

**2015-2016
DISTRICT EL PLAN
for the NKCES Title III Consortium**

<p>Kentucky Department of Education Title III Language Instruction for Limited English Proficient and Immigrant Students 2015-2016 SUBGRANT APPLICATION: TITLE III Local Plan Narrative and Budget</p>		
I. INTRODUCTION		
<p>District / Consortium: Beechwood, Bellevue, Dayton, Fort Thomas, Ludlow, Pendleton, Silver Grove, Southgate, Walton-Verona, and Williamstown Contact Name: Savannah Pharr</p>		
<p>District Size: The smallest member district's enrollment is approximately 170 in one school building. The largest member district's enrollment is approximately 3,000 spread among 5 schools.</p>	<p>Total Enrollment: The total combined enrollment of the member districts is approximately 12,100.</p>	
<p>Ethnic Diversity: The ethnic diversity average for the 10 districts is 93.8% white, 1.3% black, 2.3% Hispanic, .9% Asian, .1% Aian, .1% Hawaiian, and 1.6% other.</p>		
<p>English Learners (EL): 135</p>	<p>EL in Special Education: 13</p>	<p>EL in Gifted/ Talented: 2</p>
<p>Number and Percent Progressing (AMAO 1): 198, 69.5%</p>	<p>Number and Percent Exited (AMAO 2): 33, 7.6%</p>	<p>Number and Percent Monitoring (year1): 11, 9.9%</p>
<p>Number and Percent Monitoring (year 2): 9, 8.1%</p>	<p>Number and Percent who reentered from monitoring: 0</p>	
<p>State Assessment results for EL Students: Reading 23.2% Math N/A</p>		
<p>Measurable Goal for English Language proficiency based on AMAO targets: The percent of students progressing to a high English proficiency level (AMAO 1): was 69.5%. The goal for students demonstrating progress (AMAO1) for the current school year is 60%. The goal for NKCES is 70%. The percent of students exited from EL program (AMAO 2): is 7.6%. The goal for attainment (AMAO2) for the current school year is 7.5%. The goal for NKCES is 7.7%</p>	<p>Measurable Goal for Mastery of Subject Matter based on AYP targets: EL population in member districts is not a large enough number to report.</p>	
II. TITLE III SUBGRANT NARRATIVE QUESTIONS		
<p>1. Provide a description of the administrative activities supported with Title III-A funds. (Note that administrative funds are capped at 2%, including any indirect charges.). 0913- The NKCES EL program consultant is employed by NKCES. NKCES houses the NKCES Title III consortium.</p>		

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2. List all allowable activities to be funded with Title III funds. 0110, 0211, 0222, 0231, 0233, 0253, 0260, 0294-To provide support to member districts, the NKCES Title III consortium employs an EL program consultant. A combination of local funds and Title III funds cover the consultant's salary. The consultant holds a Kentucky teaching certificate with an ESL endorsement and an ESL consultant certification. The consultant regularly participates in professional development opportunities to expand her expertise in the field. The consultant is not an administrator. She is an experienced teacher working as a consultant, and is paid as a teacher according to the NKCES teacher salary schedule.

0338-In October, EL teachers and the NKCES consultant will attend KYTESOL. NKCES will pay for their registration using Title III funds. The EL teachers and NKCES consultant who attends will bring back information from the conference to present to their staff to help increase the English proficiency levels of the LEP students. For example, at one of the sessions a teacher and NKCES consultant learned about a particular graphic organizer that was high quality language instruction and helpful to ELs. The teacher brought the graphic organizer to her staff and the NKCES consultant demonstrated the graphic organizer to teachers and staff when she led trainings.

0338-In the Fall and Spring, member district staff will have an opportunity to take a Spanish for Educators class. NKCES pays the registration fee using Title III funds. In the past teachers have attended the training to help more effectively communicate with the parents of students. Taking the class allowed teachers to more effectively evaluate the needs of their students and enhanced their understanding of appropriate instructional strategies to meet students' needs.

0643- A resource library is located within the NKCES EL program consultant's office. The materials are available for loan to any member districts. Local funds and Title III funds enable the consultant to continually add a variety of resources to the library that enhances learning for both students and teachers: technology such as iPads, apps for iPads, English learning software, and reading intervention programs as well as Oxford Picture Dictionaries.

0735- Through the NKCES EL consortium, each member district has a subscription to TransACT which provides access to more than 100 common school forms, notices and letters for parents in up to 23 languages. Schools use the forms for parent communication.

