

Oregon Department of Education

Bend-LaPine Administrative SD 1

2013-2014 CIP Budget Narrative CIP Budget Narrative/Spending Workbook

Title III - Overview

Purpose

- **English Learners acquiring English language proficiency ;**
- development of high levels of academic achievement;
- development of high-quality language instruction educational programs;
- development and enhancement of capacity building;
- promotion of parental and community participation.

Title III - Detailed Narrative

Click [here](#) for program narrative specifics.

Program Narratives

1. Describe the research based program and activities implemented as required by Title III.

- **Describe the research based program model (s) chosen by the district. For example: ESL, Pullout, Two-Way Immersion, Bilingual, etc.Â Include the status of the implementation of the program as well as the adminsitration of the program.Â**

English Language Development: Instruction provided by certified ELL teachers at attendance area schools. Offered as a pullout for elementary students and a separate class period for middle and high school students; the focus of the ELD program will be on acquiring English through listening, speaking, reading and writing with an emphasis on the forms and functions of English. Students are grouped by language proficiency levels in groups or class periods of similar ages/grades.

Status: This program is fully implemented across the district at all schools that have second language learners.

Sheltered Mainstream Instruction: Students will participate in mainstream classrooms where curriculum has been adapted to comprehensible levels for the ELL students using the Oregon English Language Proficiency standards. Classroom teachers will be encouraged to use visuals, sheltered vocabulary, non-verbal embellishment (pictures, gesturing, and models) and peer interaction to enable students to comprehend and participate in activities.

Status: To date, 447 teachers, administrators, and educational assistants have attended the SIOP trainings offered by the district since 2005. As of the fall of 2013, the district employs 880 certified staff, 58 administrators, and 264 educational assistants.

80/20 Two-Way Dual Immersion Bilingual: Currently, BLPSD has one dual immersion program at Bear Creek Elementary School. Starting with kindergarten in the 2010-11 School year with two kindergarten classrooms made up of 50% native Spanish speakers and 50% native English speakers.

Status: Currently there are two classrooms in each grade through 3rd grade; the program is in the process of adding a grade each year until fifth grade is reached.

- **Describe the focused and innovative activities designed to expand or enhance the existing language instruction program for English Learners. For example - strategies to support the implementation of language proficiency standards.**

Early Release for District Wide School Improvement: Collaborative activities during District early release time include:

The ELL staff will meet monthly for professional development on district-wide School Improvement Wednesdays using collaborative assessment of student learning in English Language Development in order to improve instructional practice and formative assessments.

Time provided for teachers to collaborate and continue to increase their expertise with using iPads to support English Language Development.

Workshops on increasing student engagement and effective lesson design.

Systematic ELD: Ongoing training in Systematic Focused Approach to ELD for new teachers and a refresher workshop for previously trained staff. In addition, training for ELL teachers on using formative assessments such as

ADEPT and Gap Finder for instructional purposes and a refresher workshop for previously trained ELL teachers in Systematic ELD will be offered.

Technology: During the 2012-13 school year, iPads and iPad training workshops were given to all ELL teachers in order to support ELD instruction. iPads have increased the teachers'™ ability to create comprehensible input and vocabulary building via photos and film clips. They have also allowed for increased student practice that is tailored to their specific language levels. During the 2013-14 additional iPads and iPad trainings will be provided.

ELP Standards and Curriculum Alignment: Opportunities to explore the new ELP standards that will be finalized in October and align them to ELD curriculum.

- **Describe all activities that improve or restructure the current language instructional program to meet the requirements for academic content instruction as well as language acquisition for English learners.**

Sheltered Instruction: Opportunities for SIOP (Sheltered Instruction Observation Protocol) training, refresher workshops and follow-up training and coaching, including Lesson Study groups that focus on sheltered instruction, in order to expand opportunities for structured language practice throughout the day will be offered district-wide. The district is also supporting a cohort of eight SIOP trainers through monthly meetings, where they receive continued training on SIOP facilitation skills and also design follow-up training opportunities to present at their schools.

