

## 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: 1973437 (Check) LEA Name: Compton Unified Title III Improvement Status: Year 4+

Fiscal Year: 2016-17 EL Amount Eligibility: \$716, 850 Immigrant Amount Eligibility: \$38, 520

### 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:**

<b>A. Required Content</b>	<p>Implement programs and activities in accordance with Title III</p> <p><b><u>Designated ELD</u></b>                      All English Learners will receive designated and integrated ELD instruction on a daily basis with a focus on research-based strategies aligned to the ELD/ELA framework. Daily implementation of effective, differentiated, ELD instruction based on students’ linguistic need will be supported by district and site English Learner Specialists. District English Learner Specialists will provide model lessons, coaching, and monitor implementation of EL strategies.</p> <p>An ELD curriculum council comprised of teachers will be established to research supplemental curriculum and develop designated ELD lessons which will support literacy and oral language development. The ELD curriculum council will be responsible for piloting new ELD curriculum and provide recommendations for the textbook adoption of ELD materials/curriculum.</p> <p><b><u>Access to the Core</u></b></p> <p>Students will be placed in appropriate English and math classes based on multiple measures including English Language Proficiency.</p> <p>Instructional strategies focused on scaffolding content and making content comprehensible to English learners will be a focus for all teachers, particularly at the secondary level. Teachers will focus on integrating the ELD standards into their lessons in all content areas</p>
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by focusing on the following strategies:

- A focus on the four domains of language (Reading, Writing, Speaking, and Listening)
- Academic Language Development focused on engagement and structured collaboration among students with an emphasis on oral language development.
- Language Objectives
- Differentiation of instruction based on proficiency levels.
- Lessons focusing on text structures, language forms/functions, and lesson delivery (Gradual Release Model).

Content teachers will regularly monitor EL progress and differentiate instruction using formative assessments. Teachers will be given time to meet and discuss the academic progress of English learners. All teachers will receive an EL progress monitoring form consisting of CAASPP data, CELDT data, Benchmark Data, and course grades of EL students in their class. This data will be updated and reviewed on a quarterly basis.

Content-Based ELD integrating science and social studies curriculum will be taught K-5. Teachers will use pre-reading, during reading, and after reading strategies throughout their lessons. Lesson delivery will consist of the gradual release model (I DO, WE DO YOU DO). Comprehensible input strategies in addition to posting language/content objectives, graphic organizers, and sentence frames will be used to meet the needs of English learners. Students in 6<sup>th</sup>-8<sup>th</sup> grade in K-8 schools will be provided with designated ELD instruction using various texts. Presentation of content will be provided by focusing on reading strategies and academic literacy.

Upon reviewing classroom observations and Title III Needs Assessment, at the secondary level ELD, English, and Math teachers will receive training on key signature instructional practices pertinent to Academic Discussions. Model teachers will be selected from each of these content areas to provide ELD/SDAIE demonstration lessons and lead PLCs at their respective school sites. Coaching from district English Learner Specialists will be provided for teachers who need extra support in implementing research based strategies for English learners. Principals and district administrators will provide verbal or written feedback on implementation of lessons and strategies.

Based on our needs assessment many students are struggling in mathematics. The key focus strategies for mathematics will include:

- Explaining the content by simplifying the language.
- Activate background knowledge
- Teach in multiple modalities
- Use academic vocabulary and sentence frames
- Provide a print rich environment consisting of visuals, etc.
- Students will express various mathematical concepts by various scaffolds.
- Incorporate higher level questioning with appropriate scaffolds.

Interventions will be provided for students lacking literacy skills during school, after school, and on Saturday. Interventions will also be part of a students' daily schedule if needed. Students struggling in mathematics will also be provided with additional support during class and after school.

Language Appraisal Team meetings (LAT) will be held for students receiving Ds and Fs in their core classes. Tiered interventions and progress monitoring will be provided to students.

Advanced ELD courses at the secondary level have been A-G approved for English and Elective credit. This will give students an opportunity to fulfill A-G requirements and be provided with the necessary linguistic and academic support to attain reclassification status while meeting graduation credits. Furthermore, it will provide students with ample opportunities to fulfill requirements needed to enter college.

