



## EASTMONT SCHOOL DISTRICT

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TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: State Transitional Bilingual Instructional Program Application for 2019-20

DATE: July 15, 2019

### CATEGORY

Informational       Discussion Only       Discussion & Action       Action

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### BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Assistant Superintendent David Woods and Special Programs staff have completed the iGrant application for the District's State Transitional Bilingual Instructional Program for 2019-20. One of the program requirements is approval by the Board of Directors.

The iGrant application will be posted separate on the website.

### ATTACHMENTS

Bilingual Program Application

### FISCAL IMPACT

Required approval

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### RECOMMENDATION

The administration recommends approval of the State Transitional Bilingual Instructional Program Application for 2019-20.

**219 State Transitional Bilingual Instructional Program****Fiscal Year:** 19-20**Milestone:** Under Org. Review (Printed 7/10/2019)**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 / OSPI Report Card](#)
- [TBIP 2018 Data](#)
- [Washington School Improvement Framework](#)

Districts with small English learner 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 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 2018-2019 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 English learners?

As a district, we successfully transitioned 167 students (15%). Although we did drop by .1 % from our district average of .16% in 2017-2018.

As a district, we have created a tracking sheet where all transitioned students are tracked. EL teachers in collaboration with RTI teams and Migrant/Bilingual staff are to monitor transitioned students and provide services based on their individual needs unless otherwise requested by parents.

This data shows us that we must continue to place an emphasis on supporting our EL students in all areas but especially in the area of Math and Science. As a district, we are placing an emphasis on supporting our CORE classroom teachers with Professional Development and best practices.

When analyzing our Long Term English Language Learners Data we currently have 1230 ELL students of which 398 have not transitioned. In comparison to similar districts

2. What academic supports will the district provide based upon its data review?

Our district admin team have been informed of the new TBIP requirements to support all English Language Learners. Each site is actively planning to use EL endorsed certificated staff members to meet the needs of all TBIP funded students. Some schools have created new schedules to ensure that all students gain access to EL support from the EL endorsed teacher. One example is by purchasing to Achieve 3000 for all secondary level EL teachers. This online language development and the literacy-based program will help teachers differentiate student needs. This program is not only literacy based but uses social studies to support student learning. Our district has also invested in creating a new secondary level GLAD coach to help all teachers.

Students will also have access to the following opportunities.

- a. Academic support provided by TBIP funds will be provided through the extended day, in-class support, homework support, SBAC Bootcamps, buddy system, etc.
- b. EL 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.
- c. EL students will benefit from monthly Strategy for the monthly support. The District Migrant/Bilingual Coordinator and GLAD coach will be sharing an EL strategy with EL staff which will be modeled for general education teachers in an effort to push best practices in Core instructional classes as well as EL setting.

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

## District Instructional Program: Bilingual Programs

### Two-Way Dual Language Program:

Two-way Dual Language Programs provide literacy and 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 English learners in this program;
- offset additional costs associated with providing more effective programming for English learners;
- provide professional development pertaining to language development for English learners.

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

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

Number of ELs	Number of Non-ELs
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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 Dual Language Education provides literacy and 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 English learners in this program
- offset additional costs associated with providing more effective programming for English learners
- provide professional development pertaining to language development for English learners.

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

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

Number of ELs	Number of Exited ELs
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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.

**FOR OSPI USE ONLY****Section approved:****Comments:****☐ Developmental Bilingual Education (Late-Exit):** [\(WAC 392-160-028 Sec. 2\)](#)

Developmental Bilingual Education Late-Exit Bilingual programs are programs in which 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 classrooms in which the instruction is 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.

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

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

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

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

Number of ELs      Number of Non-ELs

2. Which schools are implementing this model?

3. Describe the implementation of the 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.

**FOR OSPI USE ONLY**

**Section approved:**

**Comments:**

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

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

Early-Exit 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. Early-Exit models differ from Late-Exit models in that students move to English-only instruction more quickly, with students generally moving into general education English-only classes within 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 English learners in this program;
- offset additional costs associated with providing more effective programming for eligible English learners;
- provide professional development pertaining to language development for English learners.

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

1. How many students are served through this model? Students eligible for TBIP are English learners(ELs).

Number of ELs      Number of Non-ELs

2. Which schools are implementing this model?

3. Describe the implementation of the 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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<b>Comments:</b>

### 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 include CCSS and student's primary language K-12. We do however provide parents with an informational night to explain the common core standards in families native language. During this parent, informational night parents gain access to TBIP expectations, service model information, and English Language Proficiency Assessment brochure in their native language.

