

**219 State Transitional Bilingual Instructional Program**  
**Fiscal Year:** 18-19  
**Milestone: Requested OSPI Approval** (Printed 7/10/2018)

**District:** Eastmont School District  
**Organization Code:** 09206  
**ESD:** North Central Educational Service District 171

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## Recommendations and TBIP Eligible Exited Students

### Professional Development Report (Form 716)

- Professional development has been reported. Professional development must be reported in Form 716 before the TBIP or Title III grant will be approved.

### Program Evaluation

**Describe the district's plan for continuous improvement and evaluation of its instructional program for ELs.**

**Do not complete this section if your district is applying for Title III funding independently with FP 232.**

In addition to data compiled by the district to evaluate its English language development program, review the following data for your district. Compare the district's results to the state results:

- [Program Evaluation Data Tools](#)
- [Graduation rates for English learners](#) (Review four-year and five-year cohorts under District Detail tab)
- [Title III Required Reporting Data](#) on English Language Proficiency and Progress towards Proficiency and Achievement on Content Assessments (ELA, Mathematics, and Science). See [File Downloads > 2017 Administration > 8. Non-Assessment Files > DistrictSD\\_2017SYT3TBIPRpt.](#)
- [Training on Using Title III Required Reporting](#)
- [Washington School Improvement Framework](#)

Districts with small EL enrollment should review individual student results or other data compiled by the district.

1. What observations did the district make and what trends did the district identify when reviewing the data?
2. Based on the district's most recent program evaluation, what is the district's plan for continuous improvement of its programs to serve English Learners? Describe the modifications that the

district will make to its program.

## Exited TBIP Students

**Section 514 of the Engrossed Substitute Senate Bill 6052** added funding to provide support to reach grade-level performance in academic subjects for students who transitioned from the TBIP program by reaching the proficient level on the state English language proficiency assessment within the two previous years.

1. Describe the **TBIP-funded academic services** that will be provided to students who exited TBIP based on the 2017 or 2018 ELPA21 Annual Assessment and require additional academic support. Remember to review the Title III required reporting data. What information did the district learn from a review of its data on exited ELLs? What information did the district learn from a review of its data on exited ELLs?
  - a. Bilingual Coordinator and ESL Specialists will review formative and summative assessments which would include CBAs, STAR, Smarter Balanced Assessments, and others.
  - b. Identify students with an academic need in core content areas.
  - c. Prioritize students by most need
  - d. Collaborate with building level RTI staff that includes parents, principal, general education teacher, bilingual para-educator, and the Bilingual Achievement Specialist and on a regular basis, the team reviews student's daily work and assessments.
2. What academic supports will the district provide based upon its data review?
  - a. Academic support provided by TBIP funds will be provided through extended day, in-class support, homework support, buddy system, etc.
  - b. Staff will regularly track exited student and review their daily assignments, classroom assessments, grades, and contact parents to share how their child is performing in school.

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**Comments:**

## District Instructional Program: Bilingual Programs

### Two-Way Dual Language Program (Two-Way Immersion or Two-Way Bilingual Education):

Two-way Dual Language Programs (also known as Two-Way Bilingual Education and Two-Way Immersion) provide academic instruction in two languages in classrooms with balanced numbers of English learners and native speakers of English. The goals are for students to become bilingual and biliterate in both languages of instruction, attaining high academic achievement in both languages, and sociocultural competence.

Dual Language Programs begin in Kindergarten and continue through 12th grade. Models vary by the percentage of instruction in each language, e.g., 90-10 or 50-50. Students continue in the program for at least 9 years and preferably through high school graduation to develop proficient biliteracy skills.

This is a basic education program. TBIP funds can be used to:

- provide supplemental English language development services and supports to ELs in this program
- offset additional costs associated with providing more effective programming for ELs
- provide professional development pertaining to language acquisition.

**NOTE:** Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

1. How many students are served through this model?

Number of ELs          Number of Non-ELs

2. Which schools are implementing this model?

3. Describe the implementation of the dual language program. Include information on:

- Languages of instruction
- Percentage of time spent teaching in each language by grade level
- How language of instruction time is divided by grade level: (e.g. by content area, unit of study, time of day, other?)
- Describe biliteracy development, e.g., time allocation for literacy in each language, progress monitoring process and plan for interventions in each language of instruction.

4. How are TBIP funds used within this program model?
  
5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

**One-Way Dual Language Education (One-Way Immersion or One-Way Bilingual Education):**

One-way Dual Language Education (also known as One-Way Bilingual Education and One-Way Immersion) provides academic instruction in two languages in classrooms with only English learners. The goals are for students to become bilingual and biliterate in both languages of instruction, attaining high academic achievement in both languages, and sociocultural competence.

Dual Language Education begins in Kindergarten and continues through 12th grade. Models vary by the percentage of instruction in each language, e.g., 90-10 or 50-50. Students continue in the program for at least 9 years and preferably through high school graduation to develop proficient biliteracy skills.

This is a basic education program. TBIP funds can be used to:

- provide supplemental English language development services and supports to ELs in this program
- offset additional costs associated with providing more effective programming for ELs
- provide professional development pertaining to language acquisition.

**NOTE:** Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

1. How many students are served through this model?

Number of ELs          Number of Exited ELs

2. Which schools are implementing this model?

3. Describe the implementation of the dual language program. Include information on:

- Languages of instruction
- Percentage of time spent teaching in each language by grade level
- How language of instruction time is divided by grade level: (e.g. by content area, unit of study, time of day, other?)
- Describe biliteracy development, e.g., time allocation for literacy in each language, progress monitoring process and plan for interventions in each language of instruction.

