

**Title III Local Educational Agency Plan Performance Goal 2
Cover Sheet**

Local Educational Agency (LEA)/Lead LEA Name: Palo Verde Unified

CDS Code: 33-67181 Fiscal Year: 2016-2017

Member LEAs (for Consortia): _____

Please check all documents submitted:

LEA Plan Performance Goal 2 (please include page numbers for each section)

Section A (p. 1-3)

Section B (p. 4-5)

Section C (p. N/A)

Section D (p. 5-6)

Section E (p. 7)

Section F (p. 7)

Section G (p. 7)

Section H (p. 7)

Needs Assessment (optional)

English Learner Subgroup Self Assessment (ELSSA) Tool (optional)

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: 33-67181 LEA Name: Palo Verde Unified Title III Improvement Status: Year 4+

Fiscal Year: 2016-2017 EL Amount Eligibility: \$32,399 Immigrant Amount Eligibility: \$2100

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>Palo Verde Unified School District provides programs and activities that are developed, implemented and monitored to ensure all English language learners attain proficiency in grade-level standards in ELA and math and develop English language skills. These programs include a Structured English Immersion Program, Mainstream Transition Program, and a Mainstream Program. In addition, ELs are supported by the following base program:</p> <p>ELEMENTARY</p> <ul style="list-style-type: none"> • ELD: 30 minutes of Designated ELD delivered by grade-level ELD teacher in addition to integrated ELD throughout the day • Curriculum for Designated ELD <ul style="list-style-type: none"> ○ K-5: McGraw-Hill Wonders ELD Components ○ 6-8: McGraw-Hill Study Sync ELD Components • Daily instruction in ELA, math, and content grade-level standards with lessons designed to scaffold learning • Intervention time to allow additional support to all students in core curriculum <p>SECONDARY</p> <ul style="list-style-type: none"> • ELD: one period per day for all EL students • Curriculum for Designated ELD: Pearson My Perspectives ELD Components
----------------------------	--

- Daily instruction in all subjects grade-level standards with lessons designed to scaffold learning

In addition to the base program, PVUSD will:

- Provide ongoing professional development to support access to effective instructional strategies in both Designated and Integrated ELD.
- Ensure additional planning time is provided and supported as part of an ongoing plan to support effective implementation of instructional strategies through an emphasis on data analysis protocols.
- Support site administration with providing feedback and monitoring effectiveness of EL strategy implementation.
- Research and purchase supplemental materials to support English Learners in response to data analysis results.

Use the subgrant funds to meet all accountability measures:

Subgrant funds will be used to pay for:

- Professional development and extra planning time for to analyze EL data, modify lesson plans and collaboratively identify instructional strategies based on data results and create EL SMART goals.
- Manipulatives/ realia/ supplemental materials to support the modified lessons as a result of additional planning time

Hold the school sites accountable:

The district will monitor high quality language instruction based on scientifically-based research strategies, practices, and programs through:

- Create and utilize Classroom Walk-through protocol using a district devised monitoring tool.
- Update and monitor the PLC Data Analysis Worksheet with an emphasis on EL sections.

Promote parental and community participation in programs for ELs:

Our program of promoting parental and community participation consists of the following:

- Family Literacy events are held after school/evenings to promote attendance of families of ELs on topics including homework, reading and literature, math
- Promote and increase college enrollment for EL students and parents/families through collaboration with Palo Verde College with Palo Verde High School (PVHS).
- Proactively invite parents/families to attend a college trip at the end of the year for ELs and their families to visit Palo Verde College to promote college participation
- Hold monthly community meetings to elicit parent and community input on site and district issues as well as provide members the opportunity to engage in discussions of federal requirements concerning ELs.
- Blackboard Connect Outreach automated phone messaging in Spanish and English to update parents on grades, attendance,

school activities, and various parent/community meetings

- Outreach personnel at TK-8 engage collaboratively with parents concerning academic and/or social student needs.
- Proactively invite parents to attend Reclassification Fluent English Proficient (RFEP) end-of-year ceremony to recognize and celebrate RFEPs at each site.
- EL families are identified and are actively encouraged to participate in PRICE Parenting classes

