

219 State Transitional Bilingual Instructional Program

Fiscal Year: 08-09

Milestone: Final Approval Issued (Printed 10/6/2008)

District: Stanwood-Camano School District

Organization Code: 31401

ESD: Northwest Educational Service District 189

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Use of Funds

STBIP Funds CANNOT be combined with other funds in Title I schoolwides.

Estimated Count

Total Estimated Eligible Students K-12 80

Estimated STBIP Allocation \$72,350

Student Summary Information

Estimated number of STBIP high school graduates. 3

Estimate number of K-12 STBIP expected to exit and transition to the general education program. 10

District Instructional Program (Check all program models that apply.)

Dual Language Program (Two-Way Immersion or Two-Way Bilingual Education):
Dual language programs (also known as two-way bilingual education and two-way immersion) provide integrated language and academic instruction for native English speakers and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding (Christian, 1994).

Describe your Dual Language program model and respond to each of the following:

- A. Describe the **rationale** for selecting the instructional program model(s).
- B. Cite the research that supports the program model(s) selected.
- C. Describe how the instructional program will be implemented.

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- B. Cite the research that supports the program model(s) selected.
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- D. Describe how the district evaluates teacher's English and other language fluency in written and oral communication that is used in the instruction of ELL.

One-Way Language Program
All students participating in this model are from the same primary language and are instructed in their primary language as well as English, each language of instruction is used in separate sections.

Describe your One-Way language program model and respond to each of the following:

- A. Describe the **rationale** for selecting the instructional program model(s).
- B. Cite the research that supports the program model(s) selected.
- C. Describe how the instructional program will be implemented.
- D. Describe how the district evaluates teacher's English and other language fluency in written and oral communication that is used in the instruction of ELL.

Developmental Bilingual Education (DBE or Late-Exit):

Developmental bilingual education (DBE), also referred to as late-exit bilingual education (Ramirez, 1992), is an enrichment program that educates English language learners using both English and their first language for academic instruction. DBE programs aim to promote high levels of academic achievement in all curricular areas and full academic language proficiency in the students' first and second languages.

Describe your DBE (Late-Exit) program model and respond to each of the following:

- A. Describe the **rationale** for selecting the instructional program model(s).
- B. Cite the research that supports the program model(s) selected.
- C. Describe how the instructional program will be implemented.
- D. Describe how the district evaluates teacher's English and other language fluency in written and oral communication that is used in the instruction of ELL.

Transitional Bilingual Education (Early-Exit or TBE):

Transitional bilingual education (TBE) – also known as early-exit bilingual education (Ramirez, 1992) – is the most common form of bilingual education for English language learners in the United States. TBE provides academic instruction in English language learners' primary language as they learn English.

Describe your TBE (Early-Exit) program model and respond to each of the following:

- A. Describe the **rationale** for selecting the instructional program model(s).
- B. Cite the research that supports the program model(s) selected.
- C. Describe how the instructional program will be implemented.
- D. Describe how the district evaluates teacher's English and other language fluency in written and oral communication that is used in the instruction of ELL.

Sheltered Instruction (SI) (Content-Based ESL):

Sheltered instruction (SI) is an approach used widely for teaching language and content to English language learners, particularly as schools prepare students to achieve high academic standards. In SI, academic subjects (e.g., science, social studies) are taught using English as the medium of instruction. SI is most often used in classes comprised solely of English language learners, although it may be used in classes with both native English speakers and English language learners when necessitated by scheduling considerations or by small numbers of English language learners.

Describe the SI instructional program and respond to each of the following:

- A. Describe the **rationale** for selecting the instructional program model(s).
- B. Cite the research that supports the program model(s) selected.
- C. Describe how the instructional program will be implemented.
- D. Describe how the district evaluates teacher's English and other language fluency in written and oral communication that is used in the instruction of ELL.

RATIONALE: The district chose Sheltered Instruction(SI) Program because: SI can be used in classes with both native English speakers and English Language learners # SI uses the district's core curriculum, with modifications # SI uses strategies that benefit all learners, in mixed ability classrooms # the district serves 12 languages # students are distributed across 4 buildings # certificated bilingual staff are not available

RESEARCH:Echevarria, Vogt & Short, 2000, found that English language learners taught through SI can acquire content knowledge, concepts and skills at the same time that they improve their English language skills. Research has shown that language acquisition is enhanced by meaningful use of and interaction in the second language(Genesee, 1994).

IMPLEMENTATION: Our district has provided systematic training to general classroom teachers in Sheltered Instruction through SIOP training. During 2007-08, we provided a full day SIOP training each month for 7 classroom teachers: These teachers are from elementary, middle and high school.

Each teacher has ELL students in their classrooms. Our ESL specialist is also SIOP trained. These classroom teachers and ESL specialists, will have ELL students clustered in their classes at 2 elementaries, 1 middle school and 1 high school.