4. How are TBIP funds used within this program model?

5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

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**Comments:**

**Developmental Bilingual Education (DBE or Late-Exit):** [\(WAC 392-160-028 Sec. 2\)](#)

Developmental Bilingual Education (DBE) or Late-Exit Bilingual programs are similar to Dual Language programs in that instruction is carried out in both English and the student's native language. All students entering the program are English learners who speak the target language as their primary language. Typically, Late-Exit programs begin in kindergarten or first grade with 90% of instruction occurring in the native language and 10% in English. Instruction in English incrementally increases, while instruction using the native language gradually decreases until there is an equal balance of instruction occurring in both languages. The 50/50 division of instructional time continues through the completion of the program, which is usually in the 6th grade. Students then transition into regular mainstream instruction in English.

Developmental Bilingual Programs typically divide native language (L1) and English language (L2) instruction by means of content areas, unit of study, or by instructional time such as class period or day. As with Dual Language programs, students may continue in the Late-Exit program after they exit TBIP on the annual English language proficiency test.

Previously, one-way dual language programs were reported under the umbrella of late exit. In school year 2018-19, one-way dual language was added as a separate program model.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to ELs in this program
- offset additional costs associated with providing more effective programming for eligible students
- provide professional development pertaining to language acquisition.

**NOTE:** Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

1. How many students are served through this model?

Number of ELs      Number of Non-ELs

2. Which schools are implementing this model?

3. Describe the implementation of the DBE or late-exit program. Include information on:

- Languages of instruction
- Percentage of time spent teaching in each language by grade level

- How language of instruction time is divided by grade level: (e.g., by content area, unit of study, time of day, other?)

4. How are TBIP funds used within this program model?

5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

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**Comments:**

**Transitional Bilingual Education (TBE or Early-Exit):** [\(WAC 392-160-028\)](#) **Sec. 2**

The purpose of a Transitional Bilingual Education or Early-Exit model is to use the student's native language as a foundation to support English language development.

TBE models generally begin by initially providing 90% of instruction in the native language and 10% in English, increasing English instruction systematically until all instruction is provided in English. TBE (Early-Exit) models differ from Developmental Bilingual (Late-Exit) models in that students move to English-only instruction more quickly, with students generally moving into mainstream English-only classes within three or four years.

Early Exit is the least effective of the bilingual program models and should only be implemented when the district is not able to provide a dual language or late exit model. Students in this model do not receive native language instruction for long enough to achieve biliteracy.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to ELs in this program
- offset additional costs associated with providing more effective programming for eligible students
- provide professional development pertaining to language acquisition.

**NOTE:** Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

1. How many students are served through this model?

Number of ELs      Number of Non-ELs

2. Which schools are implementing this model?

3. Describe the implementation of the TBE or Early-Exit program. Include information on:
- Languages of instruction
  - Percentage of time spent teaching in each language by grade level
  - How language of instruction time is divided by grade level: (e.g. by content area, unit of study, time of day, other?)
4. Research has shown that the dual language and late exit program models are more effective than the early exit program model. What factors have prevented the district from implementing a dual language or late exit model?
5. How are TBIP funds used within this program model?
6. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

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**District Instructional Program, continued** **Alternative Instructional Program (AIP)**

*(This section MUST be completed if the district is using the Content-Based/Sheltered Instruction program model or a Pull-out/Push-in program model, or Newcomer program model.)*

**TBIP's Legislation on Alternative Instructional Programs**

**WAC 392-160-006** – An "alternative instructional program" means a program of instruction which may include English as a second language and is designed to enable the student to achieve competency in English. Alternative instructional programs are support systems provided in English-only or English with primary language support.

**WAC 392-160-040** – **School districts under one or more of the following conditions may elect to provide an alternative instructional program.** Which of the following conditions support the district's decision to provide an alternative instructional program?

- Necessary instructional materials in the student's primary language are unavailable and the district has made reasonable efforts to obtain necessary materials without success. Please explain:

There are limited instructional materials available that includes CCSS and student's primary language K-12.

- The capacity of the district's bilingual instructional program is temporarily exceeded by an unexpected increase in the enrollment of eligible students. Please explain:

The teacher shortage makes it difficult for the district to find qualified bilingual teachers, especially being located in a rural area.

- Bilingual instruction cannot be provide to students without substantially impairing their basic education because of their distribution throughout many grade levels or schools, or both. Please explain:

Eastmont School District continues to hire bilingual teachers (Spanish) whenever possible. Since we are located in a rural area, hiring highly qualified bilingual teachers are limited.

- Teachers who are trained in bilingual education methods and sufficiently skilled in the non-English primary language(s) are unavailable, and the district has made reasonable attempts to obtain the services of such teachers.

It is difficult recruiting qualified teachers who are bilingual and bi-literate in the rural community. As job opportunities are posted, ELL endorsements are preferred or willingness to obtain as it states on the job descriptions.

Describe the process that the district used to determine that trained bilingual teachers are unavailable. Explain what reasonable attempts the district has made to recruit trained bilingual teachers.

We continually make connections with, and encourage the placement of, bilingual student teachers to encourage their interest in coming to Eastmont. We also encourage current bilingual staff to reach out and encourage individuals that they have encountered in their education program or the community to consider Eastmont as a future employer.

