

Planning English Language Learning Activities (Title III Plan)



Title III of the No Child Left Behind (NCLB) Act requires all local education agencies (LEAs) seeking funds under this act to submit a plan to the state educational agency (SEA). This document provides detailed information about the resources needed to draft a Title III plan.

GETTING STARTED

There are two types of funds under Title III: Title III-LEP and Title III-Immigrant. The following information pertains to Title III-LEP funds. Supplemental in nature, these funds are made available to LEAs in order to carry out two kinds of activities: **required activities** and **authorized activities**. The Missouri Department of Elementary and Secondary Education encourages the creation of a Title III plan committee to periodically improve the plan and to ensure that all planned activities are efficiently carried out, thus increasing the English language proficiency of English Language Learners (ELLs). This committee includes teachers and relevant staff, administrators, parents, and representatives from the community. Meeting minutes and attendance logs should be kept.

The Title III plan committee's goal is to draft a plan that takes into account the allowable use of funds made available to the LEA/school district that is performing the required and authorized activities. The committee should conduct the research needed to identify the service-delivery method that fits local characteristics and needs. The service-delivery method must utilize scientifically based research, and any proposed programs or activities must be clearly and concisely described.

The Title III plan must show that the district will carry out **required activities** geared toward:

- 1) Increasing the English proficiency and academic achievement, in core subjects, of limited English proficient children using methods based on scientific research.
- 2) Providing high-quality professional development to classroom teachers, principals, administrators, and other school or community-based personnel. Teachers in classroom settings that are not part of language-instruction programs should also be included. The professional development should address item No. 1 above.
- 3) Promoting the involvement of parents, other institutions and the community in the education of ELLs, and collaborating with these groups for the improvement of the Title III plan. Promoted involvement and collaboration should address items No. 1 and No. 2 above.

The district must provide statements that **clearly indicate** the **targeted programs and activities**, as well as the **beneficiary**

populations (ELLs, administrators, specific or all staff, parents, institutions, etc.) All acronyms and abbreviations should be spelled out and defined.

For a list of **authorized activities**, go to dese.mo.gov/qs/me/allowableuseoffunds.pdf.

WHAT TO INCLUDE

The following elements should be included in the Title III plan. The overall purpose of creating a plan is for the district to explain:

- 1) The programs and activities to be paid for under the subgrant (Title III funds received/being requested).
- 2) How the funds will be used to meet Annual Measurable Achievement Objectives (AMAOs). Always show the source of funding. (Listing the source of funding may be enough when items No. 1 and No. 3-6 are well described.)
- 3) How the district will hold schools that are receiving funds accountable. (See **additional elements** below.)
- 4) How the involvement and participation of parents and community members will be promoted.
- 5) How collaboration with local resources (teachers and relevant staff, administrators, community members, higher-education institutions, etc.) was made during the plan's development.
- 6) How the English language proficiency of limited English proficient students will be developed.

ADDITIONAL ELEMENTS

Under **additional elements**, statements must be narrowed to respond to item No. 3 above in relation to meeting AMAOs. Some districts are analyzing local language (or core subject) assessment results and linking them to state WIDA and Missouri Assessment Program (MAP) results. Other districts are expecting a percentage increase in relevant assessment results from schools. Professional development and other ELL-related activities may follow when expectations are not met. The reorganization of local personnel is also being proposed.

It is understood that goals are broad, general statements that can cover all students (in all subgroups). The same is possible for objectives; however, objectives can also be specific to the focus of the Title III plan. At strategy levels and action steps, ➔

the district must clearly describe the required components listed above. The plan must show how the district will use Title III funds to carry out both required and authorized activities and to meet AMAOs. (The district may add all or a part of the authorized activities to the required activities.) When statements are concise and relevant, readers will be able to easily follow the flow of ideas. Also, budget itemization must remain the backbone of any narrative about activities.

SAMPLE WORDING

The intent of the examples below is to provide a basic idea of how specific wording in the Title III plan would meet minimum expectations. These are not simply fill-in-the-blank samples, nor are they intended to replace or limit your local activities. Your own programs and activities must remain your focus. For any terms or models that you input into your plan, you must provide additional details in your program-delivery manual. MELL instructional specialists will provide quality professional-development technical assistance.

- The district will provide **X** hours of high-quality professional-development opportunities for all staff to acquire skills in establishing, implementing, monitoring, evaluating and sustaining instructional and English language development programs for English Language Learners (ELLs).
- The district, through its **X** times a year ELL parent nights and school-home communication activities, will promote parental and community participation in instructional and English language development programs for ELLs.
- The district, using the Sheltered Instruction Observational Protocol (SIOP) program model, will conduct activities to increase English proficiency for ELLs.
- The district will provide **X** hours of high-quality professional development every year to prepare teachers of classrooms with ELLs to implement and sustain the SIOP program.
- The district, through its content-based English for Speakers of Other Languages (ESOL) service-delivery method, will provide direct language instruction to help ELLs attain English proficiency and develop high levels of academic achievement in core academic subjects.
- The district, through its content-based ESOL service-delivery method, will provide direct language instruction and will develop content knowledge to increase ELLs' achievement on WIDA, the Missouri Assessment Program (MAP) and other classroom assessments.
- The district will implement its pull-out ESOL service-delivery method, based on the recommended instruction time, to help ELLs attain English proficiency and function in all-English instructional settings.
- The district will provide **X** hours of high-quality professional-development opportunities every school year for all staff to implement, monitor, evaluate and sustain the district's **X** program designed for ELLs.
- The district will provide **X** hours of professional-development opportunities every semester to help staff of classrooms with ELLs acquire high-level skills in the modification and adaptation of curricula and/or instructional materials.
- The district will implement its pull-out ESOL service-delivery method, based on the recommended instruction time, to increase the English proficiency and core academic content knowledge of limited English proficient children.
- The district, through its **X** times a year planning meetings, will promote parental and community participation in instructional and English language development programs for ELLs.
- The district will provide **X** hours of high-quality professional-development opportunities every school year for all teachers (including paraprofessionals) of classrooms with ELLs to help teachers develop skills in effective, scientifically based English instruction methods.
- Schools receiving funds will demonstrate an improvement of **X** percent in the English proficiency of ELLs each school year (semester, quarter, month, etc.)
- Schools receiving funds will demonstrate an improvement of **X** percent in the English proficiency of ELLs, using local placement language-proficiency assessments and/or WIDA, for each school year.
- Schools receiving funds will show an increase of **X** percent in the English proficiency of ELLs, using local placement language-proficiency assessments and/or WIDA, for each school year (semester, quarter, month, etc.) High-quality professional development will be provided at schools that do not meet this target; this will assist teachers in acquiring the high-level skills needed to increase ELLs' English proficiency.
- Schools receiving funds will demonstrate an increase of **X** percent in the AYP of ELLs. High-quality professional-development activities will be provided at schools that do not meet this target; this will help teachers of ELLs in acquiring high-level skills in the modification and adaptation of curricula and/or instructional materials.



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