Our ESL specialist is a SIOP coach who works in classrooms with teachers with ELL learners. At this time, we have trained SIOP general education teachers @ grades 1,2,5,6,7,9. At middle school SIOP teachers are in Language Arts. At High School our SIOP teacher is in math. During 2008-09, we will continue the SIOP training of targeted general education classroom teachers in Sheltered Instruction. Our ESL specialist will continue to coach SI. We will place ELL learners, clustered in SI classrooms, at all grade levels.

Evaluation of teacher's English and other language fluency: # The ESL Specialist is ESL endorsed. # SIOP teachers are required to hold teaching certificates in their area of teaching and to hold necessary endorsements. # Use of SIOP strategies is assessed through the Sheltered Instruction Observation Protocol. # All teachers and ESL Specialist are observed and evaluated through the district's supervisory evaluation process. Through supervision and evaluation done by the principal and the Special Programs director, both written and oral communication of the teacher is assessed.

Newcomer Program:

The goals of newcomer programs are to help students acquire beginning English language skills along with core academic skills and knowledge, and to acculturate to the U.S. school system. Some programs have additional goals, such as developing students' primary language skills and preparing students for their new communities.

Describe the Newcomers instructional program and respond to each of the following:

- A. Describe the **rationale** for selecting the instructional program model(s).
- B. Cite the research that supports the program model(s) selected.
- C. Describe how the instructional program will be implemented.
- D. Describe how the district evaluates teacher's English and other language fluency in written and oral communication that is used in the instruction of ELL.

RATIONALE: # Our district faces increasing numbers of elementary, middle and high school aged immigrant students with limited proficiency in English. Many also have limited literacy skills in their primary language, as a result of limited formal schooling. # The goal of our Newcomer Program is to help students acquire beginning English language skills along with core academic skills in reading and writing, and to acculturate to the U.S. school system.

RESEARCH: Short, Boyson and Coltrane 2003, found that student assessment provided by newcomer program sites for their pilot study on NEWCOMER PROGRAM LITERACY AND ASSESSMENT PRACTICES, demonstrated that newcomer students in elementary and secondary school programs are reaching high levels of achievement both academically and linguistically in English and native language proficiency.

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IMPLEMENTATION: At middle school and high school level our Newcomer Program is a 2 period block within the school day. The selected students are those who are recent immigrants and who are at risk for educational failure or early drop out due to limited English language skills and weak academic skills. These students are scoring at levels 1 and 2 on the WLPT-II annual assessment of Language Proficiency. For the 2008-09 school year, we are purchasing English Language development instructional materials to use in our Newcomer Block class. The class is a Language Arts/English class. We are planning to use the VISIONS materials at middle and high school. the Newcomer class is taught by our ESL teacher. In addition to teaching the Newcomer classes, the teacher arranges family events, such as evening activities, where families can get to know each other and community resources. The class is also supplemented with field trips and cultural events, such as the International Children's Festival at Seattle Center in May, each year. Our ESL teacher also organizes and after school club, Everyone Has Culture.

The length of stay in the Newcomer Program is based on student progress and readiness to move into general education classes with Sheltered Instruction. At elementary level: Newcomer students are not pulled out of their general education classrooms. On Wednesdays of each week, the entire building participates in special intervention groups. All students are moving around the building to

different classrooms to receive extra support and enrichment in targeted areas.

At this time, the Newcomer students meet with the ESL teacher for support in English Language development and sheltered content instruction to assist with general education core content and homework support. The ESL teacher meets with Newcomer students in small groups by grade level at the Elementary level, for one hour, one day per week.

EVALUATION OF TEACHER'S ENGLISH AND OTHER LANGUAGE FLUENCY: # Our ESL teacher is ESL endorsed. #Our ESL teacher speaks Spanish as a 2nd language. She uses Spanish to augment sheltered English in her SIOP coaching and Newcomer classes. Her oral Spanish skills have not been formally assessed. She is not proficient in the academic translation of materials or formal instruction. She does not use written Spanish. She uses Spanish to augment her instruction in sheltered English. Her English skills are evaluated through the supervisory annual evaluations and two formal observations each school year, conducted by the ESL Program Director.

Describe the district's professional development plan:

Note: Professional development plan must be:

- Research based **and** specific to the instructional need of ELL.
- Of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.
- Exclude activities such as one-day or short-term workshops and conferences unless the activity is a component of an established comprehensive professional development program for teachers.

PROFESSIONAL DEVELOPMENT PLAN: We plan to continue training our classroom teachers in the SIOP model of sheltered instruction. Our plan is to continue to train our staff with the intent of having a trained SIOP teacher at our magnet ELL schools, at each grade level. Our plan beyond 2008-09, is to continue training classroom teachers at our ELLmagnet schools, so that all teachers in magnet schools are trained to you SIOP strategies. We will offer a SIOP series of trainings for our staff. Trainings will be 1 day per month, with teachers released for day of training. Teachers will participate over 4 months, in 4 1 day trainings that build on each other. One training day will be devoted to presenting SIOP lessons to peers. Follow up to training will consist of SIOP coaching in the classroom, with teachers who took the SIOP training. WE offer Professional Development and teacher collaboration time each Wednesday morning during the school year. At our ELL magnet schools, time will be structured for SIOP teachers to meet and discuss lesson plans and instructional strategies.