**Content-Based Instruction (CBI) or Sheltered Instruction (SI):**

*The content-based instruction and sheltered instruction programs are considered to be alternative instruction programs. Please ensure that the preceding Alternative Instructional Program section is completed.*

Content-Based Instruction (CBI) integrates English language development with academic content learning using English as the language of instruction. The CBI model is used in classes comprised predominantly of English Language Learners with instruction delivered by teachers specifically trained in the field of second language acquisition and instructional strategies to support both English language development and academic grade-level content. CBI classes can be designed to meet core content credit requirements and/or to serve as language development support classes. District must follow [State Certification Requirements](#) for both English language development and content teachers when assigning teachers to provide content-based instruction.

**NOTE:** Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

**Describe the district's implementation of the content-based instruction or sheltered instruction program as it applies to the district.**

**Elementary Content-Based/Sheltered Instructional Program**

1. Estimated number of students to be served:
2. Describe the implementation of the content-based/sheltered instructional program for the 2018-19 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. How are TBIP funds used within this program model?

**Middle School Content-Based/Sheltered Instruction Program**

1. Estimated number of students to be served:

2. Describe the implementation of the content-based/sheltered instructional program for the 2018-19 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. How are TBIP funds used within this program model?

### **High School Content-Based/Sheltered Instructional Program**

1. Estimated number of students to be served: 50
2. Describe the implementation of the content-based/sheltered instructional program for the 2018-19 school year.

Two ESL teachers (one hour of English and one hour of math with language learning).

These classes will reduce our classroom size for students to receive more individual support.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

Each class is 5 days a week for about 50 minutes serving our students who are progressing on the ELPA-21 assessment.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

In the regular school schedule with current adopted curriculum text and supplemental resources will be used. The teachers are trained or soon to be trained in scaffolding strategies. ELP Standards training is offered yearly for all staff.
5. How are TBIP funds used within this program model?

Offset costs in teacher salary due to smaller class size.  
Purchase of supplemental materials for the bilingual language classroom used by ELLs.
6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

-All of our EL students are regularly pulled to review their credits and college- and -career-ready

plan by our counselors, EL Specialist and Migrant/Bilingual Achievement Specialist, starting at the junior high level and continuing on through graduation.

-ELL and Migrant also have their transcripts and plans reviewed by our PASS Coordinator where he also explains the PASS program as an additional option to make up any missed credits or in order to meet any future needs.

-EL Specialist reviews each program student's credits and course needs recommending support and schedule modifications when necessary. Migrant/Bilingual Achievement Specialist provides follow-up.

### **Alternative School or Digital Learning Program Content-Based/Sheltered Instruction**

1. Estimated number of students to be served:
2. Describe the implementation of the content-based/sheltered instructional program for the 2018-19 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)
6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

### **Open Doors [1418] Youth Reengagement Program**

1. Does your district have an Open Doors program?  
  
No
2. Describe the implementation of the content-based/sheltered instructional program for the 2018-19 school year.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)
6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

**Juvenile Rehabilitation Center, Juvenile Detention Facility, or Institutional Education Facility**

1. Does your district have an institutional education facility? If so, please respond to the prompts below:
2. Describe the implementation of the content-based/sheltered instructional program for the 2018-19 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

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<b>Section approved:</b>
<b>Comments:</b>

## District Instructional Program, continued

### **Supportive Mainstream:**

*This is an alternative instructional program. Please ensure that the Alternative Instructional Program section is completed.*

Consistent, focused, and effective language development instruction is provided through ELL pull-out/push in instruction or through small group work with the classroom teacher. Language instruction is delivered in English by teachers who have been specifically trained in the field of second language acquisition and strategies. Instruction may occur either individually or in small groups within the mainstream classroom (Push-in) or separate from the mainstream classroom (Pull-out) with the focus of supporting English language development.

Students in this model access grade-level academic content through participation in their mainstream classrooms. It is therefore imperative that districts employing this model ensure that sufficient time and resources are allocated for professional development of classroom teachers who will be responsible for providing access to grade-level curriculum for the English language learners in their classrooms.

**NOTE:** Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

### **Supportive Mainstream: Elementary**

1. Estimated number of students to be served: 750
2. Describe the instructional support for the 2018-19 school year.

- During core instruction, students receive scaffolding instructional support through general education teacher using GLAD teaching strategies.

- ELLs will receive push-in/pull-out support from bilingual funded paraprofessionals and/or ELL teacher who provide language support by pre-teaching vocabulary and building comprehension skills for our emerging and progressing students. Paras work under the direct supervision of the ELL teacher/RTI Coordinator.

The ELL teacher will work with the para's schedule to track how students are being supported through progress monitoring. For progressing students, who are not receiving direct services are placed with teachers who have been trained in teaching strategies using GLAD or best teaching practices for ELL students. If students are still not progressing, the daily work and assessments are reviewed to determine direct support is needed. Supports provided will include push-in and/or extended day services, parents are contacted and intervention services implemented.

- Extended day opportunity for our Kindergarten -4th grade bilingual students using Imagine Learning four days a week.

3. Indicate the amount and frequency of elementary supportive mainstream instruction by language proficiency level.

By using a variety of data points (ELPA-21, formative and summative assessments, Smarter Balanced, STAR, and CBAs) we are providing support on a daily basis depending on need. The ESL support is daily for our emerging and progressing students, estimated 30 minutes a day, 4 days a week.

