

219 State Transitional Bilingual Instructional Program**Fiscal Year:** 16-17**Milestone:** Final Approval Issued (Printed 11/22/2016)**District:** Stanwood-Camano School District**Organization Code:** 31401**ESD:** Northwest Educational Service District 189**Main Contact****Title:** Director of Special Services**First Name:** Pam**Last Name:** Gentz**Email:** pgentz@stanwood.wednet.edu**Phone:** 360-629-1236**Fax:** 360-629-1233**Address:** 26920 Pioneer Hwy**City:** Stanwood**State:** WA**Zip Code:** 98292**Alternate Contact****First Name:** Pamela**Last Name:** Deaton**Email:** pdeaton@stanwood.wednet.edu**Phone:** 360-629-1236**CEDARS Contact****First Name:** Toshi**Last Name:** Thorne**Email:** tthorne@stanwood.wednet.edu**Phone:** (360) 629-1237**Program Contacts:** David Murphy
Alyssa Westall

219 State Transitional Bilingual Instructional Program**Fiscal Year:** 16-17**Milestone: Final Approval Issued** (Printed 11/22/2016)**District:** Stanwood-Camano School District**Organization Code:** 31401**ESD:** Northwest Educational Service District 189**Page 1**

Topic: **Recommendations and TBIP Eligible Student**

Recommendations for Program Effectiveness (Optional)

The Bilingual Education Office evaluates and updates TBIP guidance every year. To support this process, please provide your ideas toward innovative programs that you believe would:

- Best meet the educational needs of English Language Learners.
- Provide the flexibility school districts need to implement an effective local program leading to English Language Learners reaching academic achievement and assessment standards and English language proficiency.

Required Professional Development Reporting

Prior to grant approval, the district must report professional development funded with TBIP or Title III in the 2015-2016 school year using iGrants form package 716.

Professional development has been reported.

Exited TBIP Students

Section 514 of the Engrossed Substitute Senate Bill 6052 added funding to provide support to reach grade-level performance in academic subjects for students who transitioned from the TBIP program by scoring a Level 4 on the WELPA within the two previous years.

Describe the district's process to determine if a currently enrolled student who exited TBIP based on the 2015 or 2016 WELPA Annual Test needs assistance in reaching grade-level performance in academic subjects.

Looked at state assessments, talk to general ed teachers, identification is done through assessments and grades

These students will be monitored by checking quarterly or trimester grades (depending on grade level) to determine their academic success. We will also notify classroom teachers of those identified students and request that they contact the ELL instructor should they see the student is struggling. Should the teacher or student need support it will be provided by the ELL instructor.

Describe the **TBIP-funded academic services** that will be provided to students who exited TBIP based on the 2015 or 2016 WELPA Annual Test and require additional academic support.

The district will provide ELL teacher support to the classroom teachers and also provide direct support to the students in the classroom in their identified area of need. We will also provide staff development to the classroom teacher if needed.

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Annual Instructional Program Submission Requirements

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

Dual Language Programs integrate language development with academic instruction for both native speakers of English and new speakers of English (ELL students). The goal is for students to become highly proficient in both their native language and their second language while simultaneously gaining high academic achievement in both languages as well. Additionally, dual language programs seek to foster student success in becoming bilingual, biliterate, and bicultural.

Dual Language Programs typically balance L1 and L2 instruction 50/50 by means of content areas, unit of study, or by instructional time such as class period, week, or semester. This model differs from a Developmental Bilingual Education model in that instruction is provided to both native English speakers and English language learners in the same instructional setting simultaneously. Teachers use techniques and strategies to make content accessible regardless of the language being used for instruction.

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

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

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

1. How many students are served through this model?

Number of ELLs Number of Non-ELLs

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?)

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

FOR OSPI USE ONLY**Section approved:** Select**Comments:****Developmental Bilingual Education (DBE or Late-Exit):** (WAC 392-160-028 Sec. 2)

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

Developmental Bilingual Programs typically divide L1 and L2 instruction by means of content areas, unit of study, or by instructional time such as class period, week, or semester.

