

Title III Language Instruction for Limited English Proficient & Immigrant Students for fiscal 2014-2015

TWIN FALLS DISTRICT (411)

PART I: COMPLIANCE INFORMATION

Title III, Part A provides supplemental resources for districts to help ensure that children who are Limited English Proficient (LEP) attain English proficiency at high levels in core academic subjects to meet State-mandated achievement performance standards. All districts that receive Title III funds are required to file a Federal Title III Plan with the Idaho State Department of Education (Idaho Statute 33-1617 and NCLB Title III, Section 3114, 3115g, 3116) that describes Title III supplemental services provided. Please check the appropriate Title III compliance-related boxes in Part I, complete the Title III Plan narrative in Part II, and complete the Title III Plan Matrix in Part III.

<input checked="" type="checkbox"/>	The district uses Title III funds to supplement, not supplant, any other Federal, State, or local funds.
<input checked="" type="checkbox"/>	The district's ELD program is research-based and demonstrates effectiveness in increasing English proficiency and student academic achievement in the core subjects.
<input checked="" type="checkbox"/>	The district's ELD program provides high quality professional development to classroom teachers (including teachers in classroom settings that are not ELD programs), principals, administrators, and other school/community-based organizational staff to improve the instruction and assessment of English learners, and enhance the ability of teachers to understand and use curricula, assessments, and instructional strategies for English learners.
<input checked="" type="checkbox"/>	The district's professional development program is of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.
<input checked="" type="checkbox"/>	The district provides annual assessment of English learners that measures growth in acquiring English and academic achievement consistent with the State accountability system. (Annual testing measures the progress of English learners in listening, speaking, reading, and writing as well as inclusion of English learners in State accountability systems).
<input checked="" type="checkbox"/>	The district provides meaningful and timely consultation for eligible children attending a private school within its boundaries.
<input checked="" type="checkbox"/>	If private school officials are interested in participating in the program, the district involves the participating private school officials during all phases of the development and design of the program through ongoing communication between appropriate parties.
<input checked="" type="checkbox"/>	The district has consulted with teachers, researchers, school administrators, and parents; and, if applicable, with education-related community groups, nonprofit organizations, and institutions of higher education, in developing its Title II Plan.
<input checked="" type="checkbox"/>	The district is in compliance with all State laws, including State constitutional law, regarding the education of limited English proficient children, consistent with Sections 3126 and 3127 of Title III.

<input checked="" type="checkbox"/>	The district evaluates its Title III program at least every two years. (Note: It must describe programs/activities for English learners, their progress in learning English and meeting State academic content and performance standards, the number/percentage attaining English proficiency, and their progress for each of the 2 years after no longer receiving Title III services.)
<input checked="" type="checkbox"/>	The district monitors students for 2 consecutive years after they have exited the ELD program.
<input checked="" type="checkbox"/>	The district uses the evaluation results for program improvement to further define the program's goals and objectives and to determine program effectiveness.
<input checked="" type="checkbox"/>	The district has systems in place to maintain all necessary data on English learners to fully participate in required data collection operated by the State.
<input checked="" type="checkbox"/>	The district coordinates and ensures close cooperation with other programs serving English learners that are administered by Federal, State, and local agencies.
<input checked="" type="checkbox"/>	The district provides effective outreach to parents of English learners to inform them of how they can be involved in the education of their children, be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State academic content and academic achievement standards that all children are expected to meet.
<input checked="" type="checkbox"/>	The district sends notices of and holds regular meetings for parents of English learners for the purpose of formulating and responding to recommendations from parents described in #15 above.
<input checked="" type="checkbox"/>	Within 30 days of notice of failure to reach AMAOs, the district informs parents of English learners in the home language (to the extent practicable) that the district failed to make progress on the AMAOs.
<input checked="" type="checkbox"/>	The district notifies parents of their right to remove their child from an ELD program at any time.
<input checked="" type="checkbox"/>	The district identifies and serves limited English proficient children with disabilities through the program in accordance with the requirements of IDEA.

PART II: FEDERAL TITLE III PLAN

This section of the Plan describes the Title III supplemental services provided in your district. Please complete the items below.

1. Describe the Title III supplemental program(s) for English learners (e.g., before/after school, summer school) and who provides these services.

