

Title III LEA Plan Performance Goal 2

All limited English proficient (LEP) 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: 4369583 LEA Name: Morgan Hill Unified School District Title III Improvement Status: Year 4+

Fiscal Year: 2016-2017 LEP Amount Eligibility: \$140,522

Immigrant Amount Eligibility: \$12,834

Plan to Provide Services for Limited English Proficient 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:

Implement programs and activities in accordance with Title III:**EL Instructional Program**

District: English Language learners' educational needs and language demands is one of the top district's priority as reflected in the district's LCAP. The EL Program is under the direction of the Director of State and Federal Programs. The Director has a teacher on special assignment to provide direction, guidance and support as the district implements the new ELA/ELD Framework and strengthens the integrated and designated ELD programs at Elementary and Secondary schools. District has implemented language labs after school to accelerate language acquisition in some elementary schools. District has collaborative PD practices with the ASES and 21st Century grantees staff focusing on English Language Development for after school programs. All new teachers receive a five-day intensive ELD institute and support by the district EL facilitator during their first year. In addition, Title I schools have an intensive GLAD training for all teachers. For Secondary schools, the district has Constructing Meaning Leads to support the second year of implementation of integrated EL strategies (SDAIE) for all content area teachers. During the 2105-2016 school year, 45 teachers participated in the second cohort of the year and 4 teachers became trainer of trainers to create capacity among MHUSD teachers. For 2016-2017 year, the district will offer two training cohorts to meet the demands of 70 teachers who had signed up for the training.

Elementary: All EL students participate in a 30-45 minute ELD time according to their grade level and proficiency level. We call this intervention “switch time.” Students receive ELD instruction according to their linguistic level, and their linguistic growth is monitored in addition to other academic growth through the Professional Learning Community (PLC) process present in all our schools. Administrators participate in professional development opportunities and walk-throughs to deepen their knowledge in ELD and their EL program at their sites and use common language assessments to guide ELD student placement. Each school has a lead ELD Facilitator who provides mini lessons and support to the staff in deepening their knowledge on language instructional practices ELD facilitators meet twice a month to share best practices, develop common language assessments and professional development for teachers.

Secondary: All ELD students are scheduled with the following courses:

CELDT levels 1-2. These students take two ELD classes. ELD instruction is focused on language development, literacy development in English, and an introduction to the secondary system in the U.S. Most frequently, these are students who are recent arrivals.

CELDT level 3. Because a number of our students have experienced language fossilization, CELDT level 3 students at the secondary level are assigned either one or two courses of ELD depending on a number of data points, including state assessments, and district benchmarks. Each case is analyzed individually by the secondary site, and administrators or counselors in conjunction with site ELD staff determine the best scheduling for these students.

CELDT levels 4&5. Students at this level receive one course of ELD that counts as an elective. These students are mainstreamed through the schedule and teachers support their linguistic and academic progress with SDAIE strategies.

All ELD students’ linguistic and academic growth is monitored through the PLC process in each site. The ELD curriculum is Inside for Elementary and Edge for High School students.

Professional Development

Elementary schools:

98% of elementary teachers have received a full cycle of GLAD training, and teachers at schools with high concentration of EL and Migrant students such as Barrett, San Martin/Gwinn, and Walsh have received focused GLAD coaching. 100% of elementary teachers have been trained to use Systematic ELD, which is the district integrated ELD program for K-6. This has allowed all elementary sites the implementation of “switch time.” Each year the district provides a five day Systematic ELD training for new teachers. Additionally, the district trained three teachers to be district Systematic ELD trainers and sent a team of five teachers and administrators to the EL Achieve Symposium. The district has a recently hired a full time ELD Teacher on Special Assignment to support the implementation of the ELD Standards and the new ELA/ELD framework. Additionally, the district will explore Integrated ELD programs for Elementary schools next school year.

Middle schools and high schools:

Middle School teachers have been trained on English 3D and how to use Inside materials. ELD high School staff has been trained how to use EDGE materials. Teachers had been trained on the implementation of Common Core State Standards for English and Mathematics. Additionally, this is the second year of implementation of Constructing Meaning – language strategies for content area teachers (integrated ELD), reaching 66% of Secondary teachers trained. All site principals were part of the Leadership Institute and participated in two walk-throughs to calibrate instruction in the classroom. During the 2015-2016 school year, the district trained 4 teachers to become trainers of trainer to create internal capacity and ownership of instructional strategies that meet the linguistic needs of our students. MHUSD will explore several ELD/ELA textbooks materials to proceed with an adoption pilot for the following school year. READ 180 is offered in upper grades for struggling readers. Middle schools have after school programs for students that are struggling.