3. Explain how the progress of these activities will be monitored. The NKCES EL program consultant is monitored by the NKCES director through daily interactions and through district feedback. The progress from PDs that are paid for by the subgrant are monitored by the NKCES EL program consultant and Title III Director through evaluations, observations, and student achievement data. Depending on the type of resource purchased for the resource library, data is collected and monitored by the teacher, district, or EL program consultant. TransACT is used to meet state and federal requirements that are monitored both locally and federally. Informal monitoring also takes place when the Title III Director, classroom teachers and/or EL teachers use ACCESS and student achievement data as they make program decisions and plan instruction for the ELs.

4. At the culmination of these activities, how will the impact on English language development be evaluated? Impact on English language development will be evaluated through AMAO targets. Also, the impact on language development is evaluated by the districts through student achievement and ACCESS scores. The EL program consultant, Title III Director, classroom teacher, and/or EL teacher use district data to identify strengths and weaknesses of the EL program in relation to English language development and decide which program enhancements and/or changes are needed. Student achievement data is also used to evaluate the effectiveness of the resources from the resource library to make decisions on what should be added the next school year to enhance language development.

5. How are equitable services being provided to private schools? If there are no private school participants, please indicate in the text box. EL program services are available to non-public schools at any point throughout the school year. NKCES can provide the same services to a non-public school as they do for local school districts, including English language proficiency testing, program services plan development, consultation with teachers of LEP students, and answering questions or concerns regarding EL program services or LEP students in particular. If a non-public school would like to participate in EL services during the school year it is the non-public school's responsibility to contact either the local school district or the EL program consultant at NKCES to schedule a meeting to discuss service options.

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6. Describe districts procedures for identifying EL students and for administering a home language survey. The home language survey serves as a first screening process to identify students who may have limited English proficiency. The home language survey includes, at minimum, four questions:

- What is the language most frequently spoken at home?
- Which language did your child learn when he/she first began to talk?
- What language does your child most frequently speak at home?
- What language do you most frequently speak to your child?

In order to identify ELs, each member district administers a home language survey to every student upon enrollment. When the answer to any of these home language survey questions is a language other than English (this includes Native Americans), an NKCES EL program consultant administers the WIDA ACCESS Placement Test (W-APT) to the student to determine LEP status and program placement. If a student scores below a level 5.0 on the W-APT he/she has demonstrated limited English proficiency (LEP) and is enrolled in the EL Program. If a student scores a level 5.0 or above he/she is initially fully English proficient (IFEP) and is not enrolled in the EL Program. Sometimes further investigation is required to make sure a mistake has not been made on the home language survey (i.e. student has never met their birth father.)

When a student with a home language other than English transfers to a member district from another school district within the U.S, the school and/or NKCES EL program consultant examines the student's previous school records for evidence of enrollment in an EL program or documentation that the student has exited an EL program. When previous school records do not contain the necessary information, an NKCES EL program consultant administers the W-APT to determine LEP status and program placement. If a student scores below a level 5.0 on the W-APT he/she has demonstrated limited English proficiency (LEP) and is enrolled in the EL Program. If a student scores a level 5.0 or above he/she is initially fully English proficient (IFEP) and is not enrolled in the EL Program.

Student eligibility for placement in the EL Program is not based on immigration status and districts are in fact prohibited from inquiring about the immigration status of a student or family. The U.S. Supreme Court ruled in Plyler v. Doe that public schools may not require social security numbers from all students as this may expose undocumented status. Students are also not required to show an original birth certificate for enrollment. "Other reliable proof" such as a baptismal certificate, family bible with dutiful records, or an affidavit would suffice in place of the birth certificate. *Kentucky Department of Education Guidance on Student Identification Requirements for Initial Enrollment* was released in November, 2009 and further clarifies the information public schools may legally require or request of first-time enrollees.

7. Describe how WIDA ELD Standards and Kentucky Core Academic Standards will be implemented in all classrooms to improve instruction for ELs. Teachers with ELs base their learning targets off the Common Core Standards and the WIDA ELD Standards' Can-do Descriptors. The WIDA Can Do Descriptors and Common Core Standards drive instruction and are used to develop the appropriate assessments based on the EL student's level of language.

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8. Describe the professional development provided to teachers, principals, administrators and other school personnel that is designed to improve the instruction and assessment of ELs, enhance the ability of teachers to understand the use of curricula, assessment measures, and instructional strategies for ELs and that is based on scientifically-based research (SBR) demonstrating the effectiveness in increasing the English language proficiency of ELs or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills(Note: this is PD specifically using Title III funds).

