

VINELAND SCHOOL DISTRICT

Title III Year 4 Action Plan -Executive Summary- 2013-2015

Title III of the federal Elementary and Secondary Education Act provides supplemental funding to school districts to implement educational programs designed to help English learners (ELs) and immigrant students attain English language proficiency and meet the state's academic and content standards.

All school districts receiving Title III funding are required to meet the Annual Measurable Achievement Objectives (AMAOs) for their English learner (EL) subgroup.

- AMAO 1 - Percentage of English Learner Students Making Annual Progress in Learning English
- AMAO 2 - Percentage of English Learner Students Attaining the English Proficient Level on the CELDT
 - Less than 5 Years Cohort
 - 5 Years or More Cohort
- AMAO 3 - Adequate Yearly Progress for EL Student Group at the LEA Level
 - English-Language Arts
 - Mathematics

When the school district fails to make progress toward meeting such objectives for 2 or more consecutive years, the district is required to develop a Title III Year 2 Improvement Plan that ensures it addresses the factors that prevented the objectives being met.

For school districts that have not met AMAOs for four years, the plan must meet the objectives by modifying the curriculum, program, and method of instruction. The Vineland School District has now developed a Title III Year 4 Action Plan that will serve as an addendum to the Local Education Agency Plan for the next 18 months.

- The Title III Improvement Plan Addendum identifies specific goals, strategies, and action steps that will be taken to ensure that all English learners receive a high quality instructional program that provides access to grade level state standards in all content areas in Kindergarten through high school.
- The California Department of Education has reviewed and approved the Vineland School District Title III Year 4 Action Plan. The Title III Year 4 Action Plan has been posted to the District website for public review. If you have any questions about this plan, please feel free to contact us at (661-845-3713).

Performance Goal 2: All limited-English-proficient students shall become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in Reading/English-Language Arts and Mathematics.

Goal 2A: (AMAO 1 Annual Progress Learning English)

AMAO #1

- During the 2013-2014 school year, 53.8% of English Learners made annual progress in learning English. The AMAO #1 Target was 59.0%.
- By June 2015 the percentage of English Learners making annual progress in learning English shall increase from 53.8% to 59.0%, in order to move toward state defined growth expectations as measured by CELDT. The AMAO #1 Target for 2014-2015 has not been established.

Strategy. Comprehensive Framework for Language and Literacy Development. The District will implement and monitor targeted programs and instructional activities designed to improve language and literacy skills to support students in acquiring English language fluency skills and accessing the core curriculum by providing variety of high interests texts, aligned to themes in adopted Reading/English-Language Arts (ELA) and English Language, providing multiple opportunities to speak and write, increasing foundational knowledge of second language acquisition principles, integrating English Language Development (ELD) objectives into planning, delivery, and assessment.

Action. Standards Aligned Instructional Materials. The District shall ensure all students have access to and all that teachers consistently and appropriately utilize the State Board of Education and Vineland School District Board of Trustees adopted core and supplemental instructional materials, as well as a variety of high interests texts, which are aligned to the themes identified in the State Board of Education and Vineland School District Board of Trustees adopted English-Language Arts and English Language Development curriculum. Specifically, the district will continue to utilize the following instructional materials:

- Grades K-6: *EL Achieve*
- Grades 7-8: *Milestones*

Action. Instructional Coherence. The District shall purposefully and appropriately sequence/pace instruction and student assessment activities to the English Language Development standards and other identified learning targets.

Action. High Quality Language and Literacy Development Strategies and Support Programs. Teachers will appropriately and consistently employ instructional strategies and support programs designed to accelerate students' acquisition of English shall be implemented in all classrooms and shall be appropriate to the students' English language proficiency levels and instructional needs (sub-skill proficiency). Such strategies include: Gradual Release of Responsibility (Fischer/Frey); Tiered Assignments (Tomlinson); Accountable Student Talk (Kinsella); Direct Vocabulary Instruction (Kinsella); Sentence Frames; whole brain teaching and learning strategies (Biffle), use of graphic organizers to help students classify ideas and communicate more effectively, language and literacy development and assessment technology, and other Specially Designed Academic Instruction in English (SDAIE) strategies.