Support systems will be provided for English Learner students who are credit deficient.

### **Professional Development**

#### **K-8 Schools**

Professional Development will be provided that trains teachers of English Learners to use Guided Language Acquisition Design (GLAD) strategies which promote language acquisition, academic achievement, and cross-cultural skills. The Guided Language Acquisition Design provides a structure for an integrated, balanced literacy approach. The integration of listening, speaking, reading, and writing into all content areas and the interrelating of science, social studies, and literature with each other correlates with research that language is acquired most effectively when the emphasis is on meaning and not solely on form. GLAD will provide the following:

- A student set purpose for learning; motivated stated result or goal; student choice; inquiry charts
- Chances to negotiate meaning from language to text; co-op activities for problem solving, social skills, heterogeneous grouping

District EL Specialists and teacher leaders from each site will become GLAD certified and train others throughout the district. Follow up coaching will be provided to teachers in needs of additional support in GLAD strategies. Principals will receive an overview of GLAD strategies and will provide feedback to teachers.

## **Secondary**

Professional Development will be provided to teachers of English Learners on English 3-D supplemental curriculum at the Middle and High School level. Additional coaching will be provided to teachers consisting of model lessons, side by side coaching, and peer observations. Training on the EDGE curriculum and on-line resources will be provided for High School ELD teachers. All ELD teachers will participate in a 2-day workshop consisting of strategies for English learners, reclassification, and curriculum for the 2016-17 school year.

Teachers will develop a common understanding on the needs of English Learners by focusing on instructional strategies related to Academic Discussion. Foundational Professional Learning will take place for all secondary teachers of English learners and site/district administrators. Job embedded coaching will be provided for model teachers. These professional learning sessions will create a system wide approach to support teachers of ELs, collaborate for instructional effectiveness in meeting the needs of English learners, and establish how to use English learner data to impact instruction. The role of the model EL teacher committee and district EL specialists will be to provide side-by-side job-embedded coaching which will build teacher of ELs capacity through a gradual release model of I DO, WE DO, and YOU DO. Coaching of EL teachers will include the following:

- Modeling the use of identified instructional strategies in a classroom setting.
- Collaboratively deepening the understanding of identified strategies focused on the area of academic discussion.
- Principals, Model Teachers, EL Specialist, and district administrators will conduct classroom observations focused on the use of the identified instructional strategies and debriefing with the teacher about the specific lesson and use of strategies.
- A gradual release model of I Do, We Do, You Do

Additional professional development will be provided to district administrators, EL Specialists, and teacher leaders through LACOE trainings, professional learning conferences (i.e., CABE, NABE, Dual-Immersion Conference) on current best practices by experts in the field of English Language Development and Title III Compliance.

Professional Development for Paraprofessionals will be provided on strategies for English learners. Provide professional development to paraprofessionals on ELD/SDAIE strategies, small group instruction, and differentiated instruction. ELD Professional Development will be organized during the summer and on Saturdays for teachers of English learners.

Monitoring of professional development will take place by instructional rounds and walkthroughs.

Use the subgrant funds to meet all accountability measures  
How you measure growth? Growth in all ELD, content areas, monitor CELDT

**Goal 2A: AMAO 1-Annual Progress Learning English:**

All English Learners will receive ELD instruction on a daily basis using district adopted ELD materials curriculum and differentiated according to proficiency levels.

ELD teachers and administrators will use ELD observation tool to reflect and monitor on instructional practices for English Learners.

Develop systems that permit district and school staff to analyze and interpret data regarding English Learners.

Provide an on-line data platform to monitor the academic progress of English Learners, language proficiency progression over time in program and intervention lists. English Learner Department will provide sites with CELDT, AMAO, and reclassification data. District EL specialists, site EL specialists, and administrators will analyze the data for student growth and or lack of growth on CELDT overall scores and domains.

Site English Learner Specialists and classroom teachers will complete a language appraisal team for students not showing growth on CELDT and other academic areas. Language goals will be developed for students and monitored on a quarterly basis.

Administer ELD benchmarks at least 2x per year to measure language proficiency growth in listening, speaking, reading, and writing.