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

Our district is actively recruiting and training classified bilingual staff in hopes of adding new bilingual teachers. The additional TBIP requirement that expects all EL teachers to have ELL or ESL endorsement has made it increasingly difficult for the district to find qualified bilingual teachers, especially being located in a rural area. Our district is taking measures in an attempt to certified additional current staff members.

- 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. Given our growing numbers of ELL students in the district the need to continue finding ELL endorsed staff members is heightened. We are currently recruiting teachers from different sites and moving them into ELL positions as needed.

- 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.

Recruiting highly qualified endorsed bilingual and biliterate staff members are increasingly difficult tasks given the teacher shortage in general. Our schools are having to move teachers with ELL endorsements around to ensure that each site has a highly qualified EL teacher.

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.

As a district, we have increased the professional development opportunities for our bilingual classified staff. We have given them scholarships and connected them to higher education opportunities. This active training has allowed us to gain additional EL endorsed staff members.

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.

In addition to the above efforts, we are also offering access to retooling scholarships with hopes of having current bilingual teachers pursue an ELL endorsement.

Regardless of the previously mentioned efforts, we are still struggling to keep highly qualified bilingual staff members at each site. Our district currently has only 3 bilingual EL Endorsed teachers of the 10 teachers working with our ELL population.

**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 2019-20 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 2019-20 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: 122
2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.

Two ESL teachers will provide sheltered instruction for ELL students. The two ELL teachers are EL endorsed and will split the students based on current proficiency status. Our experienced teacher will work primarily with our newcomers, emerging and low progressing students. The second teacher will work with the higher progressing students. The two teachers would collaborate to align teaching ELD standards.

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 emerging or progressing on the ELPA-21 assessment based on 2018-2019 results. Some students will receive additional time in the program dependent on their needs.

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.)

EL students are guaranteed access to the highly trained and EL endorsed teachers. The EL teachers constantly collaborate with mainstream teachers to ensure alignment. EL teachers also use the interactive web-based Achieve 3000 program to support students with literacy skills.

In the regular school schedule with current adopted curriculum text and supplemental resources will be used. The teachers also benefit from our GLAD district trainer who provides monthly

scaffolding strategies. ELP Standards are closely aligned to instructional practices.

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 -a 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 she 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.

-Our EL teacher at the Junior High and High school counsel students and inform them of any missing credit as well as offer options for summer school credit retrieval.

### **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 2019-20 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 2019-20 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 2019-20 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: 656
2. Describe the instructional support for the 2019-20 school year.

As a district, we will continue to work on supporting our general education classroom teachers and providing them with research-based strategies to best support all learners. Our district GLAD trainer will continue sharing monthly strategies. Students often have access to GLAD trained teaching strategies and scaffolding during core instruction.

During the Intervention time frame ELL, students will receive pull out or push in support from the EL endorsed teacher with support from the bilingual funded paraprofessionals. ELL teachers focus on literacy support while engaging students in learning classroom English Language Development standards. All students who are EL qualified will have access to the EL endorsed teacher.

A clear tracking sheet has been developed to help EL teachers and bilingual funded classified staff track and monitor student progress. EL students will all receive services from the EL teacher and will also gain additional support from GLAD trained staff.

The ELL teacher will work with the para's schedule to track how students are being supported through progress monitoring. 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 opportunities for our Kindergarten-6th-grade bilingual students are offered based on students need using Imagine Learning and STEM-based 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 ELL support is daily for our emerging and progressing students, estimated 30 minutes a day, 4 days a week. Extended day will be offered for STEM-based learning and using the online Imagine Learning program, 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.)

•As a district we will continue providing

Continued training to bilingual funded paras on how to effectively support bilingual students in the mainstream classroom. Our District Coordinator and GLAD coach will d conduct a training to help paras better understand the Bilingual student's needs and strategies to best support such students.

