



District/LEA: 024-093 NORTH KANSAS CITY 74 Year: 2023-2024

ePeGS

Funding Application: Plan - Title III EL Version: Initial Status: Approved

Number

Name

Select District

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

ESEA Plan Home

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Title III - EL PLAN

The Elementary and Secondary Education Act of 1964 (ESEA) states each eligible entity desiring Title III funds from the State Educational Agency (SEA) shall submit a plan with the application containing information as required to be reviewed by the Missouri Department of Elementary and Secondary Education (DESE).

PLAN REQUIRED (ESEA Sec. 3116 (a)) - Local Education Agencies (LEAs) shall submit a plan to DESE explaining how it will use Title III-EL funds.

Address each of the following:

Describe the programs and activities the LEA will develop, implement, and administer with Title III-English learner (EL) funds.

NKCS uses Title III funds to implement supplemental programs, as well as provide additional staffing support to the district. NKC Schools Title III provides a teaching and learning coach who works specifically with the certified ELL teacher. Our teaching and learning coach for ELL teachers is a strategic investment that aligns with the goals of Title III, enhances the professional development of ELL educators, and improves outcomes for ELL students. ELL teachers require ongoing professional development to stay updated with best practices in language acquisition and culturally responsive teaching methods. Our teaching and learning coach provides personalized guidance, mentoring, and training, helping ELL teachers enhance their skills and adapt their instruction to meet the unique needs of ELL students.

NKC Schools provides .5 of an interpreter. Title III funds are used to supplement this support in adding an additional .5. By having full-time access to this interpreter, we are able to provide more responsive services to our families and students. This position bridges language barriers, facilitating effective communication between ELL students, their families, and school personnel, thereby fostering parent-teacher collaboration and student engagement. This investment directly supports the core objectives of Title III by promoting language acquisition, engagement, and success for ELL students.

NKCS uses Title III funds to implement supplemental programs that utilize technology to increase English learners' acquisition of language and content knowledge. Extending the school day for ELs most in need of language and literacy interventions has proven successful in increasing students' performance on measures of language acquisition and literacy. Providing technology-based supplemental instruction during the school day has also proven very beneficial for our ELs with lower proficiency levels.

Before or after school tutoring is offered to ELs at ten elementary sites and one middle school site throughout the school year. During the tutoring, students utilize Imagine Language and Literacy, a software program that increases students' language acquisition and literacy skills. The program is especially helpful to newcomer students, as it offers native language support in our top languages.

Imagine Language and Literacy licenses are also provided at other elementary schools for students who are in need of additional language and literacy interventions during the school day. Newcomer high school and middle school students also receive Imagine Language and Literacy licenses.

Students who are provided Imagine Language and Literacy licenses work with teachers who have received specific professional development in the use of the program.

Additional language and literacy software, System 44 and Read 180, are provided at one high school and one middle school to boost the skills of older students who have finished one year in the newcomer program. These interventions provide a foundational literacy bridge for these students from the newcomer program to the intermediate ELL instructional program level, and prepares students for speaking, reading, and writing in the content areas.

Describe how the LEA will promote parental and community engagement/participation in programs for English learners.

EL parent and community participation are accomplished in NKCS through extensive use of interpreters for school meetings, parent-teacher conferences, Individual Education Program meetings, etc. NKCS uses professional interpreters representing the various cultural groups within the district. Translations of important documents are regularly sent to parents to facilitate ongoing home-school communication. Note: The majority of interpretation services and document translations are paid out of district funds, as these are required communications.

Additionally, ELL teachers hold annual meetings for EL families where they address topics that enable parents to participate more fully in the education of their students.

The NKCS ELL Interpreter Translator also provides interpretation and outreach to many families within the district. She and our interpreters work closely with school and community-based personnel to meet the needs of ELL families, including Title I Preschool staff, School Community Resource Specialists, Special Education staff, nurses, Parents as Teachers, LINC, Head Start, and several other community-based organizations. The Interpreter Translator is the point-person in collaborative partnerships with local agencies who service immigrant and refugees for various social services (therapies, trauma, and basic needs). Additional partnerships include our District Health Services department to co-sponsor immunization and health fairs, which include the necessary interpreter and translated materials and services to assist multilingual families.

The ELL Department develops multilingual tutorial videos to provide parents with virtual support for many school-related needs ranging from online enrollment to the parent portal, supporting students' virtual communication for coursework, grades, attendance, etc.

Another area of support for the coming year is to establish a community advisory board made of parents and community members from various language/culture groups to provide voice and advocacy for their community's needs. The NKCS ELL Interpreter Translator will co-organize the meetings, objectives, and outcomes of this board.

LEA agrees to the following assurances:

- the LEA has based its proposed plan on findings of most recent evaluations related to English learners demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects;
- the LEA ensures that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards;
- the LEA is not in violation of any State law, including State constitutional law, regarding the education of English learners consistent with ESEA; and
- the LEA has consulted with teachers, researchers/evaluators, school administrators, and parents, and, if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education, in developing its plan to provide English language instruction.

REQUIRED ACTIVITY ESEA Sec 3115 (c) - Explain how the LEA will use Title III EL funds to increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing:

English language proficiency

The tutoring programs offered to ELs in NKCS increase the English proficiency and academic achievement of these students by extending the school day, thereby increasing and intensifying their exposure to English language and literacy instruction.