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

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

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

1. How many students are served through this model?

Number of ELLs Number of Non-ELLs

2. Which schools are implementing this model?

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

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

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

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Comments

☐ Transitional Bilingual Education (TBE or Early-Exit): (WAC 392-160-028) Sec. 2

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

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

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

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

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

1. How many students are served through this model?

Number of ELLs Number of Non-ELLs

2. Describe the implementation of the TBE or Early-Exit program. Include information on:

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

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

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Comments:

instruction programs. Please ensure that the preceding Alternative Instructional Program section is completed.

Content-Based Instruction (CBI) and Sheltered Instruction (SI) models both integrate English language development with academic content learning using English as the language of instruction. Teachers are specially trained in and utilize strategies and techniques to simultaneously make grade-level academic content accessible and foster English language development.

CBI and SI models are used in classes comprised predominantly of English language learners with instruction delivered by teachers specially trained in instructional strategies to support both English language development and academic grade-level content.

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 2016-17 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 ELL 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 2016-17 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 ELL 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:
2. Describe the implementation of the content-based/sheltered instructional program for the 2016-17 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 ELL trained teachers, supplemental materials, etc.)

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

Alternative School, Digital Learning, and/or 1418 Program 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 2016-17 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 ELL 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.)

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District Instructional Program, or TBIP

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. Language 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: 82
2. Describe the instructional support for the 2016-17 school year.

Sheltered Instruction is provided by trained classroom teachers in the general education classroom, ongoing. The ELL teachers also provide one-on-one and small group support in English language proficiency as well as in class student and teacher support.

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

For students parentally placed in a non-magnet school, the ELL teacher meets weekly or more, depending on the proficiency level of the student, to consult with the teacher to provide strategies to support language acquisition, model lessons, collaborate for lesson planning, share materials and provide direct in class support where needed.

The amount and frequency is determined by the lowest proficiency level at each grade level. Students at a proficiency level of 1 will be provided the most support. A same grade level peer who is at a level 3 will get the same allocated amount of time if needed, but may not get the intensity of instruction as a level 1 student. The minimum amount of support for students in non-magnet schools will be 30 minutes once a week.

Magnet School Services

Proficiency Levels 1 -3 - Grade K - 82 minutes a day, small group instruction, with experienced, SIOP trained teacher

Proficiency Levels 1-3 - Grade 1 - 35 minutes daily, small group, with experienced, SIOP trained teacher - 40 minutes a day, ELL teacher provides in-class support in reading and writing

Proficiency Levels 1-3 - Grade 2 - 65 minutes a day, ELL teacher provides in-class support

Proficiency Levels 1-3 - Grade 3 - 2 hours weekly, small group instruction in reading by SIOP trained librarian - in class support 2 hours a week by ELL teacher

Proficiency Levels 1-3 - Grade 4 - 2.5 hours weekly, small group instruction by ELL teacher

Proficiency Levels 1-3 - Grade 5 - 90 minutes weekly, reading class taught by ELL endorsed teacher - 50 minutes daily, in class support by ELL teacher

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

Students are placed in classrooms where the teachers have had extensive training on working with ELL students using the SIOP model as well as receiving consultation services from a certified ELL instructor. In some cases student's content area teachers are also ELL endorsed.

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

0.6 FTE

Supportive Mainstream: Middle School

1. Estimated number of students to be served: 19
2. Describe the instructional support for the 2016-17 school year.

Sheltered Instruction is provided by trained classroom teachers in the general classroom, ongoing. The ELL teacher provides one period of support daily in one middle school to work with the ELL students on language proficiency goals and to provide support for the students in their academic classes.

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

Magnet School Services

Proficiency Level 1-3 - 56 minutes, 5 days a week, Language Acquisition Class - In class content area support, 5 days a week.

For students parentally placed in a non-magnet school, the ELL teacher meets weekly or more, depending on the proficiency level of the student, to consult with the teacher to provide strategies to support language acquisition, model lessons, collaborate for lesson planning, share materials and provide direct in class support where needed. The minimum amount of support for students in non-magnet schools will be 30 minutes twice a week.