The NKCES EL program consultant provides support to member districts in a variety of ways. She speaks at staff meetings, leads professional development opportunities, and consults with mainstream classroom teachers, school administrators, and other district staff. During these meetings and professional development opportunities, the consultant explains the process of language acquisition, dispels myths about ELs, shares best practices and instructional strategies, recommends accommodations and modifications, and provides resource materials, etc. During the school year, the NKCES EL program consultant will meet with the staff of every school district to provide a training that is designed to improve instruction and assessment of ELs, and enhance the ability of teachers to understand the use of curricula, assessment measures, and instructional strategies for ELs and that is based on scientifically-based research (SBR) demonstrating the effectiveness in increasing the English language proficiency of ELs. Following each training the teachers are asked to explain how they will apply the training to their classroom. The NKCES EL program consultant also maintains a website that includes program documents, teacher resources, and professional development opportunities. A resource library is located within the NKCES EL program consultant's office. The materials are available for loan to any member districts. Local funds and Title III funds enable the consultant to continually add a variety of resources to the library that enhances learning for both students and teachers: technology such as iPads, apps for iPads, English learning software, and reading intervention programs. As stated before, in October, EL teachers and the NKCES consultant will attend KYTESOL. The EL teachers and NKCES consultant who attend will bring back instructional strategies for ELs from the conference to present to their staff to help increase the English proficiency levels of the LEP students that is based on SBR. In the past, for example, at one of the sessions a teacher and NKCES consultant learned about a particular graphic organizer that was high quality language instruction and helpful to develop ELs writing skills. The teacher brought the graphic organizer to her staff and the NKCES consultant demonstrated the graphic organizer to teachers and staff when she led trainings.

Another example of using the information from PDs to train teachers on how to add high quality language instruction to their educational programs that is based on SBR is the use of the US department of Education Practice Guide.

For example, this summer REL and NKCES cosponsored *Teaching Academic Content and Literacy to English Learners*. The PD look specifically at academic vocabulary, integrating oral and written language instruction in content area teaching, developing writing skills, and small group instructional intervention for ELs. The EL program consultant and teachers who attended have already set up PDs to present the information on a district and school level.

The NKCES consultant also presents information she receives to the Title III Directors. The Title III Directors determine what information will be beneficial to present to their teachers and staff.

Also as stated previously, in the Fall and Spring, member district staff will have an opportunity to take a Spanish for Educators class. NKCES pays the registration fee using Title III funds. Teachers are able to attend the training to help more effectively communicate with the parents of students. Taking the class allows teachers to more effectively evaluate the needs of students and enhanced understanding of appropriate instructional strategies to meet students' needs.

Teachers from membership districts will also plan to attend the WIDA trainings held in Frankfort. EL teachers who attend the training will bring back SBR approaches to present to the staff to increase student academic achievement in the core academic subjects.

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9. Describe how ELs in the regular classroom for academic subjects (English language arts, history, science, etc.) will be able to meaningfully participate in these classrooms? (For example, what is the follow-up implementation plan once highly quality, scientifically based professional development is provided for all teachers). Several schools will have the EL program consultant or EL teacher lead an EL professional development during a staff meeting. The meeting consists of making available strategies and resources to classroom teachers to better serve the ELs in their classrooms.

Following all professional development sessions, teachers are asked to complete an evaluation form related to the session. These evaluation forms, verbal feedback, student data, and observation of teacher behavior over time will all help evaluate whether the professional development is having a lasting impact on teachers' performance in the classroom and is allowing ELs to have meaningful participation in the classroom. The EL program consultant and Title III Directors strive to ensure that professional developments are of sufficient duration and intensity to have a positive and lasting impact on teachers' performance in the classroom.

Also following the *Teaching Academic Content and Literacy to English Learners* training, teachers in a couple of membership districts will hold a follow-up professional development session where they will share key points from the session and model strategies they learned for other teachers who were not able to attend. As the EL program consultant and district staff meet with attendees from member districts throughout the year, they will have opportunities to ask about the implementation of the shared strategies and activities, analyze student data, and make suggestions for their use.

There is also a PLC made up of member districts and other local districts that meet on a consistent basis. We plan to follow-up on the implementation of strategies learned at professional developments to ensure ELs have meaningful participation in their academic subjects.