Extended day will be offered for Imagine Learning, 60 minutes a day, 4 days a week.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

- Continued trainings to bilingual funded paras how to effectively support bilingual students in the mainstream classroom
- Provide training for general education teachers on the use ELP standards in daily lessons and assessments. This will help our staff put into practice how to assess our ELL student's academic and language skills in the core classroom.
- Follow-up trainings with teachers on ELL teaching strategies that will help increase academic achievement for our ELL students provided by ELL/GLAD Coach and ELL Specialists.
- Continue to provide ELPA scores to general education teachers and train on the use of this data to instruct ELL student in the classroom.
- Explore supplemental materials to support our student's in the core content areas

5. How are TBIP funds used within this program model?

Certificated FTE: 3.35 Classified FTE: 1.53 (paras) Achievement Specialists 1.9

Non-fictional books to support grade level content

Imagine Learning

Picture library cards

Into English

Marzano Vocabulary

The ELL Critical Data Process

Expanding Expressions

### **Supportive Mainstream: Middle School**

1. Estimated number of students to be served: 225
2. Describe the instructional support for the 2018-19 school year.

English Language acquisition support will be provided by an ESL teacher and/or bilingual paras individually or in small groups. Instruction will focus on pre-teaching academic vocabulary and building comprehension skills supporting ELA. Amount of time may vary at the different school sites because of class scheduling and/or number of ELLs.

ELL teacher will work with the para schedules to track language and academic support using student's assessments and daily work.

ELL trained teacher will coordinate with the counselor for classroom placement.

For one middle school, our students will receive a double dose of Language Arts with an ELL trained teachers. Para-educators will provide language support in science and math classes

For level 3 students, who are not receiving direct services are placed with teachers who have been trained in teaching strategies using GLAD or best teaching practices for ELL students. If students are still not progressing, the daily work and assessments are reviewed to determine direct support is needed.

Imagine learning program will be offered to our 5th grade ELL program students.

3. Indicate the amount and frequency of middle school supportive mainstream instruction by language proficiency level.

The amount of frequency is determined by ELPA-21 data, using a variety of formative and summative assessments. The ESL support is more frequent for our emerging and progressing students.

Bilingual funded para-educators will provide push-in/pull-out support for emerging and low level progressing students daily for 30 minutes. High-level progressing students will receive 30 minutes every 2 to 3 days.

Also, our progressing bilingual students who are not improving in their daily work and assessments the TBIP teacher will increase bilingual support services. Supports provided will include pull-out during intervention services during the same time our low progressing students are receiving intervention services. Extended day services are offered to all TBIP students and parents are contacted regarding intervention services that are implemented.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

- Continued trainings to bilingual funded paras how to effectively support bilingual students in the mainstream classroom
- Provide training for general education teachers on the use ELP standards in daily lessons and assessments. This will help our staff put into practice how to assess our ELL student's academic and language skills in the core classroom.
- Follow-up trainings with teachers on GLAD strategies that will help increase academic achievement for our ELL students provided by ELL/GLAD Coach and ELL Specialists.
- Continue to provide ELPA scores to general education teachers and train on the use of this data to instruct ELL student in the classroom.
- Explore supplemental materials to support our student's in the core content areas

5. How are TBIP funds used within this program model?

Certificated FTE: 1.05 Classified FTE: 1.75 Achievement Specialists .95

Expanding Expression

Math, history and science academic vocabulary development

Non-fictional books to support grade level content.

Supplemental writing support

Comprehension activities

Imagine Learning

Marzano Vocabulary

The ELL Critical Data Process

Academic Vocabulary Toolkit

### **Supportive Mainstream: High School**

1. Estimated number of students to be served: 100
2. Describe the instructional support for the 2018-19 school year.

Our certified ELL teacher and bilingual funded para-professional will push-in/pull-out to support our emerging and progressing ELL students in their Language Arts/Science/Math Class. The student's coursework will be re-evaluate before each semester. They will provide explicit instruction and opportunities to pre/post teach academic vocabulary and language structures found in the mainstream classrooms.

3. Indicate the amount and frequency of high school supportive mainstream instruction by language proficiency level.

Bilingual funded para-educator will push-in approximately 240 minutes 4 class periods a day to support our emerging, progressing, high level progressing students in English 10 classes, Algebra 1 class, CTE class and Plant Biology class. ELL Teacher will pull-out level 1s, 2s and low level 3s, approximately 120 minutes two class periods. Instruction will focus on pre/post teaching academic vocabulary and building comprehension skills supporting core subject areas (ELA). The amount of frequency is determined by ELPA data, using a variety of formative and summative assessments are provided.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

- Continued trainings to bilingual funded paras how to effectively support bilingual students in the mainstream classroom
- Provide training for general education teachers on the use ELP standards in daily lessons and assessments. This will help our staff put into practice how to assess our ELL student's academic and language skills in the core classroom.
- Follow-up trainings with teachers on GLAD strategies that will help increase academic achievement for our ELL students.
- Continue to provide ELPA scores to general education teachers and train on the use of this data to instruct ELL student in the classroom.
- Explore supplemental materials to support our student's in the core content areas

5. How are TBIP funds used within this program model?

Certificated FTE: .70 Senior High & .95 Junior High Classified FTE: .4 Achievement Specialists  
 .57  
 Academic Vocabulary Toolkit  
 Grammar Explorer 1, 2 & 3

6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

Credit retrieval opportunity  
 Extended day - tutoring  
 Summer Programs (STEM, ELA, and Social Studies)  
 High School EL Specialist do home visits for struggling students  
 TBIP Parent Night  
 Enrollment for College Bound Scholarship  
 Extend graduation for students who require more time to meet the graduation requirements  
 FAFSA is completed by all students  
 Instructional ELL/GLAD Coach available K-12  
 NCESD provide ELP standards training K-12  
 EL Specialist and Migrant/Bilingual Achievement Specialist track each student's progress