SIOP Trainer of Trainers: The district SIOP TOT™s will provide on-site training and consultation for classroom teachers in implementing the SIOP model in order to increase the usage of sheltered instruction strategies during academic instruction in the regular classroom.

Instructional Support: An ELL TOSA position will provide professional development and support for ELL and regular classroom teachers (SIOP and ELD), .5 of which is funded through Title III (part of which pays for the portion of SIOP training that is for non-Title 1 A schools), .1 through Title IA and .4 through Title IIA. (Responsibilities include staff development for ELL teacher in Systematic ELD, coaching and mentoring of all ELL teachers with a focus on those with less than three years experience in teaching ELD, facilitating Lesson Study groups for ELD and SIOP implementation, designing and presenting sheltered instruction and language acquisition workshops for teachers and administrators, supporting and mentoring district SIOP trainers).

Response to Intervention (RTI): ELL teachers and SIOP TOTs (Trainer of Trainers) will be supporting school EBISS and CARE teams (site based student action teams) to help them implement the ELL Decision Making Rules for RTI and to understand how second language acquisition impacts student performance.

ELD Lesson Study: ELD teachers will participate in an ELD focused Lesson Study, which is a studio model of staff development, in order to further develop ELD instruction skills. The Lesson Study groups will meet four times throughout the year and collect data on how different teaching strategies impact student achievement in ELD.

ELD Coaching: All ELL teachers will receive instructional coaching and mentoring support from the ELL TOSA. This year the focus will be on increasing student engagement, using formative assessments to match instruction to student needs, and effective lesson design.

2. Describe how the sub-grantee will require all participants to meet the AMAOs so that all English learners will acquire English proficiency and meet the state academic standards.

- **Describe the process the sub-grantee used to determine which schools are not meeting the AMAO targets and how the sub-grantee is assisting those schools with improving their outcomes.**

ODE provides AMAO data disaggregated at the school level, which is used to identify schools with significant ELL populations that did not meet AMAOs.

The Testing and Assessment Coordinator, in conjunction with Title III Director, analyzes ELPA assessment data by strand, by language level, and by school in order to identify weak areas of our ELD program in that school and formulate an appropriate response.

Once identified, ELL teachers at schools who are not meeting AMAOs 1 & 2 receive targeted support through instructional coaching and mentoring.

Once identified, schools that are not meeting AMAO 3 will be contacted and a plan developed for increased SIOP implementation and appropriate academic interventions created and implemented.

NOTES: The Bend-La Pine School District is in the early stages of implementing their Dual Immersion Program. During the 2012-13 school year, the students in this program (which made up 15% of the district's overall ELL population) were receiving 80% of their school instruction in their native language and only 20% in English, which included their ELD instruction. Predictably, these students did not show the same amount of

growth on AMAO #1 as students who participated in the Pull-out ELD/Sheltered Instruction model. Research indicates that as this program matures and students “grow into” the upper grades where their instruction in English is increased, these numbers will balance, with many benefits for academic achievement realized because of the native language development that occurs in the early years of schooling. The district’s long-term plan for this program is for the students from the dual immersion program to feed into the Middle Years IB Program at Pilot Butte Middle School, where they will continue to receive content instruction in both languages, and then into the IB Program at Bend Senior High School, where proficiency in at least two languages will be required. This is not a short-term fix, but is backed by research and will ultimately support English Learners in both their English language development and their academic achievement.

Going into effect during the 2013-14 school year, the district’s teacher goal-setting and evaluation system will require all teachers to set student growth goals that are tied to state assessments. This creates a focus for ELD and content area teachers alike, to focus on monitoring student progress and to focus their instruction on specific student learning needs. The ongoing progress monitoring that this will require is predicted to increase student achievement in all areas across the district.

The district’s Response to Intervention system continues to be refined and is spreading to the middle school level, which will also increase the amount of progress monitoring and interventions that English learners will be offered and involved in.

