

5. Title III, Part A, Limited English Proficient

Sections 3116 and 3121 of the ESEA require that subgrantees accepting Title III funds submit a local plan that includes the following components:

- A description of how the use of Title III funds is supplemental to the core programs and services for ELLs required under other local, state, and federal laws
- A description of the instructional programs and services designed to help ELLs make progress in learning English and attain English proficiency, while meeting the state's academic content standards
- A description of how the funds will be used to meet the Annual Measurable Achievement Objectives (AMAOs) and how schools will be held accountable for meeting the AMAOs
- A description of how parental and community participation will be promoted
- A description of high quality professional development to be provided for educators of ELLs. Professional development funded by Title III must be of sufficient intensity and duration to have a positive and lasting impact on teacher performance
- A description of how the local plan will be evaluated at least once every two (2) years to determine the effectiveness of the programs and services funded by Title III.

In narrative format:

Describe how the use of Title III funds is supplemental to the core programs and services for ELLs required under other local, state, and federal laws.

Title III funds allow Lynchburg City Schools to provide supplemental support beyond the current SOQ standards and to address student needs more directly by having a full time teacher on staff at one school. Title III LEP funds are used to partially offset the salary of one English language learner (ELL) teacher assigned to Heritage Elementary school which has a large populations of English language learners. This school has historically had a low pass rate on the Reading Standards of Learning, and is currently a focus school. A full time teacher increases our ability to serve every child, by name and by need.

Describe the instructional programs and services designed to help ELLs make progress in learning English and attain English proficiency, while meeting the state's academic content standards.

Students are assessed using either the W-APT or the ACCESS for ELL students' tests. Results are analyzed by the ELL teacher and level of services is determined based on the analysis. Level 1 and Level 2 students are pulled out of their classroom either individually or in small groups for instruction in both social and academic language. Level 3 - 5 students may be served in either a pull-out model or an inclusive model with their general education classroom. The program model depends on the grade level and individual needs of the student. Middle school and high school students receive one class period per day of instruction by an ELL teacher. ELL teachers meet in Professional Learning Community groups on a monthly basis to discuss instructional strategies, application of the WIDA Access test information, and other issues of instructional need or common interest.

Describe how the funds will be used to meet the Annual Measurable Achievement Objectives (AMAOs) and how schools will be held accountable for meeting the AMAOs.

As previously stated, Title III funds are used to partially offset the salary of one ELL teacher who is assigned to an elementary school where the pass rate for ELL students on the Reading SOL has historically been low. The focus for this ELL teacher with the students on his caseload is to teach both social and academic language and the expansion of English vocabulary. The ELL teacher works cooperatively with the general education teachers to determine specific student needs and to reinforce the instruction within the regular classroom. The cooperative planning and skill reinforcement is enhanced by having a full time ELL teacher in the school. Heritage Elementary is a focus school, and AMAOs are a part of the school improvement plan.

Describe how parental and community participation will be promoted.

Parents are encouraged to participate in the development and review of their child's annual ELL Service plan each year. Each school encourages parents of ELL students to participate in teacher/parent conferences and to attend PTA/PTO meetings. In addition, parents are asked to offer artifacts from their native culture to be shared on a division-wide Culture Night, which takes place each spring. School culture surveys will be completed Fall 2012, seeking input from parents on the perceived culture of the school. Parents are asked to participate in the "Give Me 5" program at all schools, asking every parent of every child to give the following: five minutes or more of daily reading to your child or conversation about school, five hours of volunteer service a year, five days of attendance at school events, five dollars or more to the PTO and five classes or more beyond high school. GED support is offered to parents through the Lynchburg City Schools and 21st Century Community Learning Center grants.

Describe the high quality professional development to be provided for educators of ELLs. Professional development funded by Title III must be of sufficient intensity and duration to have a positive and lasting impact on teacher performance.

Title III funds are not used for professional development.

ELL teachers are included in all the sustainable, integrated professional development opportunities offered by the division, as well as opportunities made available through school-wide programs and 21st Century Community Learning Center programs as appropriate. Educators of ELL students participate in Lynchburg City Schools Skillfull Teacher classes provided by RBT certified In-District Instructors; in professional development institutes and classes sponsored or recommended by the Virginia Department of Education, and in professional development activities planned and implemented at the school level in response to individual school improvement plans or individual teacher needs. ELL teachers meet in Professional Learning Community groups on a monthly basis and in addition to instructional issues, they use this time to share professional development information gleaned from participating in the activities listed above. The Director for Testing recently provided training on using testing accommodations effectively to meet the needs of ELL students.

Describe how the local plan will be evaluated at least once every two (2) years to determine the effectiveness of the programs and services funded by Title III.