### **Supportive Mainstream: Alternative School or Digital Learning Program**

1. Estimated number of students to be served:

2. Describe the instructional support for the 2018-19 school year.
3. Indicate the amount and frequency of supportive mainstream instruction by language proficiency level.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. How are TBIP funds used within this program model?
6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

### **Open Doors [1418] Youth Reengagement Program**

1. Does your district have an Open Doors Program? If so, please respond to the prompts below:
2. Describe the implementation of the instructional program for the 2018-19 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#)

**Juvenile Rehabilitation Center, Juvenile Detention Facility, or Institutional Education Facility**

1. Estimated number of students to be served:
2. Describe the implementation of the instructional program for the 2018-19 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)
6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

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Section approved: Select

**Comments:**

## Program Model

### **Newcomer Program:** [\(WAC 392-160-028 Sec. 2\)](#)

*Newcomer Programs are considered a separate group and are not required to meet the criteria for an alternative instructional program (AIP).*

Newcomer Programs provide specialized instruction to beginning level English language learners who have newly immigrated to the United States and are especially useful for districts with large numbers of students with limited or interrupted formal education who may have low literacy in their native language. Districts must establish clear criteria for when students are to move out of the Newcomer Program and into the regular TBIP program offered by the district. Such criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Individual student factors should also be considered regarding a student's preparedness to receive services through another program model. Program length is typically one semester to one year for most students.

The amount of time that students spend in a Newcomer Program varies both in daily schedule and program length depending on the particular district model. Districts must establish clear criteria for when students are to move out of the Newcomer Program and into the regular English language development program. Such criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Individual student factors should also be considered regarding a student's preparedness to receive services through another program model. Program length is typically one semester to one year, but may be more or less time depending on individual student needs.

### **Resource:** [Newcomer Tool Kit](#)

**NOTE:** Newcomer Programs should never constitute the entire English language development (ELD) program for any district, but should serve only as a foundation for students to move into the regular district TBIP program.

Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

1. Estimated number of students to be served
2. Entry Criteria:
  - Scored a Level 1 on the ELPA placement test
  - ELPA Annual Assessment
  - Grades
3. Location:
  - Eastmont High School
4. Grade Levels:

## 10th-12th Grades

5. Describe how the Newcomer program will be implemented. Include the number of hours per day.

There is a class available during the school day for students to attend the Newcomer's program and receive an elective credit.

6. Describe the criteria used to determine when students move from the Newcomer Program to another TBIP program model in the district.

At the end of the semester, the teacher evaluates the students through progress monitoring and through formative and summative assessment in order to advance the student into ESL 1 or ESL II class.

7. How are TBIP funds used with this program model?

Certified FTE: .2  
Newcomer's Program Curriculum

**FOR OSPI USE ONLY****Program Model Section approved:****Comments:**

## Teacher/Trainer/Coach Qualifications

### Staff Qualifications

Estimate of staff funded through TBIP		
Salaries	Headcount	FTE
Certificated Teachers	10	6.25
Administration	1	.10
Administrative Support	3	1.05
Paraeducators	16	2.47
Professional Development Trainor		
ELL Coach(es)	2	1.0
Other	10	3.9
<p>For "Other" indicate job titles and description of duties funded through TBIP:</p> <p>Migrant Bilingual Trainer (Act 21 Obj 2, 4) .65 FTE - Complete TBIP i-grant application, Oversight and support individual school building's use of Migrant and Bilingual funds, track progress, needs assessment, implement and monitor services of program students, coordinate and plan professional development activities specific to supporting our ELL learners.</p> <p>Bilingual Achievement Specialists (Act 27 Obj 3,4) 9 positions 3.25 FTE</p>		

### Certificated Teaching Staff

1. What credentials and/or qualifications specific to serving English language learners does the district require when hiring certificated teaching staff with TBIP funding?

Our district requires and/or willingness to obtain an ESL endorsement when hiring teachers for the TBIP program. We also look into their years of experience and professional development training in teaching EL students.

2. How is the district preparing to meet the endorsement requirement for TBIP funding as outlined in [RCW 28A.180.040](#) ?

Migrant/Bilingual Coordinator met with EL Specialists who do not have an endorsement sharing financial support through Title III and the opportunity to attend colleges/universities offering classes in order to attain an endorsement in bilingual education or ESL.

Migrant/Bilingual Coordinator has also communicated to the Director of Human Resources and Administrative staff about these upcoming changes.

**Staff hired as Professional Development Trainers and/or EL Coaches** must have the experience and qualifications in the following areas:

- Instructional Strategies for EL
- Second Language Acquisition
- Understanding and implementing ELP standards
- Alignment of curriculum to ELP standards

*(Do not include outside consultants in this section.)*

1. Describe Professional Development Trainer's qualifications, experience, and areas of training that will be provided. Fill this out **ONLY** if the position is funded through TBIP.

Bilingual Trainer- 0.65 FTE

- 2nd-4th Grade Reading Specialist
- 3rd Grade Teacher – General Education Classroom
- 5th Grade Teacher– General Education Classroom
- 4th -7th Grade ESL Specialist
- K-12 Migrant/Bilingual Coordinator
- Master's in Education
- Bachelor's in Elementary Education
- ESL & Reading Endorsements
- National Board Certification in English as a New Language

2. Describe EL Coach's qualifications, experience, and support that will be provided to teachers **ONLY** if funded through this grant.