- 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: 21.5 Classified FTE:14.5 Achievement Specialists .95  
 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: 123
2. Describe the instructional support for the 2019-20 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 content areas such as 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 Professional Development support will be at access for all teachers during our August Institute training days. Mainstream teachers and EL teachers will benefit from

- \* Culturally Responsive Practices

- \* Migrant 101

- \* GLAD and Research-Based strategies

- \* Achieve 3000 Literacy Based Training

- \* Imagine Learning Training

- Follow-up training 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

- \* Achieve 3000

- \* Imagine Learning

- \* Read naturally

- \* National Geographic Cengage

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

Certificated FTE:1.4 Classified FTE:4.93 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

Achieve 3000

Marzano Vocabulary

The ELL Critical Data Process

Academic Vocabulary Toolkit

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

1. Estimated number of students to be served: 280
2. Describe the instructional support for the 2019-20 school year.

Our two 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 EL teacher will pull students 2 times a week for approximately 45 minutes. In addition, this year progressing students will have access to the sheltered English class for two semesters. The student's coursework will be re-evaluated before each semester. They will provide explicit instruction and opportunities to pre/post teach academic vocabulary and language structures found in the mainstream classrooms. The EL teacher will also use data from the ongoing differentiated program Achieve 3000.

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 the ESL Classroom setting. The two ELL Teachers will pull-out Emerging and Progressing students two days per week for 45 minutes each day. Students would also receive push in services in the class once a week for 30 minutes. 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. Students are leveled based on multiple data points including ELPA21 Summative scores, State Assessments, and STAR Reading Data.

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 training to bilingual funded paras on how to effectively support bilingual students in the mainstream classroom
- Provide training for general education teachers on the use of 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 training 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: 1.10 Senior High & .95 Junior High Classified FTE: 3.97 Achievement Specialists .57

The ELL Critical Data Process  
Academic Vocabulary Toolkit  
Grammar Explorer 1, 2 & 3  
Achieve 3000

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 2019-20 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 2019-20 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 2019-20 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](#).

**FOR OSPI USE ONLY**

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 12

2. Entry Criteria:

Students who are eligible at the high school level will be identified with the ELPA placement test. The student must score a level 1 or with the new screener 0-0-0-0. ELPA Annual Assessment will also be used to classify students.

The EL teacher will pull a Level 1 group of students and provide them with the basic of language development.

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 elective credit. This year our students will also have access to sheltered English and Math instruction. The EL teacher works with newcomer students in the following manner. Support for newcomers is to follow a newcomer schedule where they take 1st period ELL with EL teacher. 2nd period Study Skills and 3rd period Spanish or another elective or sheltered math, 4th period sheltered history or PE, 5th period sheltered Science and 6th period and elective or PASS if the student is migrant. In addition, we may assign a parapro with them for Spanish/English support and push in or pull out services are given during 3rd or 6th period to support them with their work. Newcomer students are also given additional time and support from our Migrant/Bilingual Achievement specialist.

- 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. In addition, ELPA scores and teacher conferences are used to identify student progress. This year the students will also continue using the Achieve 3000 program to help identify students current level of understanding.

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

Certified FTE: .2  
 Sheltered English and Math teacher  
 Newcomer's Program Curriculum

<b>FOR OSPI USE ONLY</b>
<b>Program Model Section approved:</b>
<b>Comments:</b>

## Teacher/Trainer/Coach Qualifications

### Staff Qualifications

Estimate of staff funded through TBIP		
Salaries	Headcount	FTE
Certificated Teachers	12	7.6
Administration	1	.10
Administrative Support	3	1.05
Paraeducators	20	2.37
Professional Development Trainor		
EL Coach(es)	1	.50
Other	10	4.38

For "Other" indicate job titles and description of duties funded through TBIP:

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.

Bilingual Achievement Specialists (Act 27 Obj 3,4) 9 positions 3.38 FTE

### Certificated Teaching Staff

1. How is the district recruiting educators with Bilingual Education or English Language Learner endorsements to serve English learners?

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.

We are also actively training our bilingual classified staff members to help them obtain their ELL endorsements. Another big initiative was providing teachers financial reimbursement for additional ELL endorsement training.

2. How is the district meeting the endorsement requirement for TBIP funding as outlined in [RCW 28A.180.040](#) and effective September 1, 2019?

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.

All staff at 9 sites have been made aware of the new requirements and been asked to ensure they place an EL endorsed staff member in the ELL position.

**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- 0.5 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.

K-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-12 EL/GLAD Coach .50 FTE

Master's Degree in ELL K-12, K-12 ESL endorsed, National board certified primary generalist, 10 years teaching experience with ELL students grades K-8, EL specialist K-4, GLAD Tier III certified trainer, Instructional coach, SIOP trained, Administrator's certificate.