ELD portfolios consisting of student profiles, progress in meeting ELD standards, and student work. Teachers will analyze student progression on ELD standards during every grading period.

**Goal 2B: AMAO 2-English Proficiency**

Provide a three-week intensive summer Language Academy for long term English Learners that supports the development of reading, writing, speaking, and listening.

Coaching will be provided for teachers who need extra support in implementing strategies and meeting the needs of Long Term English Learners.

Teachers will participate in professional learning communities and reflect on appropriate scaffolding and instructional techniques.

Identification of students at risk of becoming Long Term English Learners by means of the LARA bill criteria. School site administrators and teachers will be provided with a list to facilitate collaborative data team discussions. School sites will monitor the linguistic and academic progress of students during PLCs and by ensuring completion of district catch-up plan.

Professional Development for teachers on effective EL instructional strategies (comprehensible input/SDAIE) including the characteristics and instructional needs of English Learners corresponding to EL typologies.

Interventions and support systems including after school programs that will focus on engaging activities that promote critical reading and writing skills.

Provide web-based interventions for students that have not demonstrated language proficiency growth. Web-based interventions will focus on the acquisition of academic vocabulary and literacy.

Students at the secondary level will be taught utilizing English 3-D which is intended for students at the intermediate through advanced level. This curriculum is intended to focus on academic discourse. Professional development and coaching will be provided for teachers.

Targeted ELD courses will be offered for students at the secondary level that are differentiated according to language proficiency levels and promote critical reading/writing skills.

Data chats will be conducted for students who are not progressing towards reclassification and struggling in academic areas. The Department of English Learner Services will provide a blueprint and training for school sites to data chats with students and student led conferences with parents.

*Hold the school sites accountable*

Monitoring of English Learner Master Plan at all K-12 sites. The Department of English Learner Programs will monitor EL placement using the guidelines and criteria in CUSD's English Learner Master Plan. Site leadership teams will be expected to provide training on sections of EL Master Plan along with monitoring implementation.

A data dashboard pertaining to data correlated to scores in the domains of language proficiency (listening, speaking, reading, and writing) and the district's reclassification criteria will be accessible to school sites and monitored on a quarterly basis. Data dashboard will include performance on formative and summative assessments in English Language Arts and Mathematics.

The district superintendent, executive cabinet, and district directors will review school level site plans, particularly programs for English learners.

A mock Federal Program Monitoring Review will take place at school sites. School sites will upload evidence corresponding to FPM instrument items by the end of the 2016-17 school year.

Students receiving Ds/Fs, credit deficient, and with poor attendance will be placed on a Language Appraisal Team (LAT) intervention plan.

*Promote parental and community participation in programs for ELs*

Provide opportunities and encourage parents of EL students to be active participants in the community.

The school sites will provide all parents of English learners with an English Learner Program Orientation. Topics will include: identification, assessment, program placement, program criteria, and entry/exit criteria.

Bilingual Community Relations Specialists will increase home/school communication and participation of English Learner parents.

District English Language Advisory Council (DELAC) meetings will take place on a monthly basis. School sites will have functioning English Language Advisory Councils (ELAC).

Involve our parents through CAFE Project to Inspire by engaging our sites with high EL student populations. This will include training materials and cost of presentations. The classes are conducted in Spanish.

Parent Involvement will consist of attending conferences on specific topics pertinent to English learners, including skills to support English learners with the new ELD standards, activities to enhance students' academic language proficiency, and college/career readiness.

Family nights will be provided for parents and students with information, strategies, and activities to support LTELs with reclassification. In addition, parents and students will be provided with information pertinent to strategies and activities to support LTELs with creating a college-going culture. Parents and students have data chats, discuss improvement plans, and develop a college/career pathway.

