

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <ul style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold schools receiving funds under this subpart accountable <ul style="list-style-type: none"> • for meeting the annual measurable achievement objectives described in Section 3122; • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); d. Describe how the LEA will promote parental and community participation in LEP programs. 	<p>The LEA will use Title III funds to provide the following supplemental services to targeted EL students:</p> <ul style="list-style-type: none"> ❖ Tutorials (before and after school hours) ❖ Intervention programs (during the school day) ❖ Summer school targeted to EL student needs ❖ Hire personnel as needed for supplemental services ❖ Purchase supplemental programs or materials as needed for supplemental services. <p>The LEA plans to use Title III funds to help EL students meet the State's annual measurable achievement objectives by paying stipends to teachers to:</p> <ul style="list-style-type: none"> ❖ Develop standards-based benchmark assessments for all ELD classes ❖ Develop improved checklist or inventories that monitor student progress in these areas and provided guidance for instructional decisions in ELD, language arts and math. ❖ Develop interventions for EL students who are not making adequate progress. ❖ Provide intervention programs ❖ Attend ongoing professional development in order to provide high-quality, standards-based instruction in ELD, math, and ELA to EL students. ❖ Utilize the district EADMS database to collect and provide disaggregated data to schools and individual teachers on student academic growth and progress towards benchmarks. <p>The LEA is committed to monitoring the academic achievement of its EL students in the subject area of ELD, ELA and math. To assure that EL students are</p>

	<p>making satisfactory progress, the LEA will utilize the following monitoring process:</p> <ul style="list-style-type: none"> ❖ Training in Data Analysis Protocol: Train administrators and teachers in a Data Analysis Protocol that is used regularly in Professional Learning Communities' collaboration time. The focus of the data analysis should be based on the steps needed to assure that district meets its student achievement goals. ❖ Facilitate Leadership/Data Team Analysis: Facilitate Leadership/Data Team analysis of benchmark data, Roll Out Training of Benchmarks administration and analysis. ❖ During weekly PLC meetings, each site's EL lead meets with EL site teachers to analyze data and discuss EL student progress and issues. ❖ The EL lead at each site is responsible for the gathering and monitoring of EL records, supporting with EL testing, scoring student responses, and determining what intervention procedures are in place for students needing them, and advising counseling personnel and the principal on the appropriate placement and grouping of EL students. The lead is the liaison between the teachers, EL committee and principal while acting as the representative of EL students. ❖ The District EL Coordinator under the leadership of the Assistant Superintendent of Educational Services holds monthly meetings with site EL leads to discuss district and site level plans for the language and academic instruction for EL students. ❖ The Assistant Superintendent of Educational Services and the District EL Coordinator will visit each school twice yearly to monitor the implementation of the EL program. They will meet with site principals on an "as need" basis to assure that EL students are making adequate yearly progress. <p>The LEA will use Title III funds to encourage and promote broad involvement of the parents of EL students and community. Title III funds will be used to:</p> <ul style="list-style-type: none"> ❖ Provide both written and oral translation for parents who receive individual student assessment results and program descriptions as well as oral translations for every advisory and parent conference at both the district and site level. ❖ Create a bilingual web site for the District, with links to the schools that provides updated information on meetings, data, etc. ❖ Provide classes for parents to develop skill, techniques and strategies to
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	<p>assist their children at home.</p> <ul style="list-style-type: none"> ❖ Contract with Parent Institute to provide parent classes both in English and Spanish. ❖ Hire staff to make phone calls to parents, provide transportation to meetings, and offer childcare. ❖ Work with the adult learning program to assure that it offers literacy, ELD, and technology classes for parents and community members.
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>Title III funds will enhance the current instructional program for EL students by providing:</p> <ul style="list-style-type: none"> ❖ Release time for teachers of EL students to meet to discuss students' academic progress by looking at samples of student work based on previously agreed-upon essential standards and assessments. ❖ Supplemental reading materials for students at less than reasonable levels of fluency to supplement state-adopted ELA series. ❖ Training for teachers in Differential Instruction and SDAIE strategies for use in all academic content areas. ❖ Planning time over the summer for teachers to develop ELD materials that connect to state-adopted ELA series that will "frontload" vocabulary, concepts, and language functions to help EL students be more successful in ELA. ❖ Tutorial and summer school opportunities for EL students that focus on specific, targeted needs in ELD and the core academic areas. ❖ Intervention programs that provide additional support for newly arrived EL and/or EL students designated as at-risk of not meeting benchmarks or of retention. ❖ Provide comprehensive academic support for adopted instructional materials, including demonstration lessons, co-planning/co-teaching, observing and providing feedback when implementing ELA/math programs with research-based instructional.
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment 	<p>Title III funds will be used to implement a professional development plan that will integrate research and scientifically-based theory with high quality instructional practices. The content of this plan will provide extensive, on-going, mandatory training for all teachers at all levels on the Reading/Language Arts and ELD Standards, standards-based adopted materials, and standards-based instruction and materials. Title III funds will be used to offset costs not provided by the district for staff developers, teachers and/or substitutes in order to provide</p>