In order to extend native language development (which is shown by research to support second language development) to secondary students who have not had the opportunity to develop their academic primary language abilities via dual immersion, middle and high school schools with high concentration of Spanish speakers now have the opportunity to take Spanish for Spanish speakers.

- **Describe the process used by the sub-grantee to develop a Title III improvement plan to assist English learners acquiring English.**

ELPA data will be analyzed in order to identify strengths and weaknesses of the current ELD program and weak areas targeted for improvement.

- **Describe the process used by the sub-grantee to develop a Title III improvement plan to assist English learners with meeting state academic standards.**

Using ELPA and OAKS data, specific needs of each school will be analyzed, common needs will be identified and a plan for addressing them will be developed that includes professional development in second language acquisition and Sheltered Instruction, ongoing progress monitoring, and implementation of other available resources as needed.

3. Describe how the sub-grantee will use the Title III funds to meet the AMAO targets, thus ensuring that English learners acquire English proficiency and meet state content objectives.

- **Describe the activities that have been implemented to ensure the sub-grantee is meeting the Annual Measurable Achievement Objectives (AMAOs). Include focused activities implemented by the subgrantee(s) as part of the Title III Improvement plan for not meeting AMAOs.**

AMAO #1: Ongoing professional development in ELD instructional methods (Systematic Focused Approach to ELD), and continued alignment of Oregon Language Proficiency Standards Forms and Functions to adopted ELD texts. Monitor ELL students in primary grades through use of formative assessments to ensure adequate growth in language proficiency. ELD Lesson Study where teachers collaborate to plan, teach and analyze lessons in light of student learning. Mentoring and instructional coaching by the ELL TOSA for all teachers with a concentration on teachers with less than 3 years of experience in teaching ELD.

AMAO #2: Ongoing professional development in ELD instructional methods (Systematic Focused Approach to ELD), and continued alignment of Oregon Language Proficiency Standards Forms and Functions to adopted ELD texts. Mentoring and instructional coaching by the ELL TOSA for all ELL teachers, with a concentration on those who have less than 3 years of experience in teaching ELD (based on ELPA data showing a large discrepancy between the student performance of experienced and non-experienced ELD teachers). ELD Lesson Study where teachers collaborate to plan, teach and analyze lessons in light of student learning.

AMAO #3: Provide academic support through professional development in sheltered instruction techniques; includes a district SIOP Trainers group that meets monthly in order to collaborate on SIOP (Sheltered Instruction Observation Protocol) training techniques, and offering ongoing professional development in SIOP through regular SIOP workshops, SIOP Lesson Study Groups at schools with significant ELL populations, SIOP refresher sessions, and SIOP refresher workshops. Continue professional development for SIOP trainers and develop their coaching roles at their individual school sites. Increase awareness at the school level of ELPA scores and how to analyze the results. District-wide staff development in engagement strategies continues to be a district-wide focus.

- **Provide the number or percentage of English learners obtaining English proficiency for the most recent school year.**

According to our AMAO results, the following number of students attained English proficiency at the end of the school years below:

2005-06: 22%
2006-07: 51%
2007-08: 20%
2008-09: 29%
2009-10: 52%
2010-11: 52%
2011-12: 38 %
2012-13: 24%

- **Provide the number or percentage of former English learners (monitoring status) in meeting or exceeding the state's academic standards.**

Meeting or exceeding; Monitor Year 1:

Language Arts: 41%

Math: 41%

Science: 39%

Writing: 33%

Meeting or exceeding; Monitor Year 2:

Language Arts: 62%

Math: 52%

Science: 46%

Writing: Non assessed

4. Describe the sub-grantees work to promote parent and community involvement in programs that support English learners.

- **Describe all programs that include parents of English learners to participate in school-wide activities as well as participation in decision-making groups (site council, PAC, etc.)**

Interpreters are available for all parent conferences, IEP meetings, disciplinary hearings, school programs, etc.