The \$46,080 federal Title III dollars provide fiscal support for a portion of our supplemental support for EL learners. First, funds are used to pay for stipends for one elementary and one secondary ELL department chair. These teacher leaders coordinate the programs between schools, and collect, analyze, and present data and training. Some of these trainings are held during the summer or off contract time so that learning time for students isn't compromised. EL teachers who attend such trainings are paid a stipend of \$25.00 per hour. Along with this use of funds, we budgeted funds for mileage for the EL instructional coach and travel for conferences and other training opportunities. These are not always published or offered early enough for me to specify them in this description, but the funds need to be available as opportunities come up. Next, while the TFSD offers many extended day and year opportunities for EL students, Title III funds are insufficient to cover the cost of these programs. Our ELs attend extended day programs in Title I schools that have sufficient funds to offer them. These tutoring programs are generally two days per week. EL tutors provide academic support for core content skills and this year, as we align to the Idaho Core Standards and prepare for the SBAC, we will need to revise our program to best help our students meet the new challenges. A EL para may be assigned to specific buildings who need extra help in their extended day program. In the supplemental programs we also provide time for language acquisition, including time on Imagine Learning. We use Title III funds to help us acquire Imagine Learning licenses. We are currently paying for \$25,000 of our licenses out of another grant so we will need to increase the amount budgeted in this area beginning next year. This year, we budgeted funds for IL licenses not covered in the grant and materials to support the STAR program. Our data indicates that this is effective use of funds in improving achievement in reading, vocabulary, listening, writing, and comprehension as per our IELA scores. We also have implemented flexible scheduling to intensify our efforts in after school programs. In two elementary schools in the 2013-14 school year, the LEP teachers worked from 10:00-5:00 so that the ELs could remain in general education classrooms for reading block and receive the supplementary support after school. The data from this program is positive and will continue and may expand in 14-15. Both middle schools will offer extended day programs for core academic support and language development. The high school has an after school program four days each week with academic support and language acquisition support available. Busing is provided for all programs. The three-week Title I summer school and the 6-12 six-week summer school offer Language Acquisition and academic classes taught by HQ LEP teachers.

2. Describe the linguistic and academic needs of English Learners in the district (e.g., parent and staff survey results, achievement data in reading, math, and other content areas and graduation rates comparing LEP/non-LEP, and other needs assessment data).

The TFSD completes a gap analysis by building and district. That analysis, coupled with the IELA results, and local assessments provides data to drive programs and improvement in EL services. The district also uses Survey Monkey, and building level surveys for parent, student, and staff input. The district utilizes McRel Walk-through data to monitor implementation of best practices for EL learners in the regular classroom and the data is shared with staff via the instructional coaches. Our EL instructional coach provided much insight into the needs in various buildings and was able to meet individually with teachers and administrators and provide professional development in faculty meetings and workshops to address those needs. The EL coach position will be full-time for the 14-15 school year. Our IELA scores for the 13-14 school year were solid. The situations of the students who dropped a level will be analyzed to determine what the cause may be. Over 90% of the students maintained or gained with over 50% gaining. We continue to see a gap in student achievement as per GPA at the secondary level. We continue to focus efforts to extend the day and require summer school for academic acceleration. We do not remediate; we accelerate as our population has catching up to do.

3. Describe the materials and resources to be used in the supplemental services provided through the Title III Program.

Materials and resources include Imagine Learning licenses, Access textbooks for content area instruction at the high school, Achieve 3000, Language for Learning, Kid Biz, and Side by Side. For 2014-15, the district will continue using the Ellis program. Funds are also spent on professional development.

4. Describe how the WIDA ELD Standards Framework is infused into Title III program(s) instruction.

This is an area that the TFSD has targeted for improvement over the past several years. With WIDA, Idaho Core Standards, and SBAC implementation, the effort will need to continue. The TFSD made a strong effort to provide training in the ELD standards to all staff and is continuing to address the need to ensure that these are infused into the general education and ELD programs. Most TFSD ELL teachers have attended WIDA training and we have had inservice days so that the ELL instructional coach can review the training with the whole ELL team and articulate the district plan for implementation. General education teachers are encouraged and, when on contract, required to attend trainings that are available. General education instructional coaches also attend these trainings so that they can support implementation. This has been most successful at the high school level due to the extensive training in the co-teaching model. Robert Stuart Middle School is the magnet school for the EL program and teachers there will be involved in co-teaching training and implementation in 14-15 with or without the ELL Improvement Grant which has been submitted. The opportunity to redo the curriculum and assessments to align to the Idaho Core Standards will provide an additional opportunity to train teachers and implement WIDA standards more consistently.