6-12 Grade ELL Coach - 0.50

- Bachelor's in Education K-8
- ESL Endorsement K-12
- Highly Qualified: Elementary Education, ELL, Middle Level Humanities
- GLAD Tier I & II trained
- Master's in Education – Instructional Design
- 4 years 2nd & 3rd grade classroom
- Taught adult ESL classes

K-6 EL/GLAD Coach - .50 FTE

Master's Degree in ELL, ESL endorsed, National board certified, 10 years teaching experience with ELL students, GLAD Tier III certified trainer

Provide demonstration of ELL research based strategies, ongoing coaching and feedback to teachers. Provide professional development in instructional strategies for classroom implementation with ongoing coaching and feedback

**FOR OSPI USE ONLY**

**Section approved:**

**Comments:**

**District's Professional Development Plan to address the needs of ELs: Professional development specific to addressing the language acquisition needs of ELs is a requirement for TBIP funding. ([WAC 392-160-028, Sec. 3](#))**

3. Describe the professional development plan for staff responsible for providing the EL services

indicated in this application.

- The Bilingual Coordinator will train bilingual funded Para-educators on the 5 stages of language acquisition and the new ELPA 21 Assessment. They will learn strategies how to support bilingual student in mainstream classroom as we focus on increasing English language proficiency.
  - The district's GLAD Trainer will be providing on-going GLAD training throughout the 2018-19 school year that will specifically meet the needs of our ELL population. The GLAD trainer will help prepare ELL teachers with strategies that will show evidence that specifically targets ELA, Science and Social Studies.
  - We have planned bi-yearly trainings to support the implementation of Imagine Learning. The goal is to build consistent implementation structure, consistent usage, and use the data to connect to the school day and extended day. We will be reviewing data to identify how our ELL students are showing significant gains in language acquisition and discuss how extended day program is helping or not helping our students achieve academic standards.
  - EL Specialist will compare ELPA-21 data and Smarter Balanced Assessments to identify our gaps as we support our efforts increasing language and comprehension for our students. Also, we are planning school visitations from those schools who are successful in meeting all three objectives.
  - Bilingual coordinator will meet with EL teachers to review our program model, supplemental curriculum, discuss how to track services for our students. We would review TBIP guidelines, ELPA-21, testing accommodations, ELP Standards, and much more. They will be invited to attend ELL trainings funded through Title III, such as, Imagine Learning Training, Improve GLAD/ELL strategy trainings, etc.
  - The secondary EL Specialists adopted a supplemental program, Achieve 3000, aligning our 6-12 curriculum to better track our EL student's progress in reading and writing.
  - K-6 Family Engagement/GLAD Coordinator will coach mainstream classroom teachers on GLAD strategies. The coordinator is teaching specific strategies to help teachers address the specific language needs of EL students in their classroom.
4. Describe the district's plan to build the capacity of general education staff to address the educational needs of ELs.
- Use of the ELP standards in daily lessons and assessments. This will help our staff put into practice how to assess our ELL student's academic and language skills in the core classroom.
  - Continue to support teachers with GLAD/EL strategies and best teaching practices utilizing our district's ELL/GLAD Coach.
  - Understanding of the ELPA-21 assessment to use assessment results to create individual language and academic goals for their EL students.
  - Create a common system for extended day opportunity using Imagine Learning to leverage the data and strengthen the student's skills in the intervention block during the school day.
  - EL trainings that specifically targets core content, vocabulary and academic discourse and writing.

**FOR OSPI USE ONLY**

**Section approved:**

**Comments:**

**Professional Development Activities:**

**All of the district's professional development activities listed in this application funded through TBIP/Title III funding comply with the following requirements:**

The district's professional development plan will prepare teachers, administrators, counselors, and others involved in language instruction educational programs to:

- Improve the instruction and assessment of EL students and
- Enhance educators' ability to understand and use curricula, assessment measures, and instructional strategies specific to EL children.

**Professional development will be:**

- Research-based and specific to the instructional needs of EL students.
- Of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.
- One-day or short-term workshops and conferences, must be a component of an established comprehensive professional development program for teachers.

**Professional Development Trainings**

**Complete this table for each training listed.**

**Press "NEW" button** to create each new Training listing. **Press SAVE** after completing each record. **Allow SAVE to complete before clicking the "NEW" button again.**

Training Title		Presenter
Training Bilingual Paraeducators		Tally Garcia, Annie Douglas, Caitlin Walters
Training Description		Schedule
Para-educators will learn strategies how to support bilingual students in the mainstream classroom.		Fall 2018
Participants	Focus	Funding Source & Amount
<input type="checkbox"/> Mainstream/content teachers <input type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input checked="" type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: 100.00 % <b>OR</b> Amt: <input type="checkbox"/> Title III: % <b>OR</b> Amt:

<b>Training Title</b>		<b>Presenter</b>
WABE Regional Training		TBD
<b>Training Description</b> WABE's Special Interest Groups share and learn about what others are doing to serve our diverse learners.		<b>Schedule</b> Sept. 21 & 22, 2018 Nov. 29-Dec. 1, 2018
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input checked="" type="checkbox"/> Principals <input type="checkbox"/> EL program director <input checked="" type="checkbox"/> Other Administrators <input checked="" type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required <input type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input checked="" type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: 100.00 % <b>OR</b> Amt: <input type="checkbox"/> Title III: % <b>OR</b> Amt:

<b>Training Title</b>		<b>Presenter</b>
ELPA 21 Training		
<b>Training Description</b> Prepare staff in proctoring the ELPA-21 screener and annual assessment.		<b>Schedule</b> 2018-19 School Year
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input checked="" type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input type="checkbox"/> Instructional Strategies for EL <input checked="" type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: 100.00 % <b>OR</b> Amt: <input type="checkbox"/> Title III: % <b>OR</b> Amt:

<b>Training Title</b>		<b>Presenter</b>
Imagine Learning		Holly Dreir

<b>Training Description</b> Build a good implementation structure for ELL Specialists Consistent Usage Leverage the data to connect to school day		<b>Schedule</b> TBD
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>
<input type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input checked="" type="checkbox"/> Principals <input type="checkbox"/> EL program director <input checked="" type="checkbox"/> Other Administrators <input checked="" type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input type="checkbox"/> Alignment of curriculum to ELP standards <input checked="" type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: 100.00 % <b>OR</b> Amt: <input type="checkbox"/> Title III: % <b>OR</b> Amt:

<b>Training Title</b>		<b>Presenter</b>
ELP Standards		OSPI/NCESD
<b>Training Description</b> ELL Specialist will share the ELP Standards with their building staff.		<b>Schedule</b> TBD
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input checked="" type="checkbox"/> Principals <input type="checkbox"/> EL program director <input checked="" type="checkbox"/> Other Administrators <input checked="" type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required <input type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: 100.00 % <b>OR</b> Amt: <input type="checkbox"/> Title III: % <b>OR</b> Amt:

<b>Training Title</b>		<b>Presenter</b>
GLAD Create and Take		Cindi Lolos, Bridget Clark, Annie Douglas, Caitlin Walters, Kirsten Mittelstadt
<b>Training Description</b> GLAD Trained teachers will revisit teaching strategies and create units supporting instructional strategies for ELLs.		<b>Schedule</b> On-going

Participants	Focus	Funding Source & Amount
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input checked="" type="checkbox"/> Principals <input checked="" type="checkbox"/> EL program director <input checked="" type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: 50.00 % <b>OR</b> Amt: <input type="checkbox"/> Title III: 50.00 % <b>OR</b> Amt:

Training Title		Presenter
School Visitations		TBD
Training Description		Schedule
School Administrators and ELL Staff will visit schools who are successful in implementing systems that best supports ELLs.		TBD
Participants	Focus	Funding Source & Amount
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input checked="" type="checkbox"/> Principals <input type="checkbox"/> EL program director <input checked="" type="checkbox"/> Other Administrators <input checked="" type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input checked="" type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input checked="" type="checkbox"/> Understanding and implementing EL assessments <input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input checked="" type="checkbox"/> Content area understanding for bilingual/ESL teachers <input checked="" type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: 100.00 % <b>OR</b> Amt: <input type="checkbox"/> Title III: % <b>OR</b> Amt:

Training Title		Presenter
Book Studies		Annie Douglas & Caitlin Walters
Training Description		Schedule
Take it to EL Math Take it to EL Writing Navigating the Common Core with English Language Learners		2018-19 School Year
Participants	Focus	Funding Source & Amount
<input checked="" type="checkbox"/> Mainstream/content teachers	<input checked="" type="checkbox"/> Instructional Strategies for EL	<input type="checkbox"/> TBIP: 100.00 % <b>OR</b>

<input checked="" type="checkbox"/> EL certificated staff <input checked="" type="checkbox"/> Principals <input type="checkbox"/> EL program director <input checked="" type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input checked="" type="checkbox"/> Other	<input type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input checked="" type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	Amt:  <input type="checkbox"/> Title III: % <b>OR</b>  Amt:
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<b>Training Title</b>		<b>Presenter</b>
Language Acquisition Cooperative		NCESD - Nayda Bush
<b>Training Description</b> Teachers, special program directors, and paras will meet as a region to collaboratively support EL students in their district.		<b>Schedule</b> 4 times a year
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input checked="" type="checkbox"/> Principals <input type="checkbox"/> EL program director <input checked="" type="checkbox"/> Other Administrators <input checked="" type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input checked="" type="checkbox"/> Understanding and implementing EL assessments <input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input checked="" type="checkbox"/> Content area understanding for bilingual/ESL teachers <input checked="" type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: 100.00 % <b>OR</b> Amt:  <input type="checkbox"/> Title III: % <b>OR</b> Amt:

<b>Training Title</b>		<b>Presenter</b>
GLAD Tier II Trainer-in- training program		Tier III GLAD Mentor
<b>Training Description</b> Tier II GLAD teachers will learn instructional GLAD strategies and ELD standards mentored by a Tier III GLAD trainer in order to provide professional development to mainstream classroom teachers. They will also attain Tier III GLAD certification.		<b>Schedule</b> 2018-19 School year
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>
<input checked="" type="checkbox"/> Mainstream/content teachers	<input checked="" type="checkbox"/> Instructional Strategies for EL	<input type="checkbox"/> TBIP: 50.00 % <b>OR</b>

<input checked="" type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	Amt:  <input type="checkbox"/> Title III: 50.00 % <b>OR</b>  Amt:
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<b>Training Title</b>		<b>Presenter</b>
Trainer III re-certification		OCDE GLAD Trainer
<b>Training Description</b> Two tier III GLAD trainers will need to re-certify their credentials.		<b>Schedule</b> 2018-19 School year
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>
<input type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input checked="" type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: 80.00 % <b>OR</b> Amt: <input type="checkbox"/> Title III: 20.00 % <b>OR</b> Amt:

<b>Training Title</b>		<b>Presenter</b>
Tier I GLAD Support For Mainstream Classroom Teachers		Annie Douglas & Caitlin Walters
<b>Training Description</b> Our district GLAD trainers will provide an ongoing google classroom to support teachers who completed Tier 1 GLAD training.		<b>Schedule</b> Ongoing
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators	<input checked="" type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL	<input type="checkbox"/> TBIP: 100.00 % <b>OR</b> Amt: <input type="checkbox"/> Title III: % <b>OR</b> Amt:

<input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	teachers <input checked="" type="checkbox"/> Other (must be specific to ELD)
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<b>Training Title</b>		<b>Presenter</b>
ELL Strategies for Science		Caitlin Walters & Annie Douglas
<b>Training Description</b> Create resources to support EL students and staff in science content areas.		<b>Schedule</b> TBD
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input checked="" type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input checked="" type="checkbox"/> Content area understanding for bilingual/ESL teachers <input checked="" type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: 100.00 % <b>OR</b> Amt: <input type="checkbox"/> Title III: % <b>OR</b> Amt:

**Conferences**

**Complete this table for each conference listed.**

**Press "NEW" button** to create each new conference listing. **Press SAVE** after completing each record.  
**Allow SAVE to complete before clicking the "NEW" button again.**

<b>Conference Title</b>	<b>Number to Attend</b>	
WABE	10	
<b>Describe connection to district EL PD Plan</b> This conference will support our efforts in educating staff about bilingual and ESL education. It's an opportunity for our staff to grow and support bilingual education for the success of our diverse learners.		
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>

<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input checked="" type="checkbox"/> Principals <input type="checkbox"/> EL program director <input checked="" type="checkbox"/> Other Administrators <input checked="" type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input checked="" type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input checked="" type="checkbox"/> Understanding and implementing EL assessments <input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input checked="" type="checkbox"/> Content area understanding for bilingual/ESL teachers <input checked="" type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: 80.00 % <b>OR</b> Amt: <input type="checkbox"/> Title III: 20.00 % <b>OR</b> Amt:
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Conference Title	Number to Attend
Teaching and Learning Coaching Conference	3

**Describe connection to district EL PD Plan**  
 Experts and practitioners will lead keynote presentations and learning sessions focused on high-impact teaching strategies, proven instructional coaching practices, and system change strategies for creating high performance schools.

Participants	Focus	Funding Source & Amount
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input checked="" type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input checked="" type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input type="checkbox"/> Alignment of curriculum to ELP standards <input checked="" type="checkbox"/> Content area understanding for bilingual/ESL teachers <input checked="" type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: 50.00 % <b>OR</b> Amt: <input type="checkbox"/> Title III: 50.00 % <b>OR</b> Amt:

Conference Title	Number to Attend
Annual OCDE Project GLAD Conference	5

**Describe connection to district EL PD Plan**  
 The conference is an opportunity for educators to come together in one place so they can discover and share how language matters in all aspects of education.

Participants	Focus	Funding Source & Amount
<input type="checkbox"/> Mainstream/content teachers <input type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators	<input checked="" type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards	<input type="checkbox"/> TBIP: 80.00 % <b>OR</b> Amt: <input type="checkbox"/> Title III: 20.00 % <b>OR</b> Amt:

- Counselors
- Community-based Organization Personnel
- Other School Personnel/Non-administrative
- Other

- Content area understanding for bilingual/ESL teachers
- Other (must be specific to ELD)

Conference Title	Number to Attend
NABE	3

**Describe connection to district EL PD Plan**  
 Improve instructional practices for linguistically and culturally diverse students. Provide bilingual educators with more high-quality professional development opportunities.

Participants	Focus	Funding Source & Amount
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Mainstream/content teachers</li> <li><input checked="" type="checkbox"/> EL certificated staff</li> <li><input checked="" type="checkbox"/> Principals</li> <li><input type="checkbox"/> EL program director</li> <li><input type="checkbox"/> Other Administrators</li> <li><input type="checkbox"/> Paraeducators</li> <li><input type="checkbox"/> Counselors</li> <li><input type="checkbox"/> Community-based Organization Personnel</li> <li><input type="checkbox"/> Other School Personnel/Non-administrative</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Instructional Strategies for EL</li> <li><input checked="" type="checkbox"/> Understanding and implementing EL assessments</li> <li><input type="checkbox"/> Understanding and implementing ELP standards - Required</li> <li><input checked="" type="checkbox"/> Alignment of curriculum to ELP standards</li> <li><input checked="" type="checkbox"/> Content area understanding for bilingual/ESL teachers</li> <li><input checked="" type="checkbox"/> Other (must be specific to ELD)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> TBIP: 100.00 % <b>OR</b> Amt:</li> <li><input type="checkbox"/> Title III: % <b>OR</b> Amt:</li> </ul>

6. How does the district ensure professional development provided through TBIP and Title III is implemented? Describe the follow-up support provided to teachers.

Building principals, Migrant Bilingual Coordinator, and GLAD Coaches will monitor/observe teachers who have received the ELL teaching strategies to ensure implementation and fidelity. Intervention specialists at some of the elementary schools are involved. Our GLAD coaches will also help facilitate implementation and follow-up with teacher support as they visits each of the schools.

**FOR OSPI USE ONLY**

**Section approved:**

**Comments:**