



District/LEA: 024-093 NORTH KANSAS CITY 74 **Year:** 2026-2027

Funding Application: Plan - Title III EL **Version:** Initial **Status:** Submitted

☒ Number

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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.

1. Describe the programs and activities proposed to be developed, implemented, and administered using Title III funds

NKC Schools will continue to use Title III funds to provide supplemental programs, services, and supports designed to increase English language proficiency and academic achievement for multilingual learners. Title III-funded initiatives are intended to enhance, rather than replace, the core language instruction educational program provided by the district. The ELL Coordinator will continue to lead and support Title III initiatives while providing instructional coaching and professional learning for ELL teachers and paraprofessionals. The ELL Coordinator works alongside teachers through classroom coaching, collaborative planning, and learning lab experiences that support effective language development practices. In addition, the Coordinator facilitates and supports ELL building teams, helping schools strengthen collaboration, problem-solving, and implementation of instructional strategies that improve outcomes for multilingual learners. Finally, the ELL Coordinator manages and monitors the Title III tutoring program.

NKC Schools will continue funding a part-time ELL Family Liaison through Title III. Building on the foundation established this year, the Family Liaison will further expand family engagement efforts with multilingual families, with a particular emphasis on newcomer students and newly arrived immigrant families. The position helps families navigate school systems, access resources and services, understand educational processes, and develop stronger connections between home and school. These efforts are designed to increase family participation and support student success.

Title III funds will continue to support adaptive language and literacy software that accelerates English language acquisition and literacy development. These digital resources provide individualized instruction that adjusts to students' proficiency levels and learning needs, allowing multilingual learners to develop language skills at their own pace while strengthening academic vocabulary, reading comprehension, and foundational literacy skills.

The use of Imagine Language & Literacy as a supplemental language development resource for multilingual learners. At the elementary level, licenses will be utilized within before- and after-school tutoring programs to provide targeted support for newcomer and beginning English learners through individualized instruction and strategic use of students' native languages as they develop English proficiency. At the secondary level, daytime licenses will be provided for newcomer and beginning English learners to strengthen language acquisition and literacy development during the regular school day.

For students requiring additional literacy intervention, NKCS Schools will continue providing access to Read 180 and Code program and software at designated secondary sites. These programs support multilingual learners who need intensive literacy development by strengthening foundational reading skills, vocabulary acquisition, comprehension, and academic language. The programs provide targeted instruction that helps students accelerate literacy growth and successfully access grade-level content.

As a new Title III initiative, NKCS Schools will pilot National Geographic Learning's LIFT program for secondary beginning-level English learners. LIFT is a comprehensive, cross-curricular English language development program that integrates academic language acquisition, content-based literacy, and exploration of real-world global issues. The program is designed to help students develop English proficiency while simultaneously building content knowledge and critical thinking skills. Through engaging and relevant learning experiences, LIFT prepares multilingual learners to succeed in core academic subjects while fostering global awareness and citizenship

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

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

North Kansas City Schools is committed to ensuring that multilingual families are active partners in their children's education and have meaningful opportunities to contribute to district and school decision-making. The district will continue to provide comprehensive language access services, including professional interpretation for parent-teacher conferences, IEP meetings, enrollment, preschool screenings, school events, and other important communications. Key district and school documents will continue to be translated into families' home languages to promote equitable access to information and services. These efforts are supported through ongoing collaboration between the ELL Department and district departments, with most interpretation and translation services funded through district resources.

Title III funds will continue to support the Part-time Bilingual School Family Liaison position, which is now an established component of the district's family engagement and language access efforts. Working alongside the District Interpreter/Translator, the Liaison will continue to strengthen relationships between schools and multilingual families by providing outreach, assisting families in navigating school systems, and connecting them with available resources and supports. The Liaison will also collaborate with school staff and community organizations to help ensure multilingual families feel welcomed, informed, and engaged in their children's educational experiences.

The ELL Department will maintain partnerships with a wide range of district departments, including Special Education, Early Childhood, Health Services, Communications, Technology, Counseling, and School Community Resource programs, to provide coordinated support for multilingual families. Through these partnerships, the district will continue offering events, workshops, and resources that increase family access to educational, health, and community services. The Liaison and District Interpreter/Translator will also work to build and foster relationships with community agencies that support immigrant and refugee families through services such as healthcare access, social services, and family assistance programs.