<p>measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>research-based strategies training to staff. These trainings include:</p> <ul style="list-style-type: none"> ❖ 2016 English Language Development Standards and Frameworks ❖ Advancement Via Individual Determination (AVID) strategies ❖ Ongoing Comprehensive coaching training and support ❖ Differentiated instruction and SDAIE strategies ❖ BCLAD/CLAD ❖ Statewide Conferences/CABE ❖ Secondary Literacy Summit
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>If yes, describe:</p> <p>As part of the LEA's Title III program, the District ELL Committee will meet monthly to:</p> <ul style="list-style-type: none"> ❖ Evaluate academic course content ❖ Adopt supplementary materials ❖ Review intervention programs ❖ Develop intervention curricula ❖ Develop local standards-based assessments ❖ Review disaggregated data ❖ Evaluate student progress ❖ Determine the efficacy of programs for EL students ❖ Continue to develop district-wide procedures and protocols ❖ These meetings will provide an opportunity for district-wide articulation and ensure consistency and coordination within the district. Title III funds will be used to provide compensation for committee members to attend meetings after school and to provide substitutes if release time is needed for committee members.
<p>5. Provide tutorials and academic or vocational education for LEP students; and intensified instruction</p> <p>.</p>	<p>If yes, describe:</p> <p>The LEA will provide an intensive intervention curriculum that will focus on the specific needs of identified EL students in order to assist them in developing English language proficiency, high levels of academic proficiency, and in meeting reclassification and graduation criteria. Specific areas of focus include improvement of reading fluency; reading comprehension, word analysis and vocabulary development. The Intervention program will be designed to support and complement the students' regular English Language Arts/English Language Development and core content instructional program.</p>

	<p>In addressing the needs of the identified students, the Title III Intervention program will use consistent, systemic instruction to:</p> <ul style="list-style-type: none"> ❖ Provide intensive and extensive opportunities to read. ❖ Acquire new knowledge and vocabulary through reading and writing ❖ Read and comprehend leveled fiction and textual materials ❖ Enjoy reading ❖ Engage in meaningful reading and writing ❖ Do expository, narrative, response to literature and persuasive writing based on grade-level ELA standards and grade-span ELD standards <p>❖</p>
6. Develop and implement programs that are coordinated with other relevant programs and services.	<p>If yes, describe:</p> <p>Using Title III funds, a variety of programs will be developed to extend the regular instructional program and focus on the needs of EL students. The following collaborative programs will be coordinated to meet each student's identified need:</p> <ul style="list-style-type: none"> ❖ Current, existing intervention programs ❖ Pupil promotion and retention program ❖ Title 1, the district literacy remediation program ❖ AVID Excel ❖ AVID ❖ AP Classes ❖ Site tutoring programs ❖ ROP program
7. Improve the English proficiency and academic achievement of LEP children.	<p>If yes, describe:</p> <p>The LEA plans to develop and implement an English Learner Individualized Intervention Learning Plan that will identify interventions and supplemental program to meet identified EL students' individual needs in order to improve English proficiency and academic achievement. Title III funds will be used to develop the curriculum and assessments for this program. The goal of this program is to support the success of the EL students in the regular instructional program. This program will also be supported through the collaboration and coordination with the following District programs and related services;</p> <ul style="list-style-type: none"> ❖ District staff development ❖ BTSA ❖ Migrant Education