Spanish speaking parents from each school are invited to all parent involvement events, which are offered as either stand-alone activities or linked to other school events in which information on NCLB, general school policies, homework help, educational support ideas, and community support

partners which are interpreted in Spanish

Welcome Center facilitator supports initial enrollment, language assessment, and connections to Family Access Network and community services

Bend-La Pine Schools, in collaboration with several community partners (e.g. Central Oregon Community College, High Desert ESD, The Partnership to End Poverty, and the Latino Community Association), will offer the "Plaza Comunitaria" to develop Spanish literacy skills for adults through Oregon Mexico Education Partnership (OMEP), adult English classes, along with childcare and homework help for school aged students

5. Describe how the sub-grantee consulted with staff, parents, and community members on the development of this grant narrative.

- Ongoing communication with community partners such as the Latino Community Association, Deschutes County Library System, and Oregon State University - Cascades Campus staff takes place on a regular basis with discussion of how different entities can support one another as a constant theme of the conversation. As a result of this, the district has participated in a partnership with OSU-Cascades in offering an ESOL Endorsement program that is available for pre-service and in-service teachers.

6. Include a detailed description of how the sub-grantee consults with local private schools.

- **How does the district conduct timely and meaningful consultation with appropriate private school officials during the design and development of this sub-grant application?**

Each spring a survey letter is sent to each private school in the district to inventory their desire to participate in all Title Programs. Teachers from private schools are invited to participate in district SIOP training.

- **How does the district identify private school EL students for services?**

At this point in time no school has elected to participate in Title III Programs.

- **What specific services do private school EL students receive?**

NA

- **If the district does not have any private schools, please state that there are no private schools in the district boundaries.**

NA

7. Recent arrivers grant recipients- include a copy of the proposed activities and budget in this section.

o NA

Title III - Budget Narrative

Click [here](#) for program narrative specifics.

Program Activities

Budget Narrative Describe explicitly the programs, activities, and staff being funded by this title.	Timeline/Person	Budgeted Amount																																
<p>List activities related to instructional services. (For example: strategies to support language proficiency standards implementation)</p> <p>ELL Staff Collaboration Meetings • Salaries (for time beyond contract) (\$2,000) • Materials and Supplies (\$180)</p>	<p>September-May (Dana Arntson and Cate Hill)</p>	<table border="1"> <thead> <tr> <th>Function</th> <th>Object</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>2210</td> <td>111</td> <td>\$2,000.00</td> </tr> <tr> <td>2210</td> <td>4XX</td> <td>\$180.00</td> </tr> <tr> <td></td> <td></td> <td>\$2,180.00</td> </tr> </tbody> </table>	Function	Object	Amount	2210	111	\$2,000.00	2210	4XX	\$180.00			\$2,180.00																				
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<p>List each professional development activity, including the number of teachers, administrators, and instructional assistants participating. Include a statement that professional development for access to core content (GLAD, SIOP, CM, etc.) funded by Title III is for non-Title I-A funded buildings.</p>	<p>1. January - August (Cate Hill) 2. Sept.-June (Cate Hill) 3. Oct.-Nov. (Cate Hill) 4. January - May (Cate Hill)</p>	<table border="1"> <thead> <tr> <th>Function</th> <th>Object</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>2240</td> <td>310</td> <td>\$10,800.00</td> </tr> <tr> <td>2240</td> <td>4XX</td> <td>\$850.00</td> </tr> <tr> <td>2240</td> <td>111</td> <td>\$52,939.00</td> </tr> <tr> <td>2240</td> <td>310</td> <td>\$600.00</td> </tr> <tr> <td>2240</td> <td>4XX</td> <td>\$75.00</td> </tr> <tr> <td>2240</td> <td>310</td> <td>\$3,000.00</td> </tr> <tr> <td>2240</td> <td>4XX</td> <td>\$150.00</td> </tr> <tr> <td>2240</td> <td>310</td> <td>\$300.00</td> </tr> <tr> <td>2240</td> <td>4XX</td> <td>\$25.00</td> </tr> </tbody> </table>	Function	Object	Amount	2240	310	\$10,800.00	2240	4XX	\$850.00	2240	111	\$52,939.00	2240	310	\$600.00	2240	4XX	\$75.00	2240	310	\$3,000.00	2240	4XX	\$150.00	2240	310	\$300.00	2240	4XX	\$25.00		
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Note: All professional development training is funded by Title III and Title I-A funds; Title I-A will provide subs and materials for participants from Title I-A schools and Title III funds will be used to allow teachers from non-Title 1A schools to attend.

