

Arlington Public Schools

"We provide the means to accomplish dreams"

Supportive Information Sheet

Subject: STATE TRANSITIONAL BILINGUAL EDUCATION
GRANT

Action

Page(s): Six (6), including cover

Submitted by: Diane Kirchner-Scott, Executive Director of Teaching & Learning

Date: September 22, 2008

Background Information:

This is an annual application for State funds for educating ESL students.

Administrative Consideration:

For the 2008-09 school year we anticipate having 150 students in our ESL programs, and a grant award of approximately \$136,656.

At Eagle Creek Elementary School we will have dual language classrooms for Kindergarten-3rd grade with four teachers and two interpreter-tutors fluent in Spanish and English, funded by other District monies and this grant.

The grant also funds a bilingual teacher who will work with ESL students at Arlington High School and both middle schools, as well as a part-time Russian interpreter-tutor and a Spanish interpreter-tutor who work throughout the District.

Superintendent's Recommendation:

That the Board approves the State Transitional Bilingual Education Grant for the 2008-09 school year.

219 State Transitional Bilingual Instructional Program
Fiscal Year: 08-09
Milestone: Final Approval Issued (Printed 9/10/2008)

District: Arlington School District
Organization Code: 31016
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	150
Estimated STBIP Allocation	\$135,656

Student Summary Information

Estimated number of STBIP high school graduates.	2
Estimate number of K-12 STBIP expected to exit and transition to the general education program.	28

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.
- 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.

The majority of our ELL students are Spanish speaking and research shows a Dual Language Program to be the most effective program enabling students to achieve bi-lingualism and bi-literacy.

The research we used to support this intervention model was Effective Practice for Hispanic Students In Washington State, Research Report #5, July 2003.

The program serves approximately 80 K – 3rd grade students in four classrooms.

The district evaluates a teacher's English and other language fluency in written and oral communication through transcript review and endorsements, interviews, and observation.

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:

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

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

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

 Newcomer Program:

- The goals of the newcomer program are to help students acquire beginning English language skills and meet these specific skills and knowledge goals by semester.
- Describe how the instructional program will be implemented.
- 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.

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.

Our rationale for selecting this instructional model is to address the needs of recent immigrant students, or those students with very limited English Language Proficiency.

Newcomer programs are supported in the research by the Center for Research on Education, Diversity and Excellence (CREDE) - Practitioner Paper #3, September 2001.

Our Newcomer Program is implemented through an evaluation of the student's needs and creating a student-centered program based on those needs. Students supported through this model are identified by parents, school counselors and principals. Our program focuses on creating a welcoming environment for immigrant students and their families as well as focusing on the acquisition of core academic skills so students can access mainstream classes. Typically our ESL teacher will block out one to two hours per day to spend with a "newcomer" at their middle school or our high school until the student is able to gradually transition to less and less support.

The district evaluates a teacher's English and other language fluency in written and oral communication through transcript review and endorsements, interviews, and observation.

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.

The district's professional development plan builds the capacity of educators to deliver instruction, including use of curriculum materials, instructional strategies, and is consistent with professional development offered under Title III through staff development offerings. These professional development activities include: •3 hours per month of professional development (27 hours from September - May) will be offered through the district's Staff Development Offerings in 'Meeting the Needs of English Language Learners' using Washington state's English Language Development Standards. Target audience is K-12 classified, certificated and administrative staff. •Opportunities for classroom teachers and ELL staff to attend regional professional development will be researched, provided they enhance our long term staff development plan.

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
Meeting the Needs of ELL students		September - May, 3 hrs per month	K-12, certificated, classified and administrative staff
Identify Training	Content	Timelines	Participants
WLPT Training	Assessment Workshop	Fall 2007	Certificated ELL staff

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.

Our professional development is intended to build the capacity of staff and administrators to meet the instructional needs of ELL.

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

The district coordinates and collaborates with other funding sources by providing a broad array of district sponsored professional development offerings that meet the needs of both transitional bilingual, Title 1, and Immigrant students alike that address acquisition of grade level expectations in reading, writing and Washington State's English Language Development Standards.

Evaluation

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

The STIBP staff development plan will be evaluated through three venues: 1) formal feedback following district sponsored professional development; 2) attendance at regional professional development opportunities (SIOP, WLPT training, etc.); and 3) a survey of Title 1/LAP, STIBP and school staff on collaboration of Title 1/LAP and STIBP services in meeting K-5 student learning needs.

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

The STIBP program will be evaluated using three measures: a parent survey and a teacher/administrator survey will be conducted in May, 2008 and student achievement data will be analyzed using WASL and WLPT data.

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.

Position	FTE %	Program Code	Activity Code
Certificated Teacher	1.0	6630	27

Position	FTE %	Program Code	Activity Code
Certificated Teacher	1.0	6630	27

Position	FTE %	Program Code	Activity Code
Certificated Teacher	1.0	6630	27

Position	FTE %	Program Code	Activity Code
Certificated Teacher	1.0	6630	27

Position	FTE %	Program Code	Activity Code
Interpreter/Tutor	.642	6561	27

Position	FTE %	Program Code	Activity Code
Interpreter/Tutor	.556	0100	27

Position	FTE %	Program Code	Activity Code
Interpreter/Tutor	.514	6561	27

Position	FTE %	Program Code	Activity Code
Interpreter/Tutor	.385	6561	27

Position	FTE %	Program Code	Activity Code
Interpreter/Tutor	.556	6630	27

Position	FTE %	Program Code	Activity Code
Interpreter/Tutor	.556	6630	27

Position	FTE %	Program Code	Activity Code
Certificated Teacher	.67	6561	27

Position	FTE %	Program Code	Activity Code
Certificated Teacher	.33	6630	27