Building on the work initiated during last year's multilingual family engagement event, the district will continue creating opportunities for multilingual families to share their perspectives and help shape district priorities. Feedback gathered from multilingual families will play an important role in the district's upcoming five-year strategic planning process. The ELL Department will work closely with other district departments to ensure multilingual family voices are represented throughout strategic planning efforts and other districtwide initiatives. Additional multilingual family engagement opportunities will be offered to gather input, strengthen relationships, and increase participation in district decision-making.

North Kansas City Schools will also continue the early development of a Multilingual Family and Community Advisory Board. Initial groundwork was established through last year's multilingual strategic planning engagement event, and the district will build upon that foundation during the coming year. The Advisory Board will provide a structured avenue for parents, families, and community representatives from diverse linguistic and cultural backgrounds to share feedback, identify needs, and contribute to ongoing program and district improvement efforts.

In addition, the ELL Department will continue partnering with the Communications and Technology Departments to expand multilingual communication resources, including translated materials and family-friendly tutorials that help parents access digital platforms, monitor student progress, understand district initiatives, and support learning at home. Through these combined efforts, NKCS seeks to strengthen family-school partnerships and ensure multilingual families have meaningful opportunities to engage, participate, and influence the educational experiences of their children.

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 2024-2025 and 2025-2026 ACCESS score:

- Students at tutoring sites grew in their Fountas & Pinnell literacy scores from below grade level towards grade level = 86%
- Students at tutoring sites who grew .4 overall from 2025 ACCESS to 2026 ACCESS = 82% (increase from 60% in previous year)
- Students at tutoring sites who grew .4 in reading domain from 2025 ACCESS to 2026 ACCESS= 64% (increase from 59% in previous year)
- Students exiting ELL Program after the 2025-2026 school year= *21% of total English learners (increase from 20% previous year)

Student academic achievement;

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>

The NKCS ELL MSIP subgroup outperformed District average and the State average of ELL MSIP Subgroup in ELA on the 2024 MAP.

- 35.7% (average) of NKC English learners from the 10 Title III tutoring sites earned P/A on the ELA MAP. (Which is a 1.5% increase from last year.)
- 31.1% of NKC District English learners earned P/A on the ELA MAP.
- 27.0% of Missouri State English learners earned P/A on the ELA MAP.
- High School graduation rates for English learners
 - o 2020= 94.2% for NKCS 72.1%= Missouri ELs
 - o 2021= 93.6% for NKCS 74 % = Missouri ELs
 - o 2022= 92.5% for NKCS 72.8%= Missouri ELs
 - o 2023= 96% for NKCS 76.2%= Missouri ELs
 - o 2024= 96.88% for NKCS 77.27% = Missouri ELs
 - o 2025= 97.56% for NKCS 77.64% = 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;

ELL achievement data suggests that more attention should be paid to differentiating instruction for ELLs in the general education setting. In order for this to occur, teachers need specific professional development and strategies on the following topics. This professional development will be developed and delivered by the ELL Director, ELL Teaching & Learning Coach, and ELL Teachers:

- Ensure teachers know and frequently apply frontloading strategies: building background, accessing prior knowledge, and linking new concepts to students' lives and experiences.
- Help teachers assess language loads of content lessons in terms of vocabulary and syntax and explicitly incorporate language objectives into instruction.
- Explicitly teach literacy and academic vocabulary across content areas.
- Increase opportunities for students to interact orally with academic language.
- Implement reading instruction that addresses the five components of reading instruction, augmented to address the literacy needs of English learners.
- Implement writing instruction across content areas, with explicit feedback on students' language use.
- Ensure that instruction for Developing, Expanding and Bridging level students includes explicit attention to complex and problematic language forms and functions.

All district teachers and administrators have the opportunity to attend ELL sessions during the district's Professional Development Academy in July. Sessions are offered on topics such as strategies for scaffolding and differentiating instruction for ELLs in the general education classroom, the impact of culture on learning, the NKCS ELL and Guided Reading framework, working with newcomer ELs in the general education classroom, the cross-section between ELL and SpED, co-teaching and collaboration, literacy instruction for ELLs, and math supports for English learners.