Provide demonstration of ELL research based strategies and ongoing coaching and feedback to teachers. Provide professional development in instructional strategies for classroom implementation for EL students in the general education and sheltered English classes. Train and support administration in appropriate EL strategies. Promote engagement of non-english speaking families. Offer support and strategies for families of EL students to promote academic achievement.

**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 English language development services indicated in this application.
- The Bilingual Coordinator and GLAD Coach will train bilingual funded Para-educators on the 5 stages of language acquisition and the ELPA 21 Assessment. They will learn strategies on how to support the bilingual student in the mainstream classroom as we focus on increasing English language proficiency.
  - The district's GLAD Trainer will be providing on-going GLAD training throughout the 2019-20 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 training to support the implementation of Imagine Learning and Achieve 3000. The goal is to build a 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 the extended day program is helping or not helping our students achieve academic standards.
  - EL Specialist will compare ELPA-21 data and Smarter Balanced Assessment 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.
  - The 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 training 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-12 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 provide meaningful access to content instruction to English learners.
- 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. Each site will benefit from an EL training from the Bilingual Coordinator, EL Teacher, and Achievement Specialist. At this training, all staff will learn about Bilingual Students language progression, school ELPA scores and 5 zero prep strategies to implement.
  - 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 and STEM-based learning to leverage the data and strengthen the student's skills in the intervention block during the school day.
  - EL training that specifically targets core content, vocabulary and academic discourse and writing.
- This year we will also be creating a monthly strategy for EL teachers and mainstream teachers to use. The GLAD coach would be supporting staff with a video or research-based article to best align strategy with research.

<b>FOR OSPI USE ONLY</b>
<b>Section approved:</b>
<b>Comments:</b>

**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 English language development instruction, meaningful access to content instruction, and assessment of English learners; and
- Enhance educators’ ability to understand and use curricula, assessment measures, and instructional strategies specific to English learners.

**Professional development will be:**

- Evidence-based and specific to the instructional needs of English learners.
- 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.

<p><b>Press "NEW" button</b> to create each new Training listing. <b>Press SAVE</b> after completing each record. <b>Allow SAVE to complete before clicking the "NEW" button again.</b></p>		
<b>Training Title</b>		<b>Presenter</b>
Training Bilingual Paraeducators		Mayra Navarro Gomez & Caitlin Walters
<b>Training Description</b> Para-educators will learn strategies how to support bilingual students in the mainstream classroom.		<b>Schedule</b> Fall 2019
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>
<input type="checkbox"/> Mainstream/content teachers <input type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input checked="" type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input checked="" type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors	<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	<input type="checkbox"/> TBIP: 100.00 % <b>OR</b> Amt: <input type="checkbox"/> Title III: % <b>OR</b> Amt:

<input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)
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**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

<b>Training Title</b>		<b>Presenter</b>
WABE Regional Training		Roberto Elizondo & The Cuban Guy
<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, 2019 April 23-25, 2020
<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 checked="" 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:

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

<b>Training Title</b>		<b>Presenter</b>
ELPA 21 Training		PENNY BROWN & MAYRA NAVARRO GOMEZ
<b>Training Description</b> Prepare staff in proctoring the ELPA-21 screener and annual assessment.		<b>Schedule</b> 2019-2020 School Year AUGUST SCREENER JANUARY SUMMATIVE
<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 checked="" 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"/> 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 checked="" type="checkbox"/> TBIP: 100.00 % <b>OR</b> Amt: <input type="checkbox"/> Title III: % <b>OR</b> Amt:

- Other School Personnel/Non-administrative
- Support Staff
- Other

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

<b>Training Title</b>		<b>Presenter</b>
Imagine Learning trainings		AMANDA JONES
<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 August 19
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>
<ul style="list-style-type: none"> <li><input 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 checked="" type="checkbox"/> Other Administrators</li> <li><input checked="" 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 type="checkbox"/> Support Staff</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional Strategies for EL</li> <li><input type="checkbox"/> Understanding and implementing EL assessments</li> <li><input type="checkbox"/> Understanding and implementing ELP standards - Required</li> <li><input type="checkbox"/> Alignment of curriculum to ELP standards</li> <li><input checked="" type="checkbox"/> Content area understanding for bilingual/ESL teachers</li> <li><input 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>