Use the subgrant funds to meet all annual measurable achievement objectives (AMAOs):

Based on the CDE LCFF Report , our results for EL students are as follows:

<http://ias.cde.ca.gov/lcffstatepri/lcffstateprioritiesreport.aspx?ID=3yjhod4q2pBJIoNjiDPVhc2ZfO9emQp3+evbF//emWEhgdfgRRf9PikC1fQh+gS3&mode=detail&type=.pdf>

There is an opportunity in strengthen instructional practices with all teaching staff to accelerate the English language acquisition of EL students. The district will offer training in integrated ELD practices at the elementary level (GLAD training) and secondary level (Constructing Meaning). There is a growing opportunity in implementing literacy interventions in grades 5-7 to accelerate reclassification for Long Term English Language Learners. There is a growing opportunity to monitor closer English Language Acquisition to provide timely interventions in English as well as mathematics.

The Title III LEP and Immigrant funds will be used to supplement and enhance the EL Program by: a) Providing additional professional development opportunities for teachers to increase literacy and the use of academic discourse in the class b) Provide additional in depth professional development and coaching to faithful implement a dual immersion program c) Providing extra time for teachers to meet and look at EL data d) provide additional time for students to learn English while school is out (summer school) to improve AMAO's 1 and 2.

*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.

Hold the school sites accountable

Administrators and teachers had been trained to use School City. The principals work with the Assistant Superintendent of Educational Services to review their progress in achieving their AMAO's. The staff support is based on student data analysis to measure linguistic progress, to adapt instructional practices to meet the linguistic needs of their students and on-going education related to the Annual Measurable Achievement Objectives (AMAO's). During PLC time, teachers use common assessments to measure growth and move students between classes at a higher proficiency level to increase rigor. EL Facilitators support the process and monitor linguistic progress in all sites. Principals participate in two days of learning walks in ELD classrooms to increase their knowledge in regards to systematic program implementation and monitoring strategies among their staff. There is a growing opportunity to standardize practices and monitoring systems district wide.

Promote parental and community participation in programs for ELs.

MHUSD has a strong commitment for parent engagement, especially for underrepresented populations. LCAP Goal #2 is dedicated to Parent Engagement. The district funds 6-hour bilingual community liaison at each site. The community liaisons are in charge to strengthen relationships with our EL parents, translate school related information and provide communication in the parent's primary language, they are also community resource brokers, they make referrals to community agencies to meet the physical, mental and community needs of our EL families. Each school holds numerous parent evening events, from Common Core Mathematics nights to literacy workshops. There are three sites that offer ELD classes for parents. There are also opportunities for dialogue with each principal on a regular basis. The district has supported a college going culture by providing Parents Institute for Quality Education (PIQE) institutes in elementary, middle school and high school as well as CABE Project to Inspire institutes. The district provides regular professional development for the community liaisons.

How the LEA will:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (LEP, Immigrant, or other)
LEAs receiving or planning to receive Title III LEP funding may include allowable activities.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

B. Required Content	<p>Provide high quality language instruction</p> <p>District will continue to increase teacher quality by providing a comprehensive plan of professional development opportunities for K-12 teachers in three main areas: ELD/ELA framework, integrated ELD strategies and designated ELD instruction. By increasing teacher capacity, the quality of language instruction will increase across grade levels and disciplines.</p>	See below	See below	See below	See below
	<p>Provide high quality professional development</p> <p>District Wide:</p> <p>a) Implementation of the new ELA/ELD Framework by providing three day institutes to instructional teacher leaders and principals.</p> <p>For Elementary Schools (K-5):</p> <p>a) Support for new teachers by providing a five day professional development institute for the adopted ELD materials (Systematic ELD by EL Achieve)</p> <p>b) Support for veteran teachers by providing a two day refresher professional development institute for the adopted ELD materials and the most current changes due to the new ELA/ELD framework.</p> <p>c) Additional support for all teachers in integrated ELD strategies throughout the content areas by providing a seven day professional development institute of GLAD training.</p> <p>d) *Support additional certificated staff (EL Facilitators) to provide supplemental high quality professional development</p>	<p>August – December 2016</p> <p>August 2016- January 2017</p> <p>August – December 2016</p> <p>August – December 2016</p> <p>August 2016- May 2017</p>	<p>Facilitator and substitutes for approx. 35 participants.</p> <p>Substitute costs and materials for approx. 25 participants</p> <p>Substitute cost for approx. 35 participants</p> <p>Substitute cost for participants GLAD training</p> <p>EL Facilitator additional</p>	<p>\$14,000</p> <p>\$23,000</p> <p>\$10,000</p> <p>\$13,411</p> <p>\$12,000</p>	<p>LCFF-EL</p> <p>Block grant</p> <p>LCFF-EL</p> <p>Title III- LEP</p> <p>Title III-LEP</p>