At the elementary and secondary levels, all teachers will receive PD on basic issues for instructing English learners in the general education setting. ELL teachers will deliver building-based PD modules, developed in collaboration between the ELL Teachers, the ELL Teaching & Learning Coach, and the ELL Director, on various topics during staff meetings or PLT meetings.

At the elementary level, teachers will receive professional development on how to meet the needs of ELLs during readers and writers workshop. Annotations will be made to the balanced literacy PD modules and the district's units of study, incorporating considerations for teaching English learners within this model. Language objectives and strategies for scaffolding and differentiating instruction are included in the units of study for use by general education and ELL teachers. Additionally, reading teachers and ELL teachers will receive guidance and training on a Guided Reading framework that includes English language development considerations for English learners.

At the secondary level, teachers will receive professional development on best practices for utilizing the workshop model in general education classes with ELs and instructional strategies for English learners in content classrooms.

Title III funds will support ELL teachers in revising and refining standards-based curriculum scales used to guide instruction and assess student learning within ELL courses. This work will strengthen alignment between course standards, English language development, learning targets, and student assessment, providing teachers with clear and consistent measures of progress for multilingual learners.

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;

The grant will support the continued implementation of Logic of English, a structured literacy program used with newcomer and beginning English learners. Logic of English provides explicit instruction in phonological awareness, phonics, vocabulary, spelling, and reading comprehension, helping students build the foundational literacy skills necessary for success in content-area learning. This support is especially beneficial for immigrant students who may have experienced interrupted formal education or who are developing literacy skills while acquiring English.

In addition, Title III Immigrant funds will support ongoing virtual coaching and professional learning for teachers implementing Read 180 and Code programs. These coaching sessions strengthen educators' instructional practices and increase their capacity to provide effective literacy and language development support for newcomer and multilingual learners.

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)

Title III Immigrant funds will also support attendance at the International TESOL Conference for the ELL Director, ELL Coordinator, and three School Area Lead Teachers (SALTs). Participation in this conference will provide access to current research, evidence-based instructional practices, and innovative strategies for serving immigrant and multilingual students. Attendees will share their learning with district educators through ongoing professional development and coaching, expanding the impact of the training across the district.

Title III Immigrant funds will also be used to purchase supplemental instructional resources and materials for newcomer and beginning English learners. These resources may include leveled texts, visual supports, bilingual materials, language development activities, newcomer curriculum resources, and other instructional tools designed to increase access to grade-level content while developing English proficiency. These supplemental materials help teachers differentiate instruction and provide targeted support to immigrant students as they adjust to a new language, school system, and academic expectations.

Title III funds will support substitute coverage for English Language Development (ELD) specialists to engage in focused professional learning and collaborative planning addressing the instructional needs of dually identified English Learners. Educators will work together to develop targeted language-development strategies, collaborative planning resources, and instructional supports that address the intersection of language acquisition and specialized learning needs. This work will enhance educators' ability to intentionally integrate language development into instruction and provide targeted supports that promote English language proficiency and academic success for dually identified English Learners

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.

- ☐ Upgrade program objectives and instructional strategies (section 3115(d)(1)).
- ☐ Improve instruction for ELs through curricula, instructional materials, software, and assessment procedures (3115(d)(2)).
- ☐ Provide tutorials, career and technical education (section 3115(d)(3)(A)).
- ☐ Provide intensified supplemental instruction, including translated materials, interpreters, and translators (section 3115(d)(3)(B)).
- ☐ Support LIEPs for preschool programs (section 3115(d)(4)).
- ☐ Implement strategies to improve ELP and academic achievement for ELs (section 3115(d)(5)).
- ☐ Provide parent, family, and community engagement activities to support the education of ELs (section 3115(d)(6)).
- ☐ Provide resources, including educational technology, electronic networks for materials, training, and communication, and incorporation of these resources into curricula and programs, to improve the instruction of ELs (section 3115(d)(7)).
- ☐ Offer programs to help ELs achieve success in postsecondary education (section 3115(d)(8)).
- ☐ Improve the instruction of ELs with disabilities (section 3115(d)(9)).
- ☐ Other (section 3115(d)(9)).

District/LEA Comments

DESE Comments

