depending on need). The current district approved EL materials are:</p> <ul style="list-style-type: none"> •K-5 Ballard & Tighe: Carousel of Ideas,2005 •6-8 National Geographic: Inside Language,2009 •912 National Geographic: Edge, 2008 <p>The district realizes these are very dated materials and are relying on the new ELA/ELD Framework to provide instructional</p>
----------------------------	---

guidance until new standards aligned curriculum is district approved. In addition SDAIE and GLAD strategies are incorporated into classroom instruction.

“Classroom Walk-throughs” that focus on effective ELD instruction and strategies to support ELs will be used by district and site administrators to monitor instruction. The middle and high school have developed a plan to support EL students and parents with quarterly progress monitoring meetings to discuss progress towards meeting reclassification criteria and other academic goals.

Use the sub grant funds to meet all accountability measures

English Learner progress is monitored by disaggregation of AMAO 1 and 2 assessment results by site so that each site can monitor the progress of their ELs. CAASPP results are disaggregated and analyzed by EL subgroup and by CELDT level district-wide and at each site. A system of standards based guides and corresponding benchmark assessments are being developed to inform teachers of student progress in mastering grade level standards in ELA and math. Identify ELD standards and ELA standards approved by the SBE. The district is working to identify an ELD benchmark assessment used commonly and consistently across the district to help identify students’ progress in attaining proficiency in English. ELD benchmark assessment to be given at the trimester for K-5 and each semester at the 6-12 level. Curriculum Committee and EL Coordinators are working with district curriculum director to define RtI2 structure and appropriate interventions for each of the tiers appropriate to grade levels and English proficiency. Identify/use effective research/evidence-based approaches to instruction to address needs of English learners, including but not limited to:

- Good first instruction
- Explicit Direct Instruction (EDI)
- SDAIE
- GLAD
- Scaffolding Strategies for EL’s
- Academic Language & Vocabulary
- Strategies for LTELs
- Continue PLC

Use the existing PLC model to address needs of individual students as well as grade levels on specific standards and skills. Regular “Classroom Walk-throughs” that focus on effective ELD instruction and strategies to support ELs will be used by district and site administrators. CELDT and CAASPP data will be disseminated to teachers at the beginning of the year to identify EL students in each class with their proficiency levels including subskill and domain data.

Hold the school sites accountable

Site administration will monitor ELD instruction by conducting classroom walkthrough’s as well as data review of English Learner Progress. The county will also offer support with EL walkthrough’s conducted

An EL portfolio is being developed for teachers to use as an instructional tool in progress monitoring of EL and R-FEP students Teacher release time will be provided for teachers to learn the tools needed to effectively address the needs of our English Learners Rim is working to improve both formative and summative assessment protocols and effectively use data to drive instructional

decisions. A new data system which interfaces with our student data management system was implemented in the 16-17 school year to assist with this goal and accountability.

Promote parental and community participation in programs for ELs

ROWUSD promotes parental and community participation for English learners by: All of our schools have a legal functioning English Learner Advisory Committee (ELAC) which meets regularly. Each site ELAC elects a representative to serve on the DELAC (district level committee) for a two-year term. Parents and community members are provided with the opportunity to give input into a number of issues including but not limited to the following:

- Review/revise the district master plan for programs and services for ELs
- Review/revise district EL program, goals, and objectives
- Conduct a district-wide needs assessment school-by school
- Review/revise parent notifications

Parent engagement and education is fostered at all sites, which includes activities/information to help parents understand and participate in their child’s education. Family Latino Literacy Project has been successful at the elementary sites and well received by the parents. Parent information is translated into the parent’s native language to foster communication.

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>The district Title III Year 3 plan outlines the goals and action steps to implement and monitor high quality language instruction based on scientifically based research strategies and practices including:</p> <ul style="list-style-type: none"> •Ensure a full and consistent implementation of adopted standards-based ELD instruction at all grade levels. •Implement a consistent ELA program that includes first best instruction, an emphasis on academic language and vocabulary development, and strategies that provide appropriate scaffolding and support for ELs at all proficiency levels. •Implement effective strategies that address the literacy needs of ELs, especially LTELs, who are not meeting EL Performance Benchmarks. Provide targeted interventions for these students following the guidelines that will be incorporated in the RtI model and in the Master Plan for English Learners. •Use the existing data management system as a resource to pull multiple sources of data to assist administrators in placing English Learners in appropriate ELA and ELD core and intervention programs. •Analyze disaggregated data from state, district and site assessments to determine specific needs of English learners and provide targeted instruction to meet those needs. •Provide PD to teachers to enhance their understanding and integration of ELD and ELA standards. 	District EL Specialist/Training	Cost of Contract	\$20,495	EL Title III
		Director of Educational Services Site EL Coordinators EL Classroom Instructors	Language Instructional Support ELD collaboration meetings to improve consistent use of supplemental ELD strategies Supplemental instructional strategies training Development of Portfolios	\$8,236	EL Title III

	<p>Provide high quality professional development.</p> <p>ROWUSD strives to provide all EL students with the highest quality education available. To reach this goal, administrators, and teachers must be provided comprehensive standards based professional development. The focus of staff development will be on effective instructional strategies to address needs of English Learners, including but not limited to:</p> <ul style="list-style-type: none"> •Understand and use explicit direct instruction in lessons •Develop and use language objectives in lessons •Develop and use sentence frames •Develop and use GLAD strategies in content lessons •Understand and use established protocol for teaching academic vocabulary •Understand and use instructional routines to develop oral language proficiency. All professional development will have an emphasis on high expectations. •Plan for professional development for teachers and administrators in reading/language arts, math, ELD, and interventions. •Continued work on up-dating and implementation of standards-based pacing guides. •Implementation monitored through regular walkthroughs by site and district administrators. Provide staff development workshops and training for teachers that will allow them to demonstrate effectiveness in standards-based curriculum planning and transition to CCSS using effective instructional strategies, and effectively use data as a research tool to meet needs of all students. The effectiveness of EL instruction will be monitored by focus walks and supported by on-going EL coaching. <ul style="list-style-type: none"> • Quality Teaching for English Learners (QTEL)- Send a team of teachers to be trained on the implementation of QTEL 3 Moments of a Lesson. 		<p>Kate Kinsella Training for all sites</p> <p>ELD Network Monthly Meetings with representatives from each site</p> <p>Q-Tel</p>	<p>\$8,150</p>	<p>EL Title III</p>
--	--	--	--	----------------	---------------------

C. Required for Year 2	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B: Please? Describe the factors contributing to failure to meet desired accountability measures.</p> <ul style="list-style-type: none"> • Lack of responding to EL data to address the needs of students using supplemental strategies. • Lack of supplemental support services for EL and L-TEL students. • Lack of training in the effective use of EL supplemental materials. • Inconsistent implementation of effective EL support strategies 				
D. Required for Year 4	<p>Goal 2 IPA* for items A-B:</p>				
	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p>				

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: <i>Refer to B above</i></p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>				N/A
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$738	
		EL Estimated Costs Total:		\$36,881	

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: <i>Rim of the world will not receive immigrant funds for 17-18</i></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:		\$0	
		Immigrant Estimated Costs Total:		\$0	