10. Describe process and notification procedures used to ensure parents of ELs and community members play a role in program decisions and receive appropriate notice of school activities. Parents of ELs are notified of their child's placement in the EL program within 30 days at the beginning of the school year and within two weeks during the school year. Member districts use a variety of measures to notify parents, including individual Program Services Plans meetings, group EL parent nights and written notification. NCLB Title III parent notification requirements are contained within the Program Services Plan. Prior to the ACCESS testing window, parents are notified of the dates the language proficiency assessment will be administered at their child's school. ACCESS results are shared with parents through the ACCESS parent/guardian reports and translated reports. Students' progress on the ACCESS assessment is again shared with parents through Program Services Plan meetings, group EL parent nights and/or written notification.

Parents and community members are invited to play a role in program decisions through parent teacher nights and PSP meetings. When needed, member districts employ bilingual staff to assist with parent communication. The bilingual staff is invaluable in building home-school connections and families contact them regularly regarding school activities. Through the NKCES EL consortium, each member district has a subscription to TransACT which provides access to more than 100 common school forms, notices and letters for parents in up to 23 languages.

NKCES member districts work to ensure that ELs have equal access to other school district programs. Member districts use interpreters and translated documents to notify parents of school activities, extracurricular and non-academic activities, special meetings, fund raising events, etc., and are communicated to all parents, in a language they can understand.

11. Explain the process for modification/improvement of the program in response to concerns identified through the evaluation process. Three times a year, the NKCES EL program consultant holds collective program evaluation meetings with the Title III Directors. Once a year individual program evaluation meetings are held with the Title III Director, DAC, principals, and EL teachers (when applicable) of each member district. The purposes of collective program evaluation meetings range from reviewing basic procedures such as initial identification and parent meetings, to reviewing ACCESS for ELLs test scores and discussing improvements and modifications to the EL program. Individual program evaluation meetings focus on overall as well as specific program goals, identification of the factors that prevented the district from achieving the AMAOs (if applicable) and the process the district will use to address the factors that prevented the district from achieving the AMAOs (if applicable). At the individual program evaluation meeting the Title III Director, DAC, and EL program consultant as well as principals, teachers, and parents when necessary, review ACCESS data in detail, comparing results from previous years and identifying schools (and even specific grade levels and classrooms) where students failed to make progress. Districts make decisions regarding program improvements based on student performance data. Although the formal individual program evaluation meetings takes place once a year, member districts make modifications and improvements to the EL program whenever necessary.

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III. Identify the types of LEP (ESL/ELL) Professional Development activities that were offered during 2014 - 2015 School-Year - Check all that apply

- Instructional strategies for LEP (ESL/ELL) students
- Understanding and implementation of assessment of LEP students
- Understanding and implementation of ELP standards and academic content standards for LEP students
- Alignment of the curriculum in language instruction educational programs to ELP standards
- Subject matter knowledge for teachers
- Other (please specify) The NKCES EL consultant established a working relationship between the mainstream classroom teachers and EL teacher at the beginning of the school year. The EL Consultant provided the teachers with information regarding the students' educational and home language backgrounds, reviewed the modifications and accommodations outlined in the students' Program Services Plans (PSPs), and was available to answer any questions that the teachers had regarding implementation of the PSPs. The teachers and consultant remained in contact throughout the school year. Teachers contacted the consultant when they had questions about educational decisions regarding the LEP students and the consultant contacted the teachers to ensure implementation of the PSPs and to closely monitor student progress. The NKCES EL consultant was also available to meet with mainstream teachers when needed to suggest strategies that would benefit LEP students in the classroom including methods of differentiating instruction as well as appropriate accommodations and modifications.

IV. Indicate the number of participants in LEP Professional Development activities (2014 - 2015):

- PD provided to content classroom teachers **71**
- PD provided to LEP (ESL/ELL) classroom teachers **3**
- PD provided to principals **9**
- PD provided to administrators (other than principals) **19**
- PD provided to other school personnel (non-administrative) **17**
- PD provided to community-based organization personnel **1**

V. Language Instruction Educational Programs

In the table below, place a check next to each type of language instruction educational programs implemented in your LEA as defined in Section 3301(8), as required by Sections 3121(a)(1), 3123(b)(1), and 3123(b)(2).

- Dual language
- Two-way immersion
- Transitional bilingual programs
- Developmental bilingual
- Heritage language
- Sheltered English Instruction
- Structured English Immersion
- Specially designed academic instruction delivered in English (SDAIE)
- Content-based ESL
- Pull-out ESL
- Other (explain in comment box) Consultative Support Services- NKCES Program consultant collaborates with classroom teachers and EL teachers.

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