Action. English Learner Student Program Placement. English Learner students shall be placed in an English Learner program appropriate to their English proficiency level and grouped for instruction by overall and sub-skill proficiency, with no more than two levels grouped together.

Program Options

- Structured English Immersion (SEI). A classroom setting where English Learners who have not yet acquired reasonable fluency in English, as defined by the school district, receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language.
- English Language Mainstream (ELM). A classroom setting for English Learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

Action. Appropriate English Learner (EL) Placement in the English Language Development (ELD) Instructional Setting. English Learners (EL) shall be placed in an appropriate English Language Development (ELD) instructional setting based on the academic and language proficiency data gathered from multiple assessments. Flexible and dynamic grouping shall be aligned with classroom instructional objectives and are designed to supplement explicit teacher-delivered instruction, maximize student performance, and accommodate and reflect student progress.

- Heterogeneous grouping
- Homogeneous grouping
- Peer Tutoring
- Cross-class grouping
- Cross-grade grouping
- Centers and independent activities

Action. Daily English Language Development (ELD) Instructional Time. All English Learner students shall receive the following targeted English Language Development (ELD) instruction time appropriate to their program placement and English proficiency level using the State Board of Education (SBE) and Eastside Union School District (EUSD) Board of Trustees adopted English Language Development instructional materials, ancillary materials, and materials emphasizing vocabulary development.

Structured English Immersion (SEI) Program (Levels 1, 2, and 3)

- Kindergarten: 30 minutes daily
- Grades 1-6 (excluding Middle School): 45 minutes daily
- Grades 6-8 (Middle School): One instructional block daily

English Language Mainstream (ELM) Program

- Kindergarten: 30 minutes daily
- Grades 1-6 (excluding Middle School): 45 minutes daily
- Grades 6-8 (Middle School): One instructional block daily

Intervention for English Learners (Long-Term English Learners and Newcomer English Learners)

- Kindergarten: 30 minutes daily
- Grades 1-4: 45 minutes daily

- Grades 5-8: One instructional block daily

Action. Monitoring the English Language Development (ELD) Program Effectiveness. The District shall regularly monitor, analyze, and evaluate the effectiveness of the reform efforts to determine the degree to which these efforts assist students in meeting their annual yearly progress goals and to evaluate the effectiveness of the core and supplemental instructional programs.

Goal 2B: (AMAO 2 English Proficiency)

AMAO #2 (<5 Years)

- During the 2013-2014 school year, 14.2% of English Learners made annual progress in learning English. The AMAO #2 Target was 22.8%.
- By June 2015 the percentage of English Learners (EL) in language instruction educational programs fewer than 5 years attaining English language proficiency shall increase from 14.2% to 22.8 % in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency. The AMAO #2 Target for 2014-2015 has not been established.

AMAO #2 (>5 Years)

- During the 2013-2014 school year, 18.2% of English Learners made annual progress in learning English. The AMAO #2 Target was 49.0%.
- By June 2015 school year the percentage of English Learners (EL) in language instruction educational programs 5 or more years attaining English language proficiency shall increase from 18.2% to 49.0% in order move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency. The AMAO #2 Target for 2014-2015 has not been established.

Strategy. Extended Learning Time. District wide implementation of strategic English Language Development (ELD) extended learning time conducted before, during, and/or after-school, and during the summer intersession, as appropriate, for Long-Term English Learners (LTEL) and English Learners (EL) at risk of becoming a Long-Term English Learner (L-TEL).

Action. English Language Development (ELD) Extended Learning Time. Mandatory targeted academic intervention and support shall be scheduled for all Long-Term English Learners (L-TEL) and English Learners (EL) at risk of becoming a Long-Term English Learner (L-TEL) during the regular instructional day. All intervention programs shall include the following components:

- Student selection criteria
- Research-based curriculum to be used
- Method of student progress monitoring
- Schedule of support
- Exit criteria
- Program monitoring/evaluation criteria

Action. English Language Development (ELD) Extended Learning Time (Extended Day). Targeted academic intervention and support shall be scheduled for all Long-Term English Learners (L-TEL) and English Learners (EL) at risk of becoming a Long-Term English Learner (L-TEL) before and/or after the regular instructional day. All intervention programs shall include the following components: Student selection criteria