<p>to support teaches in implementing SDAIE strategies in their classrooms by modeling lesson planning, demo lessons, mini professional development during PLC time on Wednesday, sharing resources and best practices, supporting formative assessments processes and provide non-evaluative feedback. And bilingual staff to support families.</p>		Bilingual facilitators	\$6,600	Title III –LEP
<p>e) * Supplemental professional development to dual immersion teachers to support English Learners in Mastering English.</p>	August 2016- May 2017	Contract with Association of Two Day Dual Language	\$14,000	Title III –LEP
<p>f) * Provide 20 additional days of quality ELD instruction for students who have not met AMAO 1 goal during June and July (Summer time) to accelerate English Language acquisition.</p>	June – July 2017	Summer School ELD Academy	\$63,400	Title III- LEP
<p>g) * Provide supplemental after school or before school research-based quality learning opportunities, including the use of supplemental instructional software to accelerate English Language acquisition.</p>	September 2016-May 2017	Additional teacher time Software Licenses	\$1,500 \$2,000	Title III-LEP Title III-LEP
<p>For Secondary Schools (Grades 6-12):</p>				
<p>h) * Provide teachers with high quality five-day supplemental professional development training to implement SDAIE strategies in content area classrooms to address the linguistic needs of EL students (Constructing Meaning by EL Achieve)</p>	August 2016- January 2017	EL Achieve contract and materials	\$24,800	Title III-LEP
<p>i) Provide ELD teachers with a five day professional development institute during the summer offered by the Santa Clara County Office of Education to align instructional</p>	June 2016	Registration and daily stipend		

	<p>practices with the ELD/ELA framework to increase rigor in ELD instruction.</p> <p>j) Support additional certificated staff (CM Leads) to provide supplemental high quality professional development to support teaches in implementing SDAIE strategies in their classrooms by modeling lesson planning, demo lessons, mini professional development during PLC time on Wednesday, sharing resources and best practices, supporting formative assessments processes and provide non-evaluative feedback</p> <p>k) * For grades 6-8, provide 20 additional days of quality ELD instruction for students who have not met AMAO 1 goal during June and July (Summer time) to accelerate English Language acquisition.</p> <p>(*) Supplemental activities funded with Title III – LEP</p>	<p>August 2016- May 2017</p> <p>June-July 2017</p>	<p>Stipend and 0.2 release time per school</p> <p>Summer School ELD Academy</p>	<p>\$50,000</p> <p>Expenses stated above</p>	<p>LCFF-EL</p> <p>Title III-LEP</p>
C. Required for Year 2	<p>Goal 2 Improvement Plan Addendum* (IPA) for items 1-3:</p> <p>Please describe the factors contributing to failure to meet AMAO target(s).</p>				
D. Required for Year 4	<p>Goal 2 IPA* for items 1-3:</p> <p>Please describe the factors contributing to failure to meet AMAO target(s)</p> <p>There are several factors that the district should consider as growing opportunities for future years</p> <ol style="list-style-type: none"> a. Strengthening the rigor and relevance of ELD designated curriculum. b. Strengthening integrated EL teaching strategies across content areas c. Strengthening interventions available for EL students d. Strengthening the use of data to make academic decision in classrooms e. Strengthening monitoring systems for student progress 				

- f. Strengthening benchmark assessments for ELD, ELA and mathematics.
- g. Strengthening implementation of ELA/ELD framework.
- h. Strengthening parent education in regards to initial placement, CELDT testing and reclassification criteria.
- i.