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> <ul style="list-style-type: none"> • Provide extra planning time for grade-level chairs and department chairs to modify the PLC Data Analysis Worksheet (DAW) to include EL monitoring and instructional strategies. EL Data Analysis Worksheet sections will be calibrated across grade spans. (27 elementary plus 7 secondary X 1 hour) • Provide extra planning time for grade level / department teachers to analyze EL data, modify lesson plans and collaboratively identify instructional strategies based on data results and create EL SMART goals. (All core teachers, including special education, 1 hour 6 x a year). • Provide extra planning time in Special Education procedures and strategies for teachers working with ELs in Special Education (16 teachers x 1 hour @ 3 x a year). • Manipulatives/realia/ supplemental materials to support the modified lessons as a result of additional planning time. 	<p>Grade level chairs/ Sep 2016</p> <p>Teachers/ Sep 2016 – May 2017</p> <p>Teachers/ Fall 2016</p> <p>Principals and teachers/ Fall 2016</p>	<p>Extra duty rate</p> <p>Extra duty rate</p> <p>Extra duty rate</p> <p>Purchasing costs</p>	<p>\$1525</p> <p>\$13,155</p> <p>\$1975</p> <p>\$3096 \$3602</p>	<p>Title III</p> <p>Title III</p> <p>Title III</p> <p>Title III Title III 2015-16 Carryover</p>
	<p>Provide high quality professional development:</p> <ul style="list-style-type: none"> • Training, coaching, and modeling with Teachers on Special Assignment to address the needs of ELs to analyze EL data, modify lesson plans and collaboratively identify instructional strategies based on data results and create EL SMART goals by consultant as part of an ongoing plan to build district capacity. 	<p>TOSAs Consultant/ Fall 2016 with follow-up times</p>	<p>Consultant fee</p>	<p>\$10,000</p>	<p>Title III</p>

	<ul style="list-style-type: none"> • District-wide teacher training in SIOP and SDAIE instructional strategies • Training on the use of the EL Data Analysis Worksheet sections to analyze EL data, modify lesson plans and collaboratively identify instructional strategies based on data results and create EL SMART goals. • Provide professional development for Special Education procedures and strategies for teachers working with ELs in Special Education. Registration will be open for all teachers working with special education EL students. (50 x 6 hours) • Create a district devised monitoring tool that focuses on strategies to support EL students in order to provide teacher feedback and identify areas of support and train site administration on the use of it. 	<p>EL Consultants /Monthly 2016-17</p> <p>EL Consultants /October 2016</p> <p>Consultant Teachers/ Winter 2016</p> <p>Consultant Administration/ August 2016</p>	<p>Consultant fee</p> <p>Consultant fee</p> <p>Consultant fee</p> <p>Consultant fee</p>	<p></p> <p>\$1000</p> <p>\$11,969</p> <p>\$2000</p>	<p>LCFF Supp/Conc Grant</p> <p>LCGG Supp/Conc Grant</p> <p>Title III 2015-16 Carryover</p> <p>Title III 2015-16 Carryover</p> <p>Title III</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>Please describe the factors contributing to failure to meet desired accountability measures.</p>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">D. Required for Year 4</p>	<p>Goal 2 IPA* for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> <ol style="list-style-type: none"> 1. Need stricter adherence to the time that has been established for Designated ELD instruction in addition to integrated ELD instruction. 2. Lack of fidelity to the core EL curriculum 3. Professional Learning Community not focused on ELs and EL issues 4. Lack of implementation and expenditure follow-up caused carryover of Title III funds 				

	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p>Curriculum: Newly adopted ELA/ELD curricula K – 12</p> <p>Program: Frequent data analysis, minimally four times per year, to monitor and modify instruction and ensure academic progress of EL students. Consistent implementation of Designated and Integrated ELD monitored and supported by district and site administration, TOSAs, and EL Consultants. Refine roles/responsibilities and implementation monitoring.</p> <p>Method of Instruction: As a response to data analysis, professional development and PLCs, teachers will provide a more cohesive and consistent Designated and Integrated ELD program to all EL students with an emphasis on research based instructional strategies.</p>	<p>Director of C & I</p> <p>See Section B</p> <p>See Section B</p>	<p>Materials costs</p>	<p>\$950,000</p>	<p>LCFF</p>
--	---	--	------------------------	------------------	-------------

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> <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>	N/A	N/A	N/A	N/A
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$648	
		EL Estimated Costs Total:		\$32,399 + \$16,571 carryover = \$48,970	

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:</p> <p>Enhanced instructional opportunities to immigrant students and their families</p> <p>Purchase and share supplemental reading materials for immigrant students and their families to increase student and family literacy.</p>	Director of C & I Principals / Fall 2016	Materials costs	\$2058	Title III Immigrant
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		\$42	
		Immigrant Estimated Costs Total:		\$2100	