<b>How the LEA will:</b>		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
<b>B. Required Content</b>	<b>Provide high quality language instruction</b> District ELD coaches will be assigned to school sites to provide supplemental support consisting of ELD demonstration lessons, side by side coaching, and additional support in the implementation of professional development pertinent to strategies for English learners.	EL Director ELD Coaches Administrators Site EL Specialists Teachers	3 ELD Coaches Salaries	300,000	Title III LEP
	Bilingual Instructional Assistants will support teachers in providing small group instruction and linguistic support to English learners.	EL Director Administrators Site EL Specialists Teachers	5 Bilingual Instructional Assistants Salaries	130, 109-Ask to Move to Supp Conc	Title III LEP
	<b>After School Program for secondary English learners</b> focused on engaging activities that promote critical reading and writing skills utilizing Write to Learn.	EL Director Administrators ELD Coaches Secondary Teachers	Extra Duty for Teachers (\$33 per hour)	\$15, 000	Title III LEP
	<b>Journalism for English Learners</b> after school program for at-risk Long Term English Learners. This program will improve English skills and academic achievement of ELs grades 3-5.	EL Director Administrators ELD Coaches Elementary Teachers	Extra Duty for Teachers (\$33 per hour)  Training Materials	\$15, 000	Title III LEP
	<b>Provide Summer School EL Intervention Programs (Elementary &amp; Secondary)</b>	EL Director Administrators Teachers	Summer School Hourly Rate (\$45 per hour)	\$30, 000	Title III LEP



<p><b>ELD Benchmarks for secondary English learners (Beginning-Intermediate) assessing growth in the four domains of listening, speaking, reading, and writing.</b></p>	<p><b>EL Director ELD Coaches Site EL Specialists ELD Teachers</b></p>	<p><b>LAS Links ELD Benchmark</b></p>	<p><b>\$10,000</b></p>	<p><b>Title III LEP</b></p>
<p><b>Provide high quality professional development (How many days/teachers)</b></p> <p>Provide Guided Language Acquisition Design (GLAD) training and coaching to K-8 teachers of English learners.</p>	<p>EL Directors EL Specialists Administrators Teachers</p>	<p>35 Teachers x 1, 200</p> <p>Sub Cost: 145 x 35 teachers x 3 days</p> <p>Presentation Cost</p> <p>Materials</p>	<p>\$40,000</p>	<p>Title III LEP</p>
<p>International Center for Leadership in Education (ICLE) professional development and coaching to secondary content teachers focused on academic language development and integrated ELD.</p>	<p>EL Directors EL Specialists Administrators Teachers</p>	<p>Presentation Cost</p> <p>30 ELD/ELA Teachers 30 Math Teachers</p> <p>Sub Cost: 145 x 60 x 2 days</p> <p>Materials</p>	<p>\$40,000 (Subs Cost) Training-Supp/Concentra</p>	<p>Title III LEP  Supplemental not enough in Title III/LCAP</p>
<p><b>English 3-D Professional Development provided 2x per year. Follow up coaching will be provided for teachers implementing English 3-D which is a supplemental curriculum for Long Term English Learners.</b></p>	<p><b>EL Directors EL Specialists Administrators Teachers</b></p>	<p><b>Presentation/Coaching Cost</b></p> <p><b>15 ELD Teachers</b></p> <p><b>Sub Cost: 145 x 15 x 2 days</b></p>	<p><b>\$15, 000</b></p>	<p><b>Title III LEP</b></p>

	<b>Saturday and Summer School Professional Development focused on ELD standards, Designated/Integrated ELD, and academic language development across content areas.</b>	<b>EL Director EL Specialists Administrators Teachers</b>	<b>Presentation Cost  Materials  Teacher Extra Duty</b>	<b>\$20,000</b>	<b>Title III LEP</b>
	<b>English Learner Programs will promote current best practices by attending conferences (i.e., CABE, NABE) that convene experts in the field of English Language Development and Title III Compliance.</b>	<b>EL Director ELD Coaches Teachers Administrators</b>	<b>Conference Cost</b>	<b>\$15,000</b>	<b>Title III LEP</b>
<b>C. Required for Year 2</b>	<b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</b> N/A  <b>Please describe the factors contributing to failure to meet desired accountability measures.</b> <ul style="list-style-type: none"> <li>• Lack of common understanding of Integrated and Designated ELD.</li> <li>• Consistent implementation and alignment of K-12 ELD programs</li> <li>• Effective systems to monitor English learner data and differentiate instruction.</li> </ul>				
<b>D. Required for Year 4</b>	<b>Goal 2 IPA* for items A-B:</b>  <b>Please describe the factors contributing to failure to meet desired accountability measures.</b> Narrative (Lack of designated ELD etc.				
	<b>Please describe all required modifications to curriculum, program, and method of instruction.</b>				