Research references for Imagine Language and Literacy:

<https://www.imaginelearning.com/research/imagine-language-and-literacy>

District-wide learning gain averages for students enrolled in before or after school tutoring for school year from the 2021-2022 and 2022-2023 ACCESS score:

- Student Fast Bridge literacy growth from below grade level towards grade level (in tutoring sites) during 2022-2023 SY = 96%
- Students who grew .4 overall from 2022 ACCESS to 2023 ACCESS (in tutoring sites) = 39%
- Students who grew .4 in reading domain from 2022 ACCESS to 2023 ACCESS (in tutoring sites) = 60%
- Students exiting ELL Program 2021 SY to 2022 SY= 16%

Student academic achievement;

Tutoring programs offered to ELLs in NKCS increase the English proficiency and academic achievement of these students by extending the school day, thereby increasing and intensifying their exposure to English language and literacy instruction.

Research references for Imagine Language and Literacy:

<https://www.imaginelearning.com/research/imagine-language-and-literacy>

For grades 3-5, the NKCS ELL MSIP subgroup outperformed state average of ELL MSIP Subgroup in Math on the 2021 MAP.

- 18% of NKC 3rd-5th English Learners earned proficient and advanced on the Math MAP. 13.8% of Missouri State 3rd-5th English learners earned P/A on the Math MAP.
- 10.2% of NKC 3rd-5th ELs earned P/A on the ELA MAP. 14.6% of MO 3rd-5th ELs earned P/A on the ELA MAP.
- High School graduation rates for English learners
 - o 2019= 95.2% for NKCS 96%= Missouri ELs
 - o 2020= 93.9% for NKCS 96%= Missouri ELs
 - o 2021= 91.7% for NKCS 97%= Missouri ELs

REQUIRED ACTIVITY ESEA Sec 3115 (c) - Describe how the district will provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:

designed to improve the instruction and assessment of English learners;

See above for description of ELL PD to be delivered in NKCS.

designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;

See above for description of ELL PD to be delivered in NKCS.

effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

All of the ELL professional development delivered in NKCS is based on the Center for Applied Linguistics Five Principles of Sheltered Instruction, as found in the GO TO Strategies at <http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>

Research Base for the Five Principles

The principles of instruction for English language learners (Levine 2012a, 2012b) are grounded in evidence-based research. The following citations underscore some of the research supporting each principle.

1. Focus on Academic Language, Literacy, and Vocabulary: English language learners who appear to be fully fluent in English may nonetheless struggle to express themselves effectively in academic settings (Cummins, 2000; Scarcella, 2003; Short & Echevarria, 2005). Research shows that students should be explicitly taught the language skills they need to succeed in the classroom (Saunders & Goldenberg, 2010).
2. Link Background Knowledge and Culture to Learning: Numerous studies show that students perform better when their home culture and background knowledge are incorporated into the academic environment (Doherty, Hilberg, Pinal, & Tharp, 2003; Fránquiz & Reyes, 1998; Garcia, 2000; Park & King, 2003).
3. Increase Comprehensible Input and Language Output: English language learners learn both through the language they encounter (input) and the language they produce (output). Input should be at a level that is challenging but nonetheless comprehensible (Krashen, 1985). Students should also be given ample opportunity to produce language, and they should receive direct feedback to increase their comprehension and improve their language skills (Saunders & Goldenberg, 2010; Short & Echevarria, 2005; Swain, 2005).
4. Promote Classroom Interaction: English language learners' vocabulary, grammar, and pronunciation develop faster when there are opportunities for interaction in the classroom using the language being learned (Mackey & Goo, 2007). Interaction among students and with the teacher is crucial in the language acquisition process (Fang, 2010; Gass, 1997; Long, 1983, 1996).
5. Stimulate Higher Order Thinking Skills and the Use of Learning Strategies: All students benefit from learning the thinking skills and learning strategies that are used naturally by the highest-performing English language learners (Tharp, Estrada, Dalton, & Yamauchi, 2000; Zohar & Dori, 2003).

of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom (this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate)

The ELL PD provided in NKCS as described above is job-embedded and ongoing.

AUTHORIZED ACTIVITIES LEAs may use the funds, after the required activities have been met, to further improve the education of limited English proficient children by undertaking one or more of the following activities.

Check the other activities the LEA will be conducting using Title III-EL funds.

- Upgrading program objectives and effective instruction strategies.
- Improving the instruction program for limited English proficient children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.
- Providing tutorials and academic or vocational education for limited English proficient children, and intensified instruction.
- Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- Providing community participation programs, family literacy services, and parent outreach and training activities to limited English proficient children and their families:
 - to improve the English language skills of limited English proficient children; and
 - to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.
- Improving the instruction of limited English proficient children by providing for:
 - the acquisition or development of educational technology or instructional materials;
 - access to, and participation in, electronic networks for materials, training, and communication; and

- Carry out other activities that are consistent with the purposes of Title III.

District/LEA Comments

Information regarding our ELL Teaching and Learning Coach, as well as the justification of our Title III interpreter, is above.

DESE Comments

10/2/23 (AY) Plan approved
9/28/23 Notes from JC (in email to AND): On the budget grid, the LEA has budgeted funds for a School/Home Coordinator. This position will need to be explained in the plans. ACTION REQUIRED: The

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