

Grant Details

Onslow County Schools (670) Regular Local School District - Onslow County - 2020 - Consolidated - Rev 0 - Title III – Language Acquisition (PRC104)

"LEA" = District, Charter School or Lab School

1. Allowable Purposes for Title III Funds (SEC. 3115(a)(1-4))

Indicate below the activities the LEA will implement to improve the education of English learners and immigrant children and youth by assisting the children to learn English and meet the challenging State academic standards. Check each box that applies; check at least one item.

- Developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.
- Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs for English learners and immigrant children and youth.
- Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.
- Implementing, within the entire jurisdiction of a local educational agency, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

Note: Approaches and methodologies must be effective for teaching English Learners, immigrant children and youth in meeting challenging State academic standards.

2. Supplement Not Supplant (SEC. 3115(g))

Explain the process that is used to ensure the Title III funds are "used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and in no case to supplant such Federal, State, and local public funds."

All Non-Title III funds from state, federal, and local funding are allocated on a per-pupil and/or per school allotment to ensure the equity of funding. Title III funds will be used to supplement the basic services provided to our English Learners through federal, state and local allotments and will not supplant any services or resources provided to all students within the system.

3. Programs and Activities (SEC. 3115(c)(1)(A) & (B) and SEC. 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 Sheltered Instruction Observation Protocol (SIOP) Model is one example of a research-based model used for training educators to effectively instruct English learners. We began implementation with our Title III teachers and tutors in 2017-18. We will build upon this by offering PD to schools, including a train-the-trainer model in SIOP. Onslow County Schools will also utilize pullout models to support our ELs and to provide a more personalized approach for our students and integration of the WIDA can-do philosophy in lesson planning and direct instruction. Supplemental language services include ESL Reading Smart, technology use in the ESL classes, PD and follow up coaching for ESL teachers and tutors in SIOP and collaborative efforts with academic partners to scaffold core instruction for ELs. Onslow County Schools also works to ensure early childhood teachers within the LEA and community-based providers are included in the design and delivery of professional development.

4. English Language Proficiency Assessment and Professional Development (SEC. 3115(c)(2)(A-D) and SEC. 3116(b)(2))

The LEA must use funds to provide effective professional development of classroom teachers (including teachers in classroom setting that are not the setting of language instruction education program), principal and other school leaders, administrators, and other school or community-based organizational personnel.

A. Select all the following groups that will be provided

- 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.

B. Describe how the effective professional development that the LEA shall provide to selected group(s) is -

1. designed to improve the instruction and assessment of English learners;
2. 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;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; except that 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.

Our goal through professional development is to increase awareness of research-based strategies to better serve our EL student population. We want to help school principals gain an awareness of language acquisition and how they can support it in their role. Implementation of ESL Reading Smart with our Title III tutors and teachers will complement the Edmentum, iReady, and other instructional programs students are already using and will help enhance student academic growth in all the domains. The LEA works to ensure that developmentally appropriate programs, resources, and professional development are available to educators to support effective instruction for the EL children they serve. The school system will continue to implement and provide support in the implementation of a district-wide instructional framework to strengthen core instruction for all students, while also implementing a tiered system of support to provide interventions and progress monitoring to students struggling academically and/or behaviorally. The school system will also continue to offer professional development in SIOP.

5. Parent, Family and Community Engagement. (SEC. 3115(c)(3)(A) & (B) and SEC. 3116(b)(3))

Describe how your LEA/Charter will promote parent, family, and community engagement in the education of English learners that will enhance or supplement the EL program being used in your district.

Since Spanish is the primary language spoken by our EL students, we will attend a Hispanic Educational Summit during Spring 2020 with students from our high school(s) with the highest EL population. The highest concentration of our EL students is in the Jacksonville-Northside district, so we will be formulating a parent advisory (in partnership with Title I) council from those schools and expanding in future years. Additionally, parents are sent a notification of the scheduled W-APT screener, as well as all test results including ACCESS 2.0. EL staff communicates with families to ensure that the educational programming is appropriate and based on the needs of the students. Phone calls, letters, home visits, and conferences are utilized to ensure parental participation and knowledge. Parent liaisons with language and cultural backgrounds help serve families to

support student and family empowerment and success. The Onslow County School System has entered into a formal partnership with our local community college, Coastal Carolina, to secure language translation and interpretation services for additional languages not resourced within our system. Title III will collaborate with Title I in offering parent informational sessions on state and district educational initiatives as well as requirements for magnet and early college opportunities so that EL parents are aware of all opportunities for their child(ren). The school system will also explore the use of Microsoft translator, using technology and headsets to translate for registration, parent conferences, and other communication as necessary.

6. Equitable Share for Private Schools

(Districts only) Determine the amount required for Title III (PRC 104), equitable services to private school teachers and other educational personnel now that this amount must be determined based on the district's total Title III (PRC 104), allocation.

Do you have Private school(s) participating?

Yes

No

A. Number of Students

A1: Number of Identified EL Students in the District

A2: Number of Identified EL Students at the Participating Private School(s)

A3: Total Enrollment = A1 + A2

B. PRC 104 Allotment

B1: District Current Year Allotment

B2: Administrative Costs (for public and private school programs)

B3: Amount Remaining = B1 – B2

C. Per Pupil Rate

C1: B3 divided by A3

D. Equitable Services

Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 multiplied by C1