

# Laton Unified School District 2019-2020 Title III Plan

## Title III Professional Development

ESSA SECTION 3115(c)(2)

*Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.*

Laton Unified School District is taking several approaches in its professional development for Title III. Unified School District employs an ELA Instructional Coach who works with teachers on EL strategies and ELD development and pedagogy. The instructional coach works with teachers throughout the year to discuss the effectiveness of their strategies, achievement and progress of EL students for proficiency in English. In addition, the district is also participating in Evidence Based Literacy Instruction (EBLI), a program that targets Literacy instruction and intervention for all grade levels. Teachers have participated in professional development to prepare them on this program and its strategies. Administrators and district personnel have taken part in the professional development to ensure support and clear expectations for students and teachers.

All professional development for K-12, is designed to improve the instruction and assessment of English learners along with improving teachers and site administration ability to understand and implement curricula, assessment practices and measures for English Learners.

The focus of the professional development and its presentation is as follows:

### ELA/ELD/Math: Professional Learning and Coaching

- Grades K-6: Continue professional development and coaching for Guided Reading and tiered supports for classroom instruction for all teachers and support staff for each grade level. In-classroom support was provided throughout the school year for individual teachers that needed extra training as indicated by the district data reports.
- Leadership: Professional Leadership and Support: PLC support and development with targeted grade levels (one grade level per site) to enhance adult collaborative structures and bolster tiered intervention supports for students including:
  - Planning days - 1 day per grade level per quarter revisiting of PLC concepts and review of progress along with development of tiered supports for academics.
  - FCSS and district coaching as needed based on data 2 half days per quarter per grade level for PLC coaching in real time- coach meets with and sits in on PLC meeting and provides feedback and support.
  - The district allocates 5 professional development days district wide, per year.

In setting up this professional development, a shared level of accountability will be in place to advance student learning and collective responsibility for achieving it. Grade levels and subject area departments will be provided time a minimum of two times a month to meet as Professional Learning Communities (PLC's). This collaborative structure will revolve around student data and examination of student learning. The results from these meetings will be shared with the site administration. In addition, site administration will check for the frequency of strategies and pedagogy used by classroom teachers through informal classroom observations and formal observations. Principals will report their site's findings and progress to the Superintendent. The Superintendent will examine the reports/progress from each site and analyze how it fits into the district's goals for student success and achievement.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

*Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.*

The Laton Unified School District does not accept Title III - Immigrant funding. Students enrolled in the district who may be identified as immigrant are placed with the district's English Learner program and will go through the process of determining their language proficiency. Through Fresno County, the district is part of the Migrant consortium that provides direct services to migrant families. However, these services are not attached to Title III funding.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

*Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.*

The Laton Unified School District has provided Designated and Integrated ELD Instruction professional development training. Throughout the school year, the district's ELD coach works with teachers to provide in classroom coaching on SDAIE (Specially Designed Academic Instruction in English) and cooperative learning strategies. For grades K-6, students are assessed through Smarter Balanced Assessment Consortium (SBAC) scores, English Language Proficiency Assessments for California (ELPAC) scores, teacher evaluations, district benchmark assessments. These assessments are in place to assess students and place them accordingly into literacy and proficiency level groups for English learners. Groupings are done by LPAC level, teacher input and places accordingly by grade level. K-6 daily instruction involves SDAIE and Scaffolds

that provide language support throughout the instructional day. Students in 7 to 8 grades have ELD designated time built into their daily schedule. Students in middle school are placed in ELD 1 or ELD 2 depending on placement data. Students in 9 to 12<sup>th</sup> grade are placed in ELD A or ELD B. Their placement is based on their ELPAC score.

- Long Term English Learners (LTELs) - HMH's English 3D/Read 180
- Long Term English Learning K-6 – HMHs Wonders
- Collections - Houghton Mifflin Harcourt

The school district has benchmark assessments in place to track student progress. The benchmark assessments include reading and math inventories. A language benchmark assessment has not been in place. However, for the 2019/2020 school year, students in k-8 will participate in benchmarks specifically measuring language acquisition. The reading and math benchmarks are given three times a year to all students to help identify intervention groups, monitor progress, drive instruction and determine growth in the area of language and literacy.

Laton Unified School District prioritizes funding for high needs by partnering and consulting with multiple stakeholders which result in following outcomes:

- Teachers- provide input and analyze data during structured PLC time to determine grouping and student need. Teachers participate in district professional learning to implement ELA/ELD standards, ELD strategies and data collection and analysis. When needed, the district's ELD coach is available to model lessons, coach staff on strategies and develop lessons to target reading and writing and ELD standards.
- Principals- support teachers and analyze benchmark and other high stakes assessment reports as needed throughout the school year to support teachers address areas of greatest need, as well as provide additional resources to supplement the existing curriculum. Principals use the data as a guide to approve purchase orders.
- Paraprofessionals- support the classroom teachers as needed to facilitate targeted groups of students to strengthen skills in targeted areas.
- Specialized instructional support (ELD Instructional coach). The district's ELD coach attends all professional learning offered by the district to address the needs of English learners and helps to coach our staff on the implementation of strategies and the use of curricular and supplemental resources. The site principals provide support to this person by ensuring the schedule reflects student need, time to plan and design ELD lesson instruction and demonstrations and provide any materials they might need to support teaching and instructions. Additional training is provided through Fresno and Tulare county office of education.
- Parents are included in ELAC, DELAC and School Site Council meetings to address needs and concerns. Needs and concerns are recorded by the site principals and used to make decisions regarding financial needs. Educational

courses that provide parents tools for improved communication with school sites regarding their child's education are provided. EL parents have taken advantage of PIQE. This is a six-week class parents sign up for that teaches them how to support their child be successful in school. PIQE offers various courses. At the end of each session, parents suggest course to direct us as we continue to provide support for them, the students and teachers.

LUSD recognizes the need for continuous improvement. For this reason, the district has partnered with FCSS and has developed a board approved foundation plan for continuous improvement that includes providing resources and supports for all student populations by:

1. Development of district community culture and communication
2. Development of effective and aligned assessment systems
3. Support of leadership capacity building for collaborative decision-making structures
4. Development of comprehensive student's behavior supports
5. Providing professional learning and coaching to strengthen instructional practices to increase student achievement.

### **English Proficiency and Academic Achievement** ESSA SECTIONS 3116(b)(2)(A-B)

*Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:*

- (A) *achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and*
- (B) *meeting the challenging State academic standards.*

The Laton Unified School District will provide support student's progress in achieving proficiency by addressing the need to have an accountability system for English Language Acquisition and to monitor the progress for EL students. Through our weekly PLC time, data collection/analysis, student placement and various conversations between teachers and site administration and the Superintendent that focus on student progress. The quarterly benchmark assessment allows for an appropriate level of frequency to monitor student performance and plan interventions.