

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: 01100176001788



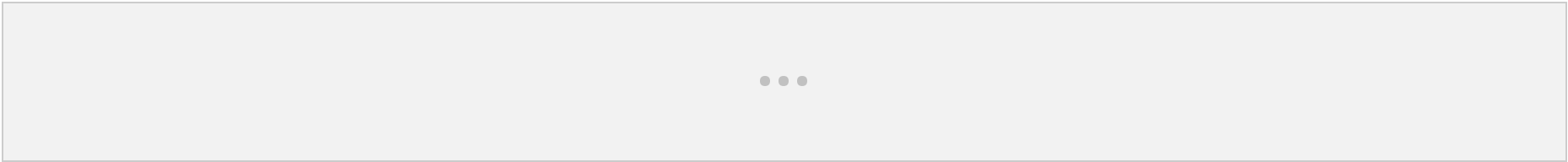
LEA Name: Cox Academy

Title III Improvement Status: Year 4

Fiscal Year: FY17



EL Amount Eligibility: \$30,695.70 Immigrant Amount Eligibility: \$1050.01



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. Requir ed Conte nt	<p>Implement programs and activities in accordance with Title III</p> <p>Teachers will use supplemental ELD curriculum and corresponding embedded assessments (purchased last year) and will receive PD and coaching on how to use the data to drive their integrated and Designated ELD instruction. Teachers will spend time on pupil-free days working with the ELA/ELD coach to plan integrated content units that include GLAD strategies and other integrated ELD strategies to ensure EL’s have access to core ELA and math curriculum.</p>
	<p>Use the subgrant funds to meet all accountability measures</p> <p>Subgrant funds will be used to pay a portion of coach/interventionist salaries and to fund supplemental curricular materials.</p>
	<p>Hold the school sites accountable</p> <p>As an LEA we have a Measurable Performance Outcome (MPOs) geared toward meeting our AMAOs and will measure progress by tracking and analyzing student data for EL students and by collecting and analyzing data from walk throughs during integrated and designated ELD. We will then report out on our progress to the Director of ELA/ELD, Chief Academic Officer, Chief Executive Officer, Chief of Schools, and Chief Talent three times a year.</p>



	<p>Additionally, annual progress toward meeting the measurable achievement objectives will be gauged using the CELDT and monitored throughout the year using the ADEPT. Students who are falling behind as determined by the ADEPT will receive additional, supplemental ELD instruction from the Interventionist or ELA/ELD Coach. Additionally, EL student academic achievement will be progress monitored throughout the year by analyzing our internal, SBAC/CAASPP-aligned Benchmarks, and their growth will be measured annually on SBAC/CAASPP by disaggregating the data by CELDT level to analyze and inform instruction.</p>
	<p>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 student and will share progress toward proficiency. Additionally, parents will be notified of their child’s EL status via mail. For students who are not making adequate progress, a response plan will be created in partnership with families. Also, the LEA will host parent nights where families can come 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.</p>

How the LEA will:	Person s Involv ed/ Timeli ne	Related Expenditu res	Estima ted Cost	Fund ing Sour ce (EL, Immigr ant, or other)
<p>B. R e q ui re</p> <p>Provide high quality language instruction The two primary means for providing high quality language instruction are by using the Systematic ELD curriculum and corresponding Professional Development and by infusing Jeff Zwiers’ Conversation Focused ELD strategies into the Systematic ELD and into integrated content units to improve their purposefulness for students by creating authentic reasons for</p>	<p>Coaches, Interventioni st, and Teachers 2016-2017 School Year</p>	<p>Portion of salary Systematic ELD Curriculum</p>	<p><u>\$30,695.70</u></p>	<p>4203- Title III EL</p>



d	<p>improving their English. Teachers will be supported in the planning and implementation of this work by coaches.</p> <p>Finally, the interventionist will participate in the PD to ensure quality supplemental small group instruction for ELs. The combination of these researched-based programs, professional development, coaching for teaches, and additional small group support will result in gains on CELDT and on our internal ELA and Math Benchmarks.</p>				
	<p>Provide high quality professional development</p> <p><u>PD for Coaches:</u> Our ELA/ELD Coach will participate in monthly, intensive PD w/ the six other coaches led by the Director of ELA/ELD.</p> <p>The focus of this PD is on the developmental continuum of language proficiency, the ELA/ELD Frameworks, the CA ELD Standards, and Jeff Zwiers’ Conversation Focused language development. Coaches read research, watch videos of ELD instruction, use the CDOT rubric (from Zwiers) to evaluate instruction, and prepare to facilitate PD at their sites to build teacher capacity to plan and implement effective ELD instruction. This builds on the PD coaches received last year and over the summer around the SysELD curriculum. All of this PD is to ensure coaches are prepared to provide direct support to teachers.</p> <p><u>PD for Teachers and Admin:</u> Coaches will plan and facilitate PD for teachers and admin using the SysELD curriculum and embedded assessments and using integrated ELD strategies during integrated content units of instruction.</p>	<p>Coaches and Teachers</p> <p>2016-2017 School Year</p>	None		

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Goal 2 Improvement Plan Addendum* (IPA) for items A-B:

Please describe the factors contributing to failure to meet desired accountability measures.

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Goal 2 IPA* for items A-B:

- Intensified and more focused EL coaching and PD for teachers focused on ELD continuum, ELA/ELD Frameworks. Additionally, teachers will use ADEPT data to inform both Designated ELD and Integrated ELD. The ADEPT assessment is an addition to our EL program and our hope is that it will provide teachers with more accurate and actionable data on student language levels. Finally, students will receive supplemental support from an interventionist focused on language development.

Please describe the factors contributing to failure to meet desired accountability measures.

The main factors included:

- We had a change in school leadership for three years in a row, which led to higher than usual staff turnover and less

	<p>consistency in programming and instruction than usual. We are now entering our</p> <ul style="list-style-type: none"> ● New coaching staff (we had no turn over at the end of this year, so this should not be a problem moving forward) ● An influx of new teachers ● Curriculum is only in it's second year of implementation ● Integrated ELD is a new focus for our teachers
	<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.	Person s Involv ed/ Timeli ne	Related Expenditu res	Estima ted Cost	Fund ing Sour ce
E. A l l o w a b l e	<p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>			



A c t i v i t i e s				
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		None
		EL Estimated Costs Total:		\$30,695.70

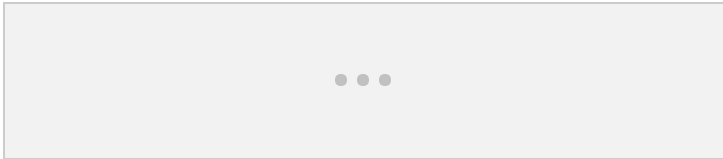
Plan to Provide Services for Immigrant Students

Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding.	Person s Involv ed/ Timeli ne	Related Expenditu res	Estima ted Cost	Fund ing Sour ce
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G	<p>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families</p> <p>Immigrant students as well as students at a CELDT level 1 will receive supplemental ELD instruction in a small group setting led by the on-site intervention teacher and/or the ELA/ELD Coach. The goal of this work is to improve student English proficiency so they can participate in grade level work with their grade level, English speaking peers. Additionally, teachers will hold data talks with families to discuss student progress toward proficiency on CELDT based on ADEPT data.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>	Coaches and Teachers 2016-2017 School Year	Supplemental materials	\$1050.01	4201
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		None	
		Immigrant Estimated Costs Total:		\$1050.01	





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