- Research-based curriculum to be used
- Method of student progress monitoring
- Schedule of support
- Exit criteria
- Program monitoring/evaluation criteria

Action. English Language Development (ELD) Extended Learning Time (Extended Year). Targeted academic intervention and support shall be scheduled for all Long-Term English Learners (L-TEL) and English

Learners (EL) at risk of becoming a Long-Term English Learner (L-TEL) during the summer intercession. All intervention programs shall include the following components:

- Student selection criteria
- Research-based curriculum to be used
- Method of student progress monitoring
- Schedule of support
- Exit criteria
- Program monitoring/evaluation criteria

Goal 2C: AMAO 3-AYP for English Learners (EL) in Reading/English Language Arts (ELA)

AMAO #3 (ELA)

- For the 2013-2014 school year, the percentage of English Learners (EL) attaining proficiency in reading/language arts shall increase from 34.5% to 50.8%, as measured by the CST, CMA, and CAPA, in order to move toward state-defined expectations for proficiency in English Language Arts (ELA). The AMO #3 Target was 100.0%.
- By June 2014 the percentage of English Learners (EL) participating in the Reading/English-Language Arts (ELA) Standardized Assessment and Reporting (STAR) program shall be at least 95%.
- The AMAO #3 Target for 2014-2015 has not been established.

Strategy. Access to Appropriate English-Language Arts (ELA) Curriculum. All English Learners (EL) shall have access to an appropriate English-Language Arts (ELA) curriculum with appropriate modifications targeted to their language proficiency level and academic skills.

Action. Alignment Between Reading/English Language Arts (ELA) and English Language Development (ELD) Standards. The English Language Arts (ELA) and English Language Development (ELD) standards shall be appropriately aligned in support of each other, to include progression and performance levels the development of academic vocabulary, and the development of language-rich English-Language Arts (ELA) lessons/units, which support increased second language acquisition.

Action. High Quality Language and Literacy Development Strategies and Support Programs. Teachers will appropriately and consistently employ instructional strategies and support programs designed to accelerate students' acquisition of English shall be implemented in all classrooms and shall be appropriate to the students' English language proficiency levels and instructional needs (sub-skill proficiency). Such strategies include: Gradual Release of Responsibility (Fischer/Frey); Tiered Assignments (Tomlinson); Accountable Student Talk (Kinsella); Direct Vocabulary Instruction (Kinsella); Sentence Frames; whole brain teaching and learning strategies (Biffle), use of graphic organizers to help students classify ideas and communicate more effectively, language and literacy development and assessment technology, and other Specially Designed Academic Instruction in English (SDAIE) strategies.

Action. Appropriate English Learner (EL) Placement in the English-Language Arts (ELA) Instructional Setting. English Learners (EL) shall be placed in an appropriate English-Language Arts (ELA) instructional setting based on the academic and language proficiency data gathered from multiple assessments. Flexible and dynamic grouping shall be aligned with classroom instructional objectives and are designed to supplement explicit teacher-delivered instruction, maximize student performance, and accommodate and reflect student progress.

- Heterogeneous grouping
- Homogeneous grouping
- Peer Tutoring
- Cross-class grouping
- Cross-grade grouping
- Centers and independent activities

Strategy. Extended Learning Time. District wide implementation of strategic Reading/English Language Arts extended learning time conducted before, during, and/or after-school, and during the summer intersession, as appropriate, for all students, including English Learners (EL), not meeting grade level standards.

Action. Reading/English Language Arts Extended Learning Time. Mandatory targeted academic intervention and support shall be scheduled for all students, including English Learners (EL), not meeting grade level standards during the regular instructional day. All intervention programs shall include the following components:

- Student selection criteria
- Research-based curriculum to be used
- Method of student progress monitoring
- Schedule of support
- Exit criteria
- Program monitoring/evaluation criteria

Action. Reading/English Language Arts Extended Learning Time (Extended Day). Targeted academic intervention and support shall be scheduled for all all students, including English Learners (EL), not meeting grade level standards before and/or after the regular instructional day. All intervention programs shall include the following components:

Student selection criteria

- Research-based curriculum to be used
- Method of student progress monitoring
- Schedule of support
- Exit criteria
- Program monitoring/evaluation criteria