5. Describe the professional development offered with Title III funds and how it includes administrators, teachers, paraprofessionals, and others responsible for implementing ELD services.

First, the TFSD participates in trainings offered by the SDE and includes district and building administrators, teachers, and instructional coaches in these trainings. When possible, participation is required. The district realizes that for training to be followed by quality implementation, administration must be included. The district has provided para-educator workshops which included training on SIOP, Imagine Learning, and other issues. The para's feedback was very positive and for the 14-15 school year, two full days of PD will be provided. These days will include training on working with children who have experienced trauma and other issues pertinent to ELL students. As stated, the district has provided SIOP training K-12. Administrators and instructional coaches are charged with ensuring implementation and on-going staff development. All LEP teachers, coaches, and administrators received extensive training and have ongoing support in the use of Imagine Learning, Achieve 3000 and other programs. The TFSD requires participation in SDE trainings specific to ELs when possible and strongly suggests it when possible. The district believes that in order for quality implementation to occur, building administrators and district administrators have to have training and a foundation in the programs and instructional models in use. All administrators participated in SIOP training, Imagine Learning training, and ELD standards training and they will participate in WIDA training as available. Coaches and general education teachers have all completed SIOP training and Imagine Learning training. Faculty meetings are used for mini-professional development workshops and administrators, coaches, and general education teachers all present on best practices. The number of Collaborative Study Teams increases each year as well. The CRHS staff completed the third year in the Co-Teaching Model grant and will continue the program next year while expanding to Robert Stuart Middle School. The full-time general education and EL instructional coaches are integral to that training and implementation. The spring 2014 data IELA data is once again, positive. The Federal Programs Director communicates frequently with the SDE regarding training opportunities and support to assist the TFSD in its determination to provide the best educational opportunity possible for each child.

6. Describe how the district will ensure that the Title III program(s) is coordinated with other Federal, State, and local programs and services.

As stated, our Title III funds are limited so our programs are very reliant on Title I and Title II funds as well as the general fund and grant opportunities. The Federal Programs Director is responsible for working with the district administration and principals to ensure that all funds are used efficiently and effectively in coordination to best meet the needs of students. An example stated earlier is the extended day program which is reliant on other funding sources such as Title I and alternative education funds. Our Co-Teaching grant, RSIG refugee grant, and Emergency Immigrant grant also help to support our programs. It is tragic that the federal and state funds are so inadequate.

7. Describe how the district involves the parents, guardians, other family members, and community advocates of English learners with Title III program development and evaluation.

The TFSD involves parents and community advocates as per the mandates of each federal program. The district is in compliance in these areas, but there is need to increase involvement and intensify these efforts. Each school is strongly encouraged to include parents of ELL students on the WISE teams, although, for varied reasons, this does not always happen. Our schools have close to 100% attendance at parent conferences, including the ELL parents. Two of our primary ELL populations are the refugee and the migrant students and extra effort is made to bring these parents into the educational programs. The refugee parents have home visits, practice bus runs, thorough orientation to our schools through the Newcomer Centers and translated material to the extent possible. The migrant liaisons have greatly increased the parent involvement through their PAC and have very engaged parent officers in their organization. Two parents attended the National Migrant Conference for each of the last two years. Celebrating our diversity is a focus in our schools and our work to include parents is an integral part of our program.

8. Describe the qualifications of the staff implementing Title III services.

97% of the teachers in the TFSD are HQ. All ELL teachers are HQ, two instructional coaches are HQ with ELL certification and the Nationally Board Certified, highly trained HQ LEP teacher will continue as the full-time K-12 ELL coach next year. We expect that all staff participate in educating our ELL population and that is why the coaches are so important to our program. With regard to the specific qualifications of ELL teachers, we hire those with appropriate certification and the strongest qualifications including experience in ELL instruction, general education instruction, command of the English language, both written and oral, ability to work with the general education staff, and current training. We participate very actively in training opportunity and ensure that all teachers receive current training. It is becoming increasingly difficult to find HQ and HE (highly effective) ELL teachers.