\*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	<b>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students</b>	<b>EL Director Community Relations Specialists Administrators</b>	<b>Training Costs</b>	<b>\$15, 000</b>	<b>Title III LEP</b>
	<b>Project INSPIRE Trainings provided by the California Association for Bilingual Education (CABE) consisting of 12 week courses for parents on topics related to English learners.</b>				
	<b>Parent workshops on ELD standards, take home strategies to enhance students' academic language proficiency.</b>				
	<b>LTEL Family Nights will provide parents and students with information pertinent to strategies and activities to support LTELs with creating a college going culture. Parents and students have data chats, discuss improvement plans, and develop college/career pathway.</b>				
	<b>College/University Trips for 9<sup>th</sup> Grade English Learners to develop college and career awareness.</b>				
	<b>EL Director Community Relations Specialists Administrators</b>	<b>Training Cost</b>	<b>\$10, 000</b>	<b>Title III LEP</b>	
	<b>EL Director Community Relations Specialists Administrators</b>	<b>Extra Duty</b>	<b>\$5, 000</b>	<b>Title III LEP</b>	
	<b>EL Director Administrators Teachers</b>	<b>Transportation</b>	<b>\$2, 000</b>	<b>Title II LEP</b>	

	Web-based licenses will be purchased to provide supplemental extended learning activities for Long Term English Learners. These web-based extended learning activities will be scheduled throughout the year.	EL Director ELD Coaches Administrators Teachers	Cost of Licenses  Training Costs	<b>\$30,000 (?)</b>  <b>Write to Learn-Yes Title III</b>	Title III LEP
	<b>ELD Curriculum Development focusing on ELD standards will be integrated across content areas as a supplemental resource for teachers of English learners.</b>	<b>EL Director ELD Coaches Teacher</b>	<b>Extra Duty Cost  Materials</b>	<b>\$10,000</b>	<b>Title III LEP</b>
<b>F. EL Overall Budget</b>		EL 2% for Administrative/Indirect Costs:		\$14,337	
		EL Estimated Costs Total:		\$716,446	

**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
<b>G. Allowable Activities</b>	<b>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families  Newcomer Program at a Middle School and High School for immigrant students.</b>	<b>EL Director ELD Coaches MS EL Specialist HS EL Specialist MS/HS Principals Teachers</b>	<b>Supplemental Materials  (i.e., dictionaries, curriculum)</b>	<b>\$11,520</b>	<b>Immigrant</b>

	<b>Rosetta Stone Licenses for Immigrant student to acquire English proficiency in listening, speaking, reading, and writing.</b>	<b>EL Director ELD Coaches MS EL Specialist HS EL Specialist MS/HS Principals Teachers</b>	<b>Cost of licenses</b>	<b>\$9, 500</b>	<b>Immigrant</b>
	<b>Professional Development on effective second language acquisition for teachers in Newcomer Program.</b>	<b>EL Director ELD Coaches MS EL Specialist HS EL Specialist MS/HS Principals Teachers</b>	<b>PD Cost Extra Duty</b>	<b>\$2, 000</b>	<b>Immigrant</b>
	<b>Newcomer Extended School Day: Immigrant students will be provided with supplemental summer activities focused on language acquisition.</b>	<b>EL Director ELD Coaches MS EL Specialist HS EL Specialist MS/HS Principals Teachers</b>	<b>Extra Duty Materials</b>	<b>\$15, 000</b>	<b>Immigrant</b>
	<b>Quarterly parent meetings consisting of information on community resources, college/career, and the school community.</b>	<b>EL Director Community Relations Specialist</b>	<b>Extra Duty Materials</b>	<b>\$500</b>	<b>Immigrant</b>
<b>H. Immigrant Overall Budget</b>		Immigrant Administrative/Indirect Costs:		0	
		Immigrant Estimated Costs Total:		\$38, 520	