Action. Reading/English Language Arts Extended Learning Time (Extended Year). Targeted academic intervention and support shall be scheduled for all students, including English Learners (EL), not meeting grade level standards during the summer intercession. All intervention programs shall include the following components:

- Student selection criteria
- Research-based curriculum to be used
- Method of student progress monitoring
- Schedule of support
- Exit criteria
- Program monitoring/evaluation criteria

Goal 2C: AMAO 3-AYP for English Learners (EL) in Mathematics

AMAO #3 (Mathematics)

- For the 2013-2014 school year, the percentage of English Learners (EL) attaining proficiency in mathematics shall increase from 40.5% to 56.5%, as measured by the CST, CMA, and CAPA, in order to move toward state-defined expectations for proficiency in Mathematics. The AMAO #3 (Mathematics) Target was 100.0%.
- By June 2014 the percentage of English Learners (EL) participating in the Mathematics Standardized Assessment and Reporting (STAR) program shall be at least 95%.
- The AMAO #3 Target for 2014-2015 has not been established.

Strategy. Access to Appropriate Mathematics Curriculum. All English Learners (EL) shall have access to an appropriate Mathematics curriculum with appropriate modifications targeted to their language proficiency level and academic skills.

Action. High Quality Language and Literacy Development Strategies and Support Programs. Teachers will appropriately and consistently employ instructional strategies and support programs designed to accelerate students' acquisition of English shall be implemented in all classrooms and shall be appropriate to the students' English language proficiency levels and instructional needs (sub-skill proficiency). Such strategies include: Gradual Release of Responsibility (Fischer/Frey); Tiered Assignments (Tomlinson); Accountable Student Talk (Kinsella); Direct Vocabulary Instruction (Kinsella); Sentence Frames; whole brain teaching and learning strategies (Biffle), use of graphic organizers to help students classify ideas and communicate more effectively, language and literacy development and assessment technology, and other Specially Designed Academic Instruction in English (SDAIE) strategies.

Action. Appropriate English Learner (EL) Placement in the Mathematics Instructional Setting. English Learners (EL) shall be placed in an appropriate English-Language Arts (ELA) instructional setting based on the academic and language proficiency data gathered from multiple assessments. Flexible and dynamic grouping shall be aligned with classroom instructional objectives and are designed to supplement explicit teacher-delivered instruction, maximize student performance, and accommodate and reflect student progress.

- Heterogeneous grouping
- Homogeneous grouping
- Peer Tutoring
- Cross-class grouping
- Cross-grade grouping
- Centers and independent activities

Action. Language and Literacy Development Strategies. Teachers will appropriately and consistently instructional strategies related to: Gradual Release of Responsibility (Fischer/Frey), Tiered Assignments (Tomlinson), Accountable Student Talk (Kinsella), Direct Vocabulary Instruction (Kinsella), Sentence Frames, and other Specially Designed Academic Instruction in English (SDAIE) strategies.

Action. Language-Rich, Mathematics Curriculum. Integrate conceptually-based mathematics lessons/units which support increased English language acquisition. Lessons/units are developed using the existing adopted curriculum as well as supplemental resources. Principals, teachers, and instructional aides receive on-

going professional development, coaching, and support from the Director of Multilingual Literacy Department and Math and ELD Training Specialists.

Strategy. Extended Learning Time. District wide implementation of strategic Mathematics extended learning time conducted before, during, and/or after-school, and during the summer intersession, as appropriate, for all students, including English Learners (EL), not meeting grade level standards.

Action. Mathematics Extended Learning Time. Mandatory targeted academic intervention and support shall be scheduled for all students, including English Learners (EL), not meeting grade level standards during the regular instructional day. All intervention programs shall include the following components:

- Student selection criteria
- Research-based curriculum to be used
- Method of student progress monitoring
- Schedule of support
- Exit criteria
- Program monitoring/evaluation criteria

Action. Mathematics Extended Learning Time (Extended Day). Targeted academic intervention and support shall be scheduled for all all students, including English Learners (EL), not meeting grade level standards before and/or after the regular instructional day. All intervention programs shall include the following components:

Student selection criteria

- Research-based curriculum to be used
- Method of student progress monitoring
- Schedule of support
- Exit criteria
- Program monitoring/evaluation criteria

Action. Mathematics Extended Learning Time (Extended Year). Targeted academic intervention and support shall be scheduled for all students, including English Learners (EL), not meeting grade level standards during the summer intersession. All intervention programs shall include the following components:

- Student selection criteria
- Research-based curriculum to be used
- Method of student progress monitoring
- Schedule of support
- Exit criteria
- Program monitoring/evaluation criteria

Goal 2D: High Quality Professional Development

All of current school administrators, teachers, and paraprofessionals (instructional aides) shall receive professional development on research-based strategies to improve English learner attainment of English language proficiency and/or achievement in Reading/Language arts and/or Mathematics, as determined by the district needs assessment.

Strategy. High Quality Language and Literacy Instructional Strategies. Professional Development opportunities for administrators, teachers, and paraprofessionals in research-based instructional strategies and support efforts to assist English Learners (EL) in acquiring English language fluency skills and accessing the core curriculum. *Coordinate district-wide professional development to focus on English Learners.*

Action. Effective Language and Literacy Instructional Strategies. The District shall provide on-going professional development to all administrators, teachers, and paraprofessionals in research-based instructional strategies and support efforts to assist English Learners (EL) in acquiring English language fluency skills and accessing the core curriculum by increasing foundational knowledge of second language acquisition principles, integrating English language Development (ELD) objectives into planning, delivery, and assessment.

Professional development and collaboration activities shall include:

- California English Language Development Test (CELDT) Administration, Scoring, and Analysis
- Differentiated and Targeted Instruction
- Specially Designed Academic Instruction in English (SDAIE)
- Guided Language Acquisition Design (GLAD)
- Instructional Methodology-Gradual Release Model
- Observation Protocol for Academic Literacies (OPAL)
- Sheltered Instruction Observation Protocol (SIOP)
- Thinking Maps
- Write From the Beginning . . . And Beyond
- Write For The Future

Goal 2E: Family and Community Engagement

The district shall continue provide provide appropriate family and community engagement opportunities to parents and community members focusing on on student achievement, academic expectations, accountability requirements and support services. improve and increase parent outreach strategies parents/guardians of English Learner (EL) students are active participants in the education of their children, as measured by sign-in sheets and English Learner (EL) Family and Community Engagement Surveys.

Strategy. Engage and Empower Parents/Families and Community. The District shall develop meaningful family and community engagement opportunities in supporting the academic and literacy needs of English Learner (EL) students.

Action. Capacity Building Opportunities. All district family and community members shall be provided with capacity building opportunities in support of their child(ren) education to include activities to inform and educate parents of English Learners (EL) on the stages of English language development and provide them with strategies to help their children move forward in their progression of language development and academic achievement.

Goal 2F: Parental Notification

The district shall continue to provide 100% of all parents/guardians of English Learner (EL) students with the following information regarding their children:

- Identification as an English Learner
- Program placement options
- Program placement notification
- English language proficiency level, as determined by California English Language Development Test (CELDT) results and any local English Proficiency assessments used
- Academic achievement level
- Re-designation information

Strategy. Parental Notification. Districtwide on-going, and meaningful communication with parents of English Learner (EL) students that will expand their knowledge and deepen their understanding of instructional programs and services as well as provide greater access to resources.

Action. Annual Notification of Identification and Student Placement. The District shall continue to notify all parents/guardians of English Learners (EL) regarding the identification of their child as an English learner, English language assessment results, English learner program options and placement, method of instruction requirements, information about reclassification, expected secondary school graduation rates, Individualized Education Plan objectives, written guidance on parental rights, and parent participation.

Action. Annual Notification of Failure to Make Progress on Annual Measurable Achievement Objectives (AMAO). The District shall continue to notify all parents/guardians of English Learners (EL) if the district should fail to make progress on Annual Measurable Achievement Objectives (AMAO).

Action. Title III Action Plan. The District shall continue to notify all parents/guardians of English Learners (EL) All parents/guardians of English Learner (EL) of the Title III Action Plan.

Goal 2G: Services for Immigrant Students

N/A. The district receives no funding for Immigrant Students.