1. 3-Day SIOP Training for 18 participants/teachers of non-Title IA schools
 • Substitutes (\$200/day: \$10,800)
 • Books & Supplies (\$850)

2. ELL TOSA position (.5 FTE) (\$52,939)
 Responsibilities include staff development for ELL teacher in Systematic ELD, coaching and mentoring of all ELL teachers with a focus on those with less than three years experience in teaching ELD, facilitating Lesson Study groups for ELD and SIOP implementation, designing and presenting sheltered instruction and language acquisition workshops for teachers and administrators from non-Title 1A schools, supporting and mentoring district SIOP trainers.

3. ELD Training for ELL teachers from non-Title 1A schools (1 teachers)
 • Subs (\$200/day x 3 days) (\$600)
 • Materials and supplies (\$150)

4. ELD Lesson Study Cohorts

5. April (Cate Hill)

6. November - June (Cate Hill)

2240	111	\$3,304.00
2240	310	\$1,600.00
2240	4XX	\$550.00
		\$74,193.00

<p>(3 days each for 5 teachers from non-Title IA schools) • Subs (\$200/day; (\$3,000) • Materials and Supplies (\$150)</p> <p>5. SIOP Refresher Workshops • Trainer Costs (\$300) • Materials & Supplies (\$25)</p> <p>6. Ongoing SIOP Trainer Support: Includes continuing professional development on new SIOP materials and sheltered instruction. • Salaries or Substitutes for meetings (\$3,304) • Substitutes for Training Days (\$1,600) • Books and Materials (\$550)</p>		
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<p>List additional allowable activities.</p> <p>1. Parent Involvement (at non-Title I Schools); (\$498) • Childcare (\$100) • Interpreters (\$300) • Supplies (\$98)</p>	<p>1. October - May (Cate Hill)</p>	<table border="1"> <thead> <tr> <th>Function</th> <th>Object</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>3300 PAR</td> <td>4XX</td> <td>\$100.00</td> </tr> <tr> <td>3300 PAR</td> <td>4XX</td> <td>\$300.00</td> </tr> <tr> <td>3300 PAR</td> <td>4XX</td> <td>\$98.00</td> </tr> <tr> <td></td> <td></td> <td>\$498.00</td> </tr> </tbody> </table>	Function	Object	Amount	3300 PAR	4XX	\$100.00	3300 PAR	4XX	\$300.00	3300 PAR	4XX	\$98.00			\$498.00
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<p>List activities for local private schools. (If applicable)</p>		
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<p>Title III grant allocation for 2013-2014 CIP Budget Narrative</p>	<p>Your approved Indirect Rate for 2013-2014 CIP Budget Narrative [2.00 %]</p>	<p>Budget Narrative Lines Total</p>	<p>Dollars Remaining</p>
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\$78,440.00	\$1,569.00	\$76,871.00	\$0.00
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Code Definitions

Function Codes

Code	Description
1291	1291 English Second Language Programs
2210	2210 Improvement of Instruction Services
2230	2230 Assessment and Testing
2240	2240 Instructional Staff Development
2490	2490 Other Support Services - School Administration (Professional Development for Supts and Principals)
2640	2640 Staff Services (Teacher Advancement, Recruitment and Retention)
3300 PAR	3300 Parent/community involvement
3300 PRI	3300 Community Services (Services to Private Schools)

Object Codes

Code	Description
111	111 Licensed Salaries
112	112 Classified Salaries
12x	12x Substitute Salaries
130	130 Additional Salary
2XX	2XX Benefits
310	310 Instructional, Professional and Technical Services
340	340 Travel
350	350 Communication
4XX	4XX Supplies and Materials