

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: 01612596118608 ___ **LEA Name: ASCEND**_____ **Title III Improvement Status: Year 3**_____

Fiscal Year: FY17 _____ **EL Amount Eligibility: \$26,050.23** _____ **Immigrant Amount Eligibility: \$403.85** _____

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>Teachers will use supplemental English language development (ELD) curriculum and corresponding embedded assessments (purchased in previous years) and will receive professional development and coaching on using data to drive instruction of integrated and designated ELD. Teachers will spend time during pupil-free days with the Instructional Coach to plan integrated content units that include Guided Language Acquisition Design (GLAD) strategies and other integrated ELD strategies to ensure English learners (ELs) have access to core English language arts (ELA) and math curriculum. Students not progressing in the regular will receive additional interventions targeted to English language development needs.</p>
	<p>Use the subgrant funds to meet all accountability measures</p> <p>Sub-grant funds will be used to pay for a portion of the interventionist position to provide ELD interventions and to purchase additional high-interest emerging reader books targeted for immigrant students.</p>

Hold the school sites accountable

The LEA will prioritize Measurable Pupil Outcomes (MPOs) focused on the degree to which the LEA is on track to meeting our AMAOs. Teachers and site leaders will track and analyze student progress of ELs in meeting these targets. Additionally, teachers and site leaders will collect and analyze data from classroom walkthroughs during designated and integrated ELD blocks. Site leaders will report progress to stakeholders including the Director of ELA/ELD and Chief Academic Officer three times a year.

Additionally, annual progress of English language development will be gauged using the CELDT and monitored throughout the year using the ADEPT. Students who are not making adequate progress as measured by the ADEPT will receive additional, supplemental ELD instruction from the Interventionist or ELA/ELD Coach.

Additionally, student achievement for ELs will be progress monitored throughout the year by analyzing our internal CAASPP-aligned benchmarks. EL student growth will be measured annually on the CAASPP by disaggregating growth bands by CELDT levels.

Promote parental and community participation in programs for ELs

Parent conferences will be held at the end of each trimester. In addition to sharing report card and benchmark data, teachers will share EL status with students and families along with annual updates on progress towards English proficiency. For students who are not making adequate progress, a response plan will be created in partnership with families.

Additionally, parents will be notified of their child's EL status via mail.

Also, the LEA will host parent nights where families can learn about ELD and how to support their child's language development at home.

Finally, the LEA will solicit family/community input during the annual site planning process on the LEA's work toward developing the English proficiency of its students.

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 primary means for providing high quality language instruction that the LEA will employ include implementing the Systematic ELD curriculum, providing corresponding PD, and infusing Jeff Zwiers’ Conversation Focused ELD strategies into the designated and integrated ELD blocks. These strategies will promote increased levels of student engagement and motivation to develop English proficiency.</p> <p>Teachers will be supported in the planning and implementation of this work by instructional coaches.</p> <p>Finally, the interventionist will participate in the PD to ensure quality supplemental small group instruction for ELs. The combination of these research-based programs, PD, coaching, and small group support will result in gains on CELD and ELA and math benchmarks.</p>	<p>Teachers, ELA/ELD Coach, and Academic Interventionist</p> <p>SY2016-17</p>	<p>0.25FTE ELA/ELD Coach</p>	<p>\$26,050.23</p>	<p>42013 – Title III EL</p>
	<p>Provide high quality professional development</p> <p>Our ELA/ELD Coach will participate in monthly intensive PD with a cohort of similar coaches led by the Director of ELA/ELD. The focus of this PD will be on the developmental continuum of language proficiency, the California ELA/ELD Frameworks, the California ELD Standards, and Jeff Zwiers’ Conversation Focused language development framework. Coaches will read research, review exemplar videos of ELD instruction, practice using Zwiers’ CDOT rubric to evaluate instruction, and prepare to facilitate site-based PD for teachers.</p> <p>Coach-facilitated teacher professional development will build</p>	<p>Teachers, ELA/ELD Coach, and Academic Interventionist</p> <p>SY2016-17</p>	<p>None</p>	<p>None</p>	<p>None</p>

	<p>instructor capacity to plan and implement effective ELD instruction. This PD will also build on previous PD cycles that focused on designated ELD systems, structures and curriculum.</p> <p>Additionally, teacher PD will provide adequate time and support for teachers to dive into EL assessment and data to inform instructional decisions that best support ELs, particularly during the designated ELD block and content-integrated units of study.</p>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">C. Required for Year 2</p>	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</p> <p>The ELA will intensify and bring more focus to EL coaching and PD for teachers centered on the ELD continuum, the California ELA/ELD Frameworks, and the California ELD Standards.</p> <p>Additionally, teachers will use the ADEPT assessment data to inform both designated and integrated ELD instructional practices. The ADEPT is a new addition to our EL program and our hope is that it will provide teachers with more accurate and actionable data on student language levels.</p> <p>Finally, students will receive supplemental support from an interventionist focused on language development.</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> <p>The main factors included:</p> <ul style="list-style-type: none"> • We implemented a new instructional program across multiple subjects that required teachers to take on a big change. • Designated ELD curriculum is on its second year of implementation. • Integrated ELD is a new focus for our teachers. 				
	<p>Goal 2 IPA* for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p>				

	Please describe all required modifications to curriculum, program, and method of instruction.				
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*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students</p> <ul style="list-style-type: none"> • High quality designated ELD instruction, using ELAchieve’s Systematic ELD curriculum • Enhanced instruction, using integrated ELD strategies, embedded in integrated units of study that provide ELs access to core grade level content. • High quality PD for teachers and coaches to deepen understanding of continuum of English language development, high leverage ELD instructional strategies, and understanding of California’s ELA/ELD Framework. <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>	<p>Teachers, ELA/ELD Coach, and Academic Interventionist</p> <p>SY2016-17</p>	<p>0.25FTE ELA/ELD Coach</p>	<p>\$26,050.23</p>	<p>42013 – Title III EL</p>
	F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		
		EL Estimated Costs Total:		\$26,050.23	

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>In addition to the designated and integrated ELD programs for ELs, immigrant students will receive supplemental, targeted ELD instruction in a small group led by the on-site intervention teacher and/or the ELA/ELD coach using supplemental curriculum targeted to the needs of our immigrant population. The goal of this work is to improve immigrant student English proficiency so they can participate in grade level work with their English-speaking peers.</p> <p>Additionally, teacher will hold data talks with families to discuss immigrant student progress towards proficiency on CELDT and ADEPT assessments.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>	<p>Teachers, ELA/ELD Coach, and Academic Interventionist</p> <p>SY2016-17</p>	<p>0.02FTE Academic Interventionist</p>	<p>\$403.85</p>	<p>4201-Title III Immigrant</p>
	H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		
		Immigrant Estimated Costs Total:		\$403.85	