

District/LEA: 081-096 ROLLA 31 Year: 2023-2024

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

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

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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.

The Title III LEP funds will be used to provide supplemental instructional support to the students identified as LEP students. The district has sought to develop a more extensive tutoring and out of school support network for LEP students and will use a portion of the funds to pay for tutoring services beyond the school day. This tutoring will focus on both English Language acquisition as well as improved general academic performance. This tutoring will be available to students throughout the K-12 continuum, with the emphasis for younger kids being primarily English Language acquisition while older students will receive a higher emphasis on academic achievement. The tutoring will be conducted by appropriately certified staff within the district.

The district will also seek to provide additional Professional Development activities to the district staff. This will include teachers within the ELL program as well as regular classroom teachers.

The district will seek to include effective supplemental materials and technologies within the program to better improve LEP student performance. This will include subscriptions and licenses for English Language acquisition programs as well as any supplemental hardware that may be needed for the programs to function on district or parent devices. These programs will also be made available to the parents of LEP students who wish to utilize them to improve English Language skills.

A portion of the Title III funds will be used for parent outreach and communication. This will be used to facilitate ELL Parent Nights, ELL Parent Advisory Committee meetings, and the general disbursement of helpful and relevant communications to the parents of LEP students. District ELL staff host a International Student Fair yearly to expose families to different countries and cultures around the world that are represented in our local community.

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

The district will seek to improve the communication process between home and school. Parents will be updated about student performance on the ACCESS and MAP assessments with mailings from the district. Important information will also be shared during Parent Advisory Committee (PAC) meetings that will be held twice yearly. These meetings will also be used to gather input from parents about the program. ELL Family Nights will be held at each building, allowing parents to come in and experience a short learning activity with their child and teacher. The Family Nights will also allow interaction with the district that allows for assistance with any barriers the families are experiencing in the community. The district will make available the use of Rosetta Stone for parent and student home use. The district will provide the supplementary hardware necessary to run the program on the parents machine. The district is also providing English Language Acquisition classes available to all community members through the Community Education program, however no Title III funds are currently budgeted to assist with this program.

The district partners with MS&T English Language Acquisition staff to build and host the "Celebration of Nations" night at Rolla Middle School. This is a collaborative effort to highlight the diversity present in our community and as a way to bring parents into the school to learn about opportunities available for their students. The event has continued to grow in size and scope each year.

The district ELL staff hosts an evening centered on Early Childhood education opportunities for non-English speaking families in the community. This is done in an attempt to build the relationships between ECE providers in the community with parents confused about the processes and offerings.

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 district will seek to improve the English proficiency of its students through a variety of methods. A portion of the funds will be used to provide one-on-one tutoring to students on English language acquisition skills. The number of hours of weekly tutoring will be determined by the level of need of each student and the availability of the student for tutoring outside of school hours. The district will seek to purchase proven supplementary instructional programs, primarily delivered through a variety of technologies, that can be used in addition to the regular instruction provided by district ELL staff. Rosetta Stone has been the primary tool used but the district will continue to investigate other programs that may be as or more effective. The program can be utilized both at home and at school during the regular day. The district will provide professional development for both ELL staff and regular classroom teachers on ELL language acquisition skills.

Student academic achievement;

The district will seek to improve the academic achievement in core subjects through a variety of methods. A portion of the funds will be used to provide one-on-one tutoring to students on their core academic subject work. The number of hours of tutoring will be determined by the level of need of each student and the availability of the student for tutoring outside of school hours. The district will analyze individual as well as group level performance on state assessments to identify areas of strength and weakness within our instructional program. Strengths will be replicated and weaknesses will be addressed through identifying needed remedies in the instructional program. Professional development will be provided for ELL staff as well as regular classroom teachers to help improve the instruction of ELL students. Teachers will be more proficient in their use of classroom accommodations and assessment techniques designed to assist ELL students in their transition to English Language proficiency.

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;

The district will primarily rely on a train the trainer model in order to effectively deliver professional development activities. The primary point of contact will be all members of the ELL teaching staff. Title III funds will be used to improve the training of these lead teachers who will in turn work with regular education teachers within the district. The training will encompass both English language acquisition skills as well as improving instructional techniques within all of the districts classrooms. Time will be made available through an altered school calendar (see item below) in order to achieve sustained training throughout the school year. We will also seek to provide any state level training that is available for our regular ed teachers through the revised calendar described below.

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 district will primarily rely on a train the trainer model in order to deliver these professional development activities. Funds have been reserved in order to access training for each member of the ELL teaching staff on all aspects of ELL education. This training includes both English language acquisition skills as well as instructional methods within the classroom. These teachers will serve as resources for regular education teachers and communicate regularly with teachers about student progress.

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

The district will primarily rely on a train the trainer model in order to deliver professional development activities. The ELL teaching staff will attend training on best practices and proven methods of ELL instruction. In turn these teachers will provide training to the entire district staff. The district will also seek to work with state level representatives in order to access training and PD opportunities for the ELL staff, regular teaching staff, and district administration. All building principals will attend state level teacher evaluation training in order to improve their skills in classroom observation and teacher evaluation.

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 school district utilizes a yearly calendar built specifically to allow for greater time to be allocated to teacher learning in the district. The calendar is designed to allow for a better use of Professional Development and collaboration time. The district will utilize five full non-student days which will be use for Continuous Staff Development (CSD) days in the district. These days are divided into multiple blocks of time that can be used for various scheduled trainings. The district will seek to use a portion of time during these days throughout the school calendar to provide training, gather feedback, and assist classroom teachers on improving instruction and achievement of ELL students.

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

DESE Comments

Plan approved LT 06/20/23