Please describe all required modifications to curriculum, program, and method of instruction.

- a. ELD: strengthen the rigor and relevance of the curriculum delivered in each classroom, strengthen monitoring protocols to ensure students are progressing in their language acquisition.
- b. ELA: strengthen EL integrated teaching strategies to provide access to ELA content for EL students, strengthening monitoring protocols to ensure students are progressing in English.
- c. Mathematics: strengthen EL integrated teaching strategies to provide access to math content for EL students, strengthening monitoring protocols to ensure students are progressing in mathematics.
- d. Intervention. Design, implement and monitor timely in-school and out-school interventions for EL students that require additional support to master ELD, ELA and/or Math. (summer school)
- e. Placement: strengthen the procedures for students to be placed in ELD, ELA and mathematics K-12. Develop a protocol for student to move up as needed by supporting EL facilitators at each site.
- f. Professional development. Continue providing designated and integrated ELD training to teachers grades K-12 including the dual immersion program support, including Systematic ELD,

Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
See Section B.a, B.b	See Section B.a, B.b	See Section B.a, B.b	See Section B.a, B.b
See Section B.c, B.i	See Section B.c, B.i	See Section B.c, B.i	See Section B.c, B.i
August 2016- May 2017	Additional teaching time	\$2000	LCFF
See Section B.f, B.g, B.k	See Section B.f, B.g, B.k	See Section B.f, B.g, B.k	See Section B.f, B.g, B.k
See Section B.d	See Section B.d	See Section B.d	See Section B.d
See Section B.d, B.e, B.h	See Section B.d, B.e, B.h	See Section B.d, B.e, B.h	See Section B.D, B.e, B.h

	<p>g. Assessment. Develop common benchmark assessments to provide a common ground for PLC protocol to ensure timely change of practice during class time to meet student needs by supporting a release time for CM Leads</p>	See Section B.j	See Section B.j	See Section B.j	See Section B.j
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E. Allowable Activities	Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for LEP students				
	For Elementary Schools (K-5):	Director of State and Fed. Program	EL Facilitator Additional time	\$12,000	Title III-LEP
	a) Support additional certificated staff (EL Facilitators) to provide supplemental high quality professional development to support teachers in implementing SDAIE strategies in their classrooms by modeling lesson planning, demo lessons, mini professional development during PLC time on Wednesday, sharing resources and best practices, supporting formative assessments processes and provide non-evaluative feedback and bilingual staff to support parents.		Bilingual facilitators	\$6,600	Title III-LEP
	b) Supplemental professional development to dual immersion teachers to support English Learners in Mastering English.		Association of Two way dual Language Contract	\$14,000	Title III-LEP
	c) Provide 20 additional days of quality ELD instruction for students who have not met AMAO 1 goal during June and July (Summer time) to accelerate English Language acquisition.		Summer School ELD Academy Grades K-8	\$63,400	Title III-LEP
	d) Provide supplemental after school or before school research-based quality learning opportunities, including the use of supplemental instructional software to accelerate English Language acquisition.		Additional teacher time	\$1500	Title III-LEP
	Software licenses		\$2000	Title III-LEP	

	For Secondary Schools (Grades 6-12): e) Provide teachers with high quality five-day supplemental professional development training to implement SDAIE strategies in content area classrooms to address the linguistic needs of EL students (Constructing Meaning by EL Achieve) f) For grades 6-8, provide 20 additional days of quality ELD instruction for students who have not met AMAO 1 goal during June and July (Summer time) to accelerate English Language acquisition.		EL Achieve Contract Materials Expenses covered above	\$4,800 \$20,000	Title III-LEP Title III-LEP
F. LEP Overall Budget		LEP 2% for Administrative/Indirect Costs:		\$ 2,811	
		LEP Estimated Costs Total:		\$140,522	

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>a) District will provide immigrant families with American Educational System workshops and ELD classes.</p>	Director of State and Fed. Progr.	Additional teaching time Childcare Software licenses	\$3,000 \$500 \$9077	Title III-Immigrant

H. Immigrant Overall Budget	Immigrant Administrative/Indirect Costs:	\$257
	Immigrant Estimated Costs Total:	\$12,834