	<ul style="list-style-type: none"> ❖ Local community colleges ❖ ROP Program
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>If yes, describe:</p> <p>Title III funds will be used by the LEA to educate and empower parents of EL student to become an integral part of the school and community and ensure academic success for their children. Connecting the families with needed educational and social services is an essential part of creating an atmosphere conducive to academic success. The district plans to offer the following classes and programs to parents of EL children:</p> <ul style="list-style-type: none"> ❖ Parent education classes ❖ Adult literacy ❖ Parenting ❖ Parent Institute ❖ Parent technology-literacy ❖ Latino Family Literacy Project ❖ ELAC/DELAC ❖ Family Literacy nights ❖ CAFE--sponsor parents to the conference ❖ All class instruction and materials will be translated into the primary language of the parents. Childcare will be provided at all meetings/classes.
<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and program 	<p>If yes, describe:</p> <p>Title III funds will be used to develop a website for the District's EL Department Information included on this site will include listings of:</p> <ul style="list-style-type: none"> ❖ Adult ELD classes ❖ Parent Orientation and Back-to-School meetings ❖ Parent education classes including Parent Institute ❖ Program descriptions of services offered at each site ❖ Information about parent rights ❖ Testing information and schedules ❖ Hotline for parents to contact the District or school site regarding needs or concerns
<p>10. Other activities consistent with Title III.</p>	<p>If yes, describe:</p> <p>The LEA will use Title III funds for paraprofessionals in the following ways:</p>

	<ul style="list-style-type: none"> ❖ Trainings ❖ Paraprofessional's role in the classroom <ul style="list-style-type: none"> • CABA • Classroom strategies • Differentiation • Diversity training ❖ Parent contacts <ul style="list-style-type: none"> • Translations both written and spoken • Parent hotline • Parent contact phone calls ❖ Supervision of children during parent meetings and classes
Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement
<p>LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic 	<p>Upon registration of their child and annually thereafter, parents will receive a written explanation of the following information:</p> <ul style="list-style-type: none"> ❖ The process that identified their child as an English Learner in need of services (Home Language Survey, initial score on CELDT test) ❖ The child's level of English Proficiency and how it was assessed including the CELDT level and explanation of test and levels as well as other data on student's progress ❖ Description of program that student will receive as well as materials and teaching strategies used ❖ Description of how the program is designed to help their child learn English and succeed academically ❖ Reclassification criteria to exit EL program and expected rate of promotion and graduation ❖ Explanation of how EL program works in tandem with other programs the student may need. ❖ Information on the waiver program if parents determine that they would like an alternate program available to their children. ❖ Parents will be informed of their right to withdraw their child from the program but not the services and to choose a different program. This

<p>achievement standards for grade promotion and graduation;</p> <p>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</p> <p>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p>	<p>process will be explained to them and they will be given a copy of the waiver process.</p> <ul style="list-style-type: none"> ❖ For students who enroll after the beginning of the school year, this notification process will take place within 2 weeks of being placed in a language program. ❖ If the district or site fails to make AYP, all parents will be notified of such failure in writing in a language that the parent understands no later than 30 days after such failure is known. Bilingual personnel will make phone calls to parents with a follow-up written letter to answer any questions that the parents may have. More than one general meeting will be held for all parents to explain the AYP and the lack of school progress and options. Both childcare and translation will be provided.
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