9. Describe how the district determines staff fluency in English and any other language used for instruction.

Our district participated in the SDE training on the STAR program in the summer of 2012. We implemented STAR as a pilot in the 12-13 school year and analysis of the the impact on achievement, while inexact, is positive. It is our plan at this time, to require that ELL teachers use the STAR program with fidelity next year with additional training provided prior to the start of school. In our end of year 13-14 needs assessment, the teachers identified additional training as a need. The instructional coach will arrange for this and monitor implementation next year. We feel that the STAR program directly impacts the ICS mastery for ELs. We have realized that some staff's knowledge of written and spoken grammar and how to teach those areas need to improve. When hiring, we assess writing on the application and speaking in the interview and do not hire people with poor English skills. The use of the STAR program will benefit both the students and the teachers in grammar and English fluency. That said, it is important to hire teachers who have English as a second language whenever possible so that they can serve as role models for our refugee and Hispanic LEP students.

10. Describe your process for exiting students out of the ELD program. Describe the procedures used by your district for monitoring LEP students for two years after their exit.

Students are exited out of the ELD program as per the SDE/federal guidance. the TFSD began using the form provided on the SDE page as of Septmeber 10, 2013 to ensure that all criteria are met. LEP teachers monitor the progress of exited students for two years through their standardized and local achievement data. Anecdotal data provided by teachers or school administrators is also considered in placement. This is an area that the instructional coach will monitor closely. We will ensure that once students are exited, they don't lose ground in language development and academic achievement.

Part III: FEDERAL TITLE III PLAN MATRIX

This section of the Plan allows districts to describe how the Title III program and activities will be designed to meet all Annual Measurable Achievement Objectives described in Section 3122 of Title III; make adequate yearly progress for LEP students as described in Section III(b)(2)(B); and annually measure the English proficiency of English learners so that those served by the Title III program will develop English proficiency while meeting Idaho's academic content and academic achievement standards as required in section 1111(b)(1). Now that you have described the essential components of your Federal Title III Plan, please use the following matrix to expand your plan by listing your linguistic and academic goals, evidence-based strategies and activities, evaluation, timeline and person(s) responsible. The example below is provided to assist you in preparing your Federal Title III Plan.

Objective	Evidence-based Strategies/Activities	Evaluation	Timeline	Person(s) Responsible	Delet
EXAMPLE: 1.0 – After at least 9 months of Title III services, the percentage of English learners scoring Below Basic on the ISAT Reading will decrease by 20%.	Idaho ELD Standards; in class Title III services and interventions; Sheltered English instruction in academic classes delivered by teachers training in the SIOP model; reading process and comprehension professional development for Title III and general classroom instructors; parent development in reading techniques to implement in the home	ISAT Reading assessment	End of the 2013-2014 school year	Title III-funded teacher, ESL teacher, general education staff, program specialists	
1.0 – By the end of the school year, all students scoring in the Beginning and Advanced Beginning level of English proficiency will increase at least one level on the IELA. All students will show growth through the scaled scores on the IELA.	Imbed within the process of change/implementation to the Common Core and Smarter Balanced Assessment, inclusion of PD and implementation of the WIDA standards, support for teachers via ELL instructional coach; SIOP implementation K-12; Co-teaching 6-12 with supportive texts for EL students (Access), effective pullout and extended day support with Imagine Learning, Read 180, Achieve 3,000, and language support materials.	IELA	End of the 2014-15 school year.	ELD teachers, building administrators, coaches, general education teachers, Federal Programs Director	<input type="checkbox"/>
2.0 - The TFSD made AMAOs for the 2012-2013 school year and will repeat for 13-14.	Continuation of 12-13 programs as described in this document with intensified implementation of STAR.	IELA, ISAT	2014-2015	All district personnel. Federal Programs Director.	<input type="checkbox"/>
Begin implementation of WIDA Standards.	Have ELL teachers participate in training, followed by building administrators. Plan with the assistance of the SDE the timeline for implementation and the best methods to accomplish this.	Sign in sheets and follow up with instructional coach.	14-15 school year and beyond.	Federal Programs Director, all ELL teachers and administrators.	<input type="checkbox"/>

Objective	Evidence-based Strategies/Activities	Evaluation	Timeline	Person(s) Responsible	Delet
Analyze the needs of the ELL program, teachers and students with regard to implementation of the Idaho Core Standards and SBAC (from first results) and plan to address the needs.	In district and SDE teaming to determine the most efficient and effective way to meet this challenge. Survey students to best understand their perceptions of the SBAC,	Curriculum documents, survey of general ed. and ELL staff, survey of students, and scores.	2014-2015 and beyond	Federal Programs Director, SDE, and instructional coach	<input type="checkbox"/>