

## Title III LEA Plan Performance Goal 2

**All limited 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: 19-647330111211      LEA Name: New Heights Charter School      Title III Improvement Status: Year 0

Fiscal Year: 2016-17      EL Amount Eligibility: 10,624      Immigrant Amount Eligibility: 0

### 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:**

<b>A. Required Content</b>	<p><b>Implement programs and activities in accordance with Title III</b></p> <p>New Heights will implement Title III based on all federal and state requirements including use of budget, parental notification and student assessment and placement.</p>
	<p><b>Use the subgrant funds to meet all accountability measures</b></p> <p style="margin-left: 40px;">A. New Heights will develop annual measurable achievement objectives for ELLs which reflect the amount of time individual child has been enrolled in language instruction program and uses a consistent method from year to year.</p> <p style="margin-left: 40px;">B. AMAO will measure annual increases in the percentages of children attaining English Proficiency by the end of each school year as determined by CELDT, internal assessment, Smarter Balanced assessments, work samples, and teacher recommendation</p> <p>The school failed to make progress towards meeting such objectives, and therefore the school wrote and is implementing an improvement plan for ELLs.</p>

**Hold the school sites accountable**

New Heights will hold itself accountable to meeting all accountability goals.

**Promote parental and community participation in programs for ELs**

New Heights promotes parental and community participation in LEP programs in the following ways:

A. Providing clear and timely communication to parents:

- Initial Notification of enrollment in mainstream classroom with ELD/SADAI support
- Initial Notification of language proficiency based on CELDT/LAS results
- Annual assessment results and continued program placement
- Notification of Annual Progress of Reclassified Students

B. New Heights provides opportunities for parents to participate by doing the following:

- Regular reporting on ELL progress through a more formal extension of current morning tea meetings
- English Classes for parents to help students with homework (when parents show interest).
- Parents will advise principal and staff on topics related to ELLs including efforts to make parents partners in education, meeting the academic and social needs of ELLS, and what kind of services would be beneficial for parents of ELLs and how to implement these services

<b>How the LEA will:</b>		<b>Persons Involved/ Timeline</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source (EL, Immigrant, or other)</b>
<b>B. Required Content</b>	<p><b>Provide high quality language instruction</b></p> <p>New Heights provides high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <ul style="list-style-type: none"> <li>-Each teacher receives initial notification of language status and level according to previous level and yearly CELDT results.</li> <li>- All students are provided daily ELD instruction integrating ELD standards within a self-contained classroom. Teachers’ frontload ELD to ensure access to content instruction taught in English. Teacher competence is assessed through observation and feedback.</li> <li>-Teachers design a scope and sequence of language skills in functional context</li> <li>-Each teacher receives an ELD folder and list of ELD goals for the year. Folders are evaluated 2 times per year and used during both parent conferences</li> <li>- Reclassification is based on evaluation of ELD binders, class work, test scores, and teacher recommendations</li> <li>-Teaching Partner focused on language support works in small groups with students who are struggling.</li> </ul>	<p>Teachers</p> <p>Executive Director</p> <p>Literacy Coach</p> <p>Timeline: Ongoing</p>	<p>Teacher salaries</p> <p>Teacher planning time</p>	<p>Rosetta Stone (or comparable online) English Program: \$1,800</p> <p>Booksource trade books for struggling readers: \$1,000</p> <p>National Geographic High/Low Series: \$2,000</p> <p>National Geographic Inside resources: \$5,000</p> <p>Teaching Partner: 1.5 intervention hours per day/ \$19/hour= \$5,130</p>	<p>Title III General Funds</p>

	<p><b>Provide high quality professional development</b></p> <p>High quality professional development for classroom teachers, administrators, and other school or community-based personnel is:</p> <ul style="list-style-type: none"> <li>a. designed to improve the instruction and assessment of LEP children</li> <li>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students</li> <li>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s literacy or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills</li> <li>d. designed to result in positive and lasting impact on teacher performance in the classroom</li> </ul> <p>The NHCS offers a minimum of 2 Professional developments throughout the year specifically designed to improve instruction and assessment of LEP students.</p> <ul style="list-style-type: none"> <li>1. Introduction to student Master Plans, review of ELL performance in previous years and review of new goals for the year. PD will also include review of CELDT and key strategies for improvement on CELDT</li> <li>2. PD to review CELDT scores, evaluate ELL goals, assess progress and implement intervention strategies, and understand the relationship between ELD standards and Content Standards.</li> </ul>	<p>Teachers</p> <p>Executive Director</p> <p>Literacy Coach</p> <p>Timeline: Ongoing</p>		<p>On-site coaching sessions = \$8,000 (1,000 x 8)</p> <p>15% FTE for Operations Director: \$7,500</p>	<p>Title III and General Funds</p>
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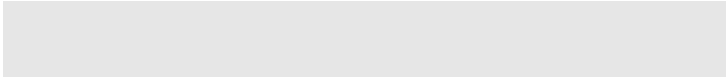
<b>C. Required for Year 2</b>	<p><b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</b>  N/A  New Heights is in Year 0.</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p>				
<b>D. Required for Year 4</b>	<p><b>Goal 2 IPA* for items A-B:</b>  N/A  Please describe the factors contributing to failure to meet desired accountability measures.</p>				
	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p>				

\*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	<p><b>Describe all allowable activities chosen by LEA relating to:</b> Supplementary services as part of the language instruction program for EL students</p> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp">http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp</a> for a list of allowable EL activities</p>				
<b>F. EL Overall Budget</b>		EL 2% for Administrative/Indirect Costs:		0	
		EL Estimated Costs Total:		<u>\$10,624 from Title III</u> <u>\$30,430 from Title III and General Fund</u>	

**Plan to Provide Services for Immigrant Students**

Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	<p><b>Describe all allowable activities chosen by LEA relating to:</b> Enhanced instructional opportunities to immigrant students and their families</p> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/immprogrview.asp">http://www.cde.ca.gov/sp/el/t3/immprogrview.asp</a> for a list of allowable Immigrant activities</p>	N/A			
		Immigrant Administrative/Indirect Costs:			



<b>H. Immigrant Overall Budget</b>	Immigrant Estimated Costs Total:	
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