

2017–18 Title III ESSA Transition Plan

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 2766134

LEA Name: Pacific Grove Unified School Fiscal Year: 2017-2018

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.	
How the LEA will:	Persons Involved/Timeline (Optional)
<div style="display: flex;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #e0e0e0; padding: 5px; font-weight: bold; margin-right: 5px;">Required Content</div> <div style="padding: 5px;"> <p>Provide effective professional development.</p> <p>The designated English Language development teachers attend quarterly meetings at the Monterey County office of Education to discuss/collaborate on best practices to support English learners and immigrant students. These teachers then come back to their respective sites to provide Professional development with all teachers.</p> <p>Classroom teachers and ELD teachers work closely to plan both the integrated and designated ELA lessons for students and discuss areas of need and how best to meet those needs for students. This year Professional Learning Communities at each site will focus on targeting gaps for our English Learners in Math and English Language Arts. Teachers will work closely with the math coach to analyze student errors in math and increase oral fluency of academic math language and vocabulary. Through professional development activities, teachers will implement more opportunities for students to use academic language in both math and ELA through structured collaborative conversations in the classroom.</p> <p>Teachers and instructional assistants will be attending professional development offered by the Monterey County Office of Education addressing the needs of Newcomers, Academic Language and Literacy, Academic Vocabulary and Writing with Dr. Kate Kinsella. ELD teachers will also deepen their understanding with the B.E.L.I.E.F Modules</p> </div> </div>	<p>Site Administrators Certificated teachers ELD Teachers Classified Instructional Assistants Director of Curriculum and Special Projects</p>

<p>Implement effective programs and activities.</p> <p>Title 3 monies are distributed to the sites to primarily provide intervention supports for students during school with instructional aides working in the classroom to support English learners during small group instruction with the classroom teacher. These students also have the opportunity to attend before and after school tutoring and support with direct instruction in areas identified to improve language acquisition, along with curriculum designed to meet student’s specific needs. Students at the middle and high school also have the opportunity to attend after school tutoring sessions and receive assistance with classroom assignments. Instructional aides work in the classroom to support teachers during the integrated component of English language instruction. Designated language instruction is delivered by a specialist English Language development teacher who works with students according to their English language acquisition level to support content area instruction in English language arts.</p> <p>Students are supported with enhanced English language instruction in core academic subjects through direct instruction focused on the integrated English Language Development standards with designated ELD in small group settings. English learners also use educational software and technologies that support English language development such as Read 180, Read & Write, Brainpop etc. Educational software programs, together with ongoing classroom instruction support students in reading and writing activities to develop oral language fluency.</p>	<p>Site Administrators Certificated teachers ELD Teachers Classified Instructional Assistants Director of Curriculum and Special Projects</p>
<p>Ensure English proficiency and academic achievement.</p> <p>All sites are held accountable for the monitoring of all English learners through multiple measures such as CELDT, SBAC, interim benchmarks, Scholastic Reading Inventory, DIBLES and teacher grades. Each site has a language review team consisting of the English Language development teacher, site principal, and classroom teachers. This team identifies the strengths and areas of need for each English learner in the areas of reading, writing, listening, speaking and identifies interventions in the classroom as well as additional supports to ensure the students are making progress towards proficiency in both English language arts and math. This team meets two to three times a year and gathers all pertinent information to determine if the student should be reclassified as English Language proficient. The team also discusses strategies and best practices for providing high-quality language instruction at the classroom level and for intervention supports.</p>	<p>Site Administrators Certificated teachers ELD Teachers Classified Instructional Assistants Director of Curriculum and Special Projects</p>
<p>Promote parent, family, and community engagement in the education of English Learners.</p> <p>Each site is required to have four ELAC meetings per year. In addition, each site makes a concerted effort to translate newsletters, emails and any communication sent home to ensure parents are informed. Parent handbooks and report cards have also been translated into Spanish for those parents who require it. The PGUSD website now also has a feature to translate into other languages. We also have added a feature to School Messenger where all district/site communication can be translated in Spanish and other languages as requested by parents.</p>	<p>Site Administrators Certificated teachers ELD Teachers Classified Instructional Assistants Director of Curriculum and Special Projects</p>

	<p>A parent education class aimed at assisting parents to help their children, funded by the adult school, is well attended by many of our English learner parents. The class has been offered since 2014-2015 and will be offered again 2017-2018. Babysitting is provided to ensure more parents attend.</p>	<p>Director of Technology Director of Educational Technology</p>
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LEAs receiving or planning to receive Title III EL funding may include authorized activities.		Persons Involved/Timeline (Optional)
Other Authorized Activities	<p>Describe all authorized activities chosen by the LEA relating to: Supplementary services as part of the language instruction program for English Learner students.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp for a list of authorized EL activities.</p> <ul style="list-style-type: none"> A. Provide tutoring and direct instruction on language acquisition. B. Support classroom assignments with before/after school tutoring at all sites. C. Additional high quality professional development to enhance best practice for certificated and classified instructional assistants on integrated and designated ELD. D. Provide collaboration days to develop English language lessons and share best practices throughout the year. 	<p>Site Administrators Certificated teachers ELD Teachers Classified Instructional Assistants Director of Curriculum and Special Projects</p>

Plan to Provide Services for Immigrant Students

<p>Please complete this table if the LEA is receiving or planning to receive Title III Immigrant funding.</p>	<p>Persons Involved/Timeline (Optional)</p>
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Authorized Activities

Describe all authorized activities chosen by the LEA relating to: Enhanced instructional opportunities for immigrant children and youth.

*Please see <http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp> for a list of authorized Immigrant activities.

- A. Immigrant students will receive tutoring on language acquisition as well as supports with classroom assignments during, before, and after school at all sites.
- B. Language review team collaboration to assess immigrant student progress.
- C. Instructional materials and educational software to support immigrant students at all sites.

Certificated teachers, ELD teacher, site administrator, Classified aids, Director of Curriculum and Special Projects.

Language review team meetings at least two per year.

Director of Educational Technology and Director of Curriculum & Special Projects and ELD teachers.