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

Students are placed in classrooms where the teacher has had SIOP training or is receiving consultation services from a certified ELL instructor. In some cases the student's content area teachers are also ELL endorsed.

Supplemental materials are provided if they are available in the content area.

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

This is a .2 FTE funded through TBIP

Supportive Mainstream: High School

1. Estimated number of students to be served: 16

2. Describe the instructional support for the 2016-17 school year.

Sheltered Instruction is provided by trained classroom teachers in the general classroom, ongoing. The ELL teacher provides one period of support daily at the high school to work with the ELL students on language proficiency goals and to provide support for the students in their academic classes.

All eligible students are placed in the Language Acquisition class unless the parent requests the student not be in the class. ELL support in content area classes is determined by the student's proficiency level and how the student is progressing. The ELL teacher and content area teacher meet to discuss the student's needs and the supports that will help the student be successful in the class. The minimum amount of support for students not placed in the Language Acquisition class will be 50 minutes once a week.

This is a .4FTE funded through basic ed and LAP

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

Proficiency Level 1 - 3 57 minutes, 5 days a week, Language Acquisition Class - In class content area support, 5 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 ELL trained teachers, supplemental materials, etc.)

Students are placed in classrooms where the teacher has had SIOP training or is receiving consultation services from a certified ELL instructor. In some cases the student's content area teachers are also ELL endorsed.

Supplemental materials are provided if they are available in the content area.

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

This is a .2 FTE funded through TBIP

Supportive Mainstream: Alternative School, Digital Learning, and/or 1418 program

1. Estimated number of students to be served: 4

2. Describe the instructional support for the 2016-17 school year.

Sheltered Instruction is provided by trained classroom teachers in the general classroom,

ongoing. The ELL teacher provides one period of support daily, for the high school students, to work with the ELL students on language proficiency goals and to provide support for the students in their academic classes.

All eligible high school students are placed in the Language Acquisition class unless the parent requests the student not be in the class. ELL support in content area classes is determined by the student's proficiency level and how the student is progressing. The ELL teacher and content area teacher meet to discuss the student's needs and the supports that will help the student be successful in the class. The minimum amount of support for students not placed in the Language Acquisition class will be 50 minutes once a week.

This is a .4FTE funded through basic ed and LAP

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

Proficiency Level 1 - 3 57 minutes, 5 days a week, Language Acquisition Class - In class content area support, 5 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 ELL trained teachers, supplemental materials, etc.)

Students are placed in classrooms where the teacher has had SIOP training or is receiving consultation services from a certified ELL instructor. In some cases the student's content area teachers are also ELL endorsed.

Supplemental materials are provided if they are available in the content area.

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

This is a .2 FTE funded through TBIP

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Program Model

Γ 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.

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.

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

1. Estimated number of students to be served
2. Entry Criteria:
3. Location:
4. Grade Levels:
5. Describe how the Newcomer program will be implemented. Include the number of hours per day.
6. Describe the criteria used to determine when students move from the Newcomer Program to another TBIP program model in the district.

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

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Program Model Section approved: Select

Teacher Trainer/Coach Qualifications

Staff Qualifications

Certificated Teaching Staff

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

For ELL teacher: bachelor or master's degree, endorsement in ELL, valid teaching certificate

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

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

(Do not include outside consultants in this section.)

- 2. 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.

N/A

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

N/A

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

- 4. Describe the professional development plan for staff responsible for providing the ELL services indicated in this application.

ELL instructors: ELPA 21 updates and training, training on the ELP standards, WABE conferences and trainings

GLAD training was offered to all ELL staff and some general ed staff in August 2015.

5. Describe the district's plan to build the capacity of general education staff to address the educational needs of ELLs:

Inservice/training on the following: understanding language acquisition, scaffolding for ELL students, differentiating instruction, using effective instructional strategies with ELL students, the ELP standards, SIOP and GLAD techniques.

Most of these trainings will be done in small groups, working directly with staff that have ELL students in their classrooms.

Teachers will also have access to consultation time with the ELL teachers for specific areas of need.

Administrators will be informed of changes in the ELL program and requirements and be given the names of ELL students in their buildings in August.