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

<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. During All staff January training.		<b>Schedule</b> TBD
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>
<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 checked="" type="checkbox"/> EL program director</li> <li><input checked="" type="checkbox"/> Other Administrators</li> <li><input checked="" 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> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional Strategies for EL</li> <li><input type="checkbox"/> Understanding and implementing EL assessments</li> <li><input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required</li> <li><input type="checkbox"/> Alignment of curriculum to ELP standards</li> <li><input type="checkbox"/> Content area understanding for bilingual/ESL teachers</li> <li><input 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>

- Support Staff
- Other

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

<b>Training Title</b>		<b>Presenter</b>
GLAD Create and Take		Caitlin Wlaters & Cindy Lolos
<b>Training Description</b> GLAD Trained teachers will revisit teaching strategies and create units supporting instructional strategies for ELLs.		<b>Schedule</b> On-going
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>
<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 checked="" type="checkbox"/> EL program director</li> <li><input checked="" 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 type="checkbox"/> Support Staff</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Instructional Strategies for EL</li> <li><input type="checkbox"/> Understanding and implementing EL assessments</li> <li><input type="checkbox"/> Understanding and implementing ELP standards - Required</li> <li><input type="checkbox"/> Alignment of curriculum to ELP standards</li> <li><input type="checkbox"/> Content area understanding for bilingual/ESL teachers</li> <li><input type="checkbox"/> Other (must be specific to ELD)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> TBIP: 50.00 % <b>OR</b> Amt:</li> <li><input type="checkbox"/> Title III: 50.00 % <b>OR</b> Amt:</li> </ul>

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

<b>Training Title</b>		<b>Presenter</b>
School Visitations		TBD
<b>Training Description</b> School Administrators and ELL Staff will visit schools who are successful in implementing systems that best supports ELLs.		<b>Schedule</b> TBD
<b>Participants</b>	<b>Focus</b>	<b>Funding Source &amp; Amount</b>
<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 checked="" type="checkbox"/> Other Administrators</li> <li><input checked="" 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 type="checkbox"/> Support Staff</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 checked="" 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>

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

<b>Training Title</b>		<b>Presenter</b>
Book Studies		Annie Douglas
<b>Training Description</b> Take it to EL Math Take it to EL Writing Navigating the Common Core with English Language Learners		<b>Schedule</b> 2019-20 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 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 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 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:

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

<b>Training Title</b>		<b>Presenter</b>
Language Acquisition Cooperative		NCESD - Bill Eagle
<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:

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

<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> 2019-2020 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 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 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:

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

<b>Training Title</b>		<b>Presenter</b>
Trainer III re-certification		OCDE GLAD Trainer
<b>Training Description</b> Tier III GLAD trainers will need to re-certify their credentials.		<b>Schedule</b> 2019-2020 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:

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

<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 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 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:

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

<b>Training Title</b>		<b>Presenter</b>
ELL Strategies for Science		Caitlin Walters
<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:

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

**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.**

Conference Title		Number to Attend
Teaching and Learning Coaching Conference		3
<p><b>Describe connection to district EL PD Plan</b>                      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.</p>		
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:

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

Conference Title		Number to Attend
Annual OCDE Project GLAD Conference		5
<p><b>Describe connection to district EL PD Plan</b>                      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.</p>		
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 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 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:

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

<b>Conference Title</b>		<b>Number to Attend</b>
NABE		3
<b>Describe connection to district EL PD Plan</b> Improve instructional practices for linguistically and culturally diverse students. Provide bilingual educators with more high-quality professional development opportunities.		
<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 checked="" type="checkbox"/> Other	<input checked="" 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 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:

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

<b>Conference Title</b>		<b>Number to Attend</b>
Achieve 3000 Training		6
<b>Describe connection to district EL PD Plan</b> This literacy web-based program will help students when working to better understand ELD and common core standards. EL teachers will get training opportunities 3 times a 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 type="checkbox"/> Principals <input checked="" 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 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 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:

**REMEMBER:** Allow **SAVE** to complete before hitting the **NEW** button again.

5. 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 visit each of the schools.

We have also developed a professional development calendar in which training opportunities are shared with all staff and support is offered as needed.

**FOR OSPI USE ONLY**

**Section approved:**

**Comments:**