Press New below to create each new **Training** listing. Press the save button (top or bottom of this page) after completion of each new listing.

Identify Training	Content	Timelines	Participants
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after completion of each new listing.

Identify Training	Content	Timelines	Participants
Sheltered Instruction (SIOP)	Sheltered Instruction is an approach for teaching content to English Language Learners in strategic way that make content comprehensible while promoting the students' English language development.	1 session per month: Oct. Nov. Jan. Feb.	elementary, middle and high school teachers of ELL target buildings: Twin City, Stanwood Elementary, Port Susan Middle

Press New below to create each new **Conference** listing. Press the save button (top or bottom of this page) after completion of each new listing.

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*Describe the direct relationship of a one-day or short-term workshops, or conference(s) to the professional development plan.

Describe how the district coordinates and collaborates with other funding sources (Title III, Immigrant, Title I, Migrant, etc...).

Title III funds will be used to pay for professional development costs of SIOP training for our staff.

Evaluation

How does the district evaluate its STBIP staff development plan (data analyses, student outcomes, etc...)?

Each student in our district is assessed in core curricular areas of reading and math 3 times per year, using the Measures of Academic Progress (MAP) assessment. Growth targets are set for each student, based on MAP scores. ESL students will demonstrate positive growth toward MAP targets. Results of MAP testing is used to adjust instruction and prescribe interventions. We will use progress on the WLPT-II annual assessment to evaluate our staff development plan. During 2007-08 we had 17 of 90(19%) ELL students move to transitional level 4.

Describe the district’s plan for continuous improvement and evaluation of its program.

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Staff Expenditures

List the FTE expenditures for EACH staff and include the following information: position, FTE %, and funding source by Program Codes and Activity Code Descriptions. These codes can be found in the Account Manual for Public School Districts. **REPORT ACTIVITY 21 ONLY!**

Press New below to create each **New Position** listing. Press the save button (top or bottom of this page) after completion of each new listing.

Form input area for staff expenditures.

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Form input area for staff expenditures.

ESD: Northwest Educational Service District 189 **CoDistID:** 31401 **Organization:** Stanwood-Camano School District **Grant Number:**

Form Package Name: 219 State Trans Bilingual **Program Number:** 65 **Revenue Account Number:** 4165 **Sub Program Number:** **Fiscal Period:** 08-09 **Beginning:** 7/1/2008 **Ending:** 8/31/2009

Fiscal Officer: Jean Shumate **Budget Contact Name:** Gale Forrest **Budget Contact Phone:** 360-629-1236 **Category:** 2008-09 Funding **Budget Type:** Original

Object of Expenditure

Activity	Total	Debit		Credit		Salaries- Certificated	Salaries- Classified	Benefits & Payroll Taxes	Supplies Instr. Resources. & Non- Capitalized	Purchased Services	Travel	Capital Outlay
		0	1	2	3							
15 Public Relations	\$0		XXXX									
21 Superv. - Instruction	\$0		XXXX									
22 Learning Resources	\$0		XXXX									
23 Principal's Office	\$0		XXXX									
24 Guid. & Counseling	\$0		XXXX									
25 Pupil Mgt. & Safety	\$0		XXXX									
26 Health/Related Serv	\$0		XXXX									
27 Teaching	\$62,446		XXXX	47,381			15,065					
28 Extracurricular	\$0		XXXX									
29 Pay to School Dists.	\$0	XXXX	XXXX	XXXX	XXXX		XXXX		XXXX		XXXX	XXXX
44 Food Services Oper.	\$0		XXXX	XXXX								
62 Grds. Care & Maint.	\$0		XXXX	XXXX			XXXX					
63 Oper. of Bldg.	\$0		XXXX	XXXX								
64 Maintenance	\$0		XXXX	XXXX								
65 Utilities	\$0		XXXX	XXXX	XXXX		XXXX		XXXX		XXXX	XXXX
68 Ins. -Except Trans.	\$0		XXXX	XXXX	XXXX		XXXX		XXXX		XXXX	XXXX
Budgeted Expenditures	\$62,446	\$0	\$0	\$47,381	\$0		\$15,065		\$0		\$0	\$0

**Budgeted
Indirect
Expenditures:** \$9,904

**Total
Budgeted
Expenditures:** \$72,350

FTE Program Staff:	Act. 27-2	Act. 27-3	Act. 21-2	Act. 21-3
	1			

Comments:

**Budgeted
Expenditures:** \$72,350

FTE Program Staff:	Act. 27-2	Act. 27-3	Act. 21-2	Act. 21-3
	1			

Comments:

Modified By: Helen Malagon **Modified Page On:** 8/7/2008 11:26 AM