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Professional Development Activities:

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

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

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

Professional development will be:

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

Professional Development Trainings

Complete this table for each training listed.

<p>Press "New" button to create each new Training listing. Press SAVE after completing each record.</p>

<p>Allow save to complete before clicking the "New" button again.</p>
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Training Title		Presenter
ELPA 21 Testing		OSPI
Training Description Updates or changes on administering the ELPA 21		Schedule To be determined
Participants	Focus	Funding Source & Amount
<input type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> ELL certificated staff <input type="checkbox"/> Principals <input checked="" type="checkbox"/> ELL 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"/> Support Staff <input type="checkbox"/> Other	<input type="checkbox"/> Instructional Strategies for ELL <input checked="" type="checkbox"/> Understanding and implementing ELL 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: % OR Amt: <input type="checkbox"/> Title III: % OR Amt:

Training Title		Presenter
Understanding Language Acquisition		To be determined
Training Description Helping content area teachers understand how ELL students acquire language		Schedule To be determined
Participants	Focus	Funding Source & Amount
<input checked="" type="checkbox"/> Mainstream/content teachers <input type="checkbox"/> ELL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> ELL 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 ELL <input type="checkbox"/> Understanding and implementing ELL 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: % OR Amt: <input type="checkbox"/> Title III: % OR Amt:

Training Title	Presenter
ELL Updates for Administrators	Special Services Director

Training Description Updates on ELL requirements and ELP standards, listing of ELL students in buildings, information to communicate to building staff regarding the ELL program.		Schedule August 2016
Participants	Focus	Funding Source & Amount
<input type="checkbox"/> Mainstream/content teachers <input type="checkbox"/> ELL certificated staff <input checked="" type="checkbox"/> Principals <input type="checkbox"/> ELL program director <input checked="" type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input type="checkbox"/> Instructional Strategies for ELL <input type="checkbox"/> Understanding and implementing ELL 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 checked="" type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: % OR Amt: <input type="checkbox"/> Title III: % OR Amt:

Conferences

Complete this table for each conference listed.

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

Conference Title	Number to Attend	
WABE	5	
Describe connection to district ELL PD Plan Provides ELL staff with updates and new information in working with ELL students.		
Participants	Focus	Funding Source & Amount
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> ELL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> ELL 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"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for ELL <input type="checkbox"/> Understanding and implementing ELL assessments <input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required <input type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input checked="" type="checkbox"/> TBIP: % OR Amt: \$1,000 <input type="checkbox"/> Title III: % OR Amt:

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

Follow up will be done with staff to determine if the training and/or conference information is being implemented and it's effectiveness. ELL teachers are also available to support content area teachers in implementing strategies etc. that were taught at the trainings.

Trainings done through the district require an evaluation form to be completed which includes how they will use the information presented in their classrooms/buildings.

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Comprehensive Evaluation Plan

(WAC 392-160-028 Sec. 4)

The district's annual application shall contain a description of the district's plan for continuous improvement and evaluation of its program to serve English language learners.

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

1. Based on the district's most recent program evaluation, what is the district's plan for continuous improvement of its programs to serve English Language Learners? What factors were considered in the evaluation?

The below listed factors were considered in the evaluation. We continue to monitor the progress of our students in program to determine if they are making language acquisition and academic growth. If a student is not showing growth, the general education teacher and the ESL teacher meet to discuss what changes need to be made for the student. These could include increasing ELL group time, accessing other services such as Title or LAP, a referral to special education, 1:1 support and increased consult time with the general education teacher.

WELPA data

A standardized Curriculum Based Measure (CBM)

Student grades

HSPE/MSP scores

The effectiveness of the instruction

The ability of and effectiveness of content area teachers using strategies for ELL students

Effectiveness of professional development

Effectiveness of parent outreach

Parent input through a questionnaire

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Estimate of staff funded through Title II

SALARIES	Headcount	FTE
Certificated teachers	2	1.0
Administration		
Administrative Support		
Paraeducators		
Professional Development Trainer		

ELL Coach(es)		
Other		
For "Other" indicate job titles and description of duties funded through TBIP:		

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