Results from the ACCESS for ELLs assessments as well as Standards of Learning test data are reviewed and analyzed annually to determine the effectiveness of the plan. Throughout each school year, results of division -wide assessments are reviewed in order to monitor and, if necessary, adjust instruction. Services to ELL children in focus schools will be a part of the school improvement plans.

6. Immigrant and Youth (IY) Funds under Title III

Purpose of Immigrant and Youth (IY) Funds

Under Section 3115(e) of the ESEA, the purpose of the Title III Immigrant and Youth (IY) funds is to improve student

Immigrant and Youth Allowable Activities

Please place an "X" next to all that apply.

- Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
- Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children or youth, including the payment of costs providing classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services
- Other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or to her entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

Description of Program and Services for Immigrant Students

Describe how the division will use Immigrant and Youth (IY) funds to provide enhanced instructional opportunities **specifically** for immigrant students:

Lynchburg City Schools will identify and acquire research-based curriculum materials, educational software, and /or technologies in the areas of reading and writing that will be used with immigrant students to supplement core curriculum instruction across the content areas. Emphasis will be placed on supplemental reading and writing materials based on our analysis of English language learner student performance on SOL test results and ACCESS for ELLs test results.

Describe how the division will evaluate the success of the enhanced instructional opportunities targeting immigrant students:

The success of the enhanced instructional opportunities in reading and writing targeting immigrant students will be evaluated based on their performance on the Reading and writing portion of the SOLs in spring 2013.

a. TITLE III CONSORTIUM AGREEMENT, 2012-2013

According to Title III, Part A, Section 3114 (b), a state educational agency shall not award an LEP subgrant if the amount of the Lead Consortium School Division

Name of Lead School Division:	School Division Number: 115
Typed Name of Superintendent:	
Signature of Superintendent: _____ Date: _____	

Type name of contact for Title III consortium if different than superintendent :

Title III Contact:		
Title:		
Mailing Address:		
City, State, Zip:		
Telephone:	E-mail:	Fax:

LIST OF PARTICIPATING SCHOOL DIVISIONS

The following school divisions have applied to participate in this consortium. A Title III participating consortium member Please check to assure that signed copies of participating consortium member certification pages for all member divisions are on file with the lead school division.

Name of School Division	Division	LEP Subgrant Award	Immigrant and Youth Subgrant
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
Total	0	0.00	0.00

b. Title III Program Details

Types of Language Program

Indicate the number of language program(s) used by your school division or consortium members. If you are the consortium fiscal agent, this information should include all school divisions within the consortium. Some school divisions may have multiple programs. If multiple programs are used, please report each program. For program definitions, please go to the following link:

http://www.ncela.gwu.edu/files/rcd/BE021775/Glossary_of_Terms.pdf

Dual Language	
Two-way immersion	
Transitional bilingual	
Developmental bilingual	
Heritage language	
Sheltered English instruction	X
Structured English immersion	
Specially designed academic instruction delivered in English (SDAIE)	
Content-based ESL	X
Pull-out ESL	X
Other (Explain)	

Professional Development Activities

Indicate the number of professional development activities your school division or consortium members plan to conduct with Title III funds and/or Immigrant and Youth funds. If you are the consortium fiscal agent, this information should include all school divisions within the consortium.

Instructional strategies for LEP students	0
Understanding and implementation of assessment of LEP students	0
Understanding and implementation of assessment of LEP standards and academic content standards for LEP students	0
Alignment of the curriculum in language instruction educational programs to ELP Standards	0
Subject matter knowledge for teachers	0

Participant Information

Indicate the estimated number of teachers, administrators, and other personnel who will participate in each type of professional development activity by putting the total number of participants in the corresponding box. If you are the consortium fiscal agent, this information should include all school divisions within the consortium.

Professional development provided to content classroom teachers	0
Professional development provided to LEP classroom teachers	0
Professional development provided to principals	0
Professional development provided to other school personnel/nonadministrative	0
Professional development provided to community-based organizational personnel	0

Activities for Immigrant and Youth

Complete this section only if you are applying for Immigrant and Youth funds. Please indicate which activities will be conducted with Immigrant and Youth funds by placing an "X" in the corresponding box. An "X" may appear in more than one box.

Family Literacy, parent outreach, and training	
Support for personnel, including teacher aids, to provide services for immigrant children and youth	
Provision of tutorials, mentoring, and academic career counseling	
Identification and acquisition of curricular materials, software, and technologies	
Basic instructional services	
Other instructional services, such as programs of instruction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive community services	
Other activities for the education of immigrant children and youth (please describe below)	