

Steve Brouk



PLAN OF SERVICE

for

Limited English Proficient Students

State of Alaska
Department of Education & Early Development

Name of School District: Kenai Peninsula Borough School District

City & State: Soldotna, Alaska

Zip Code: 99669

Superintendent/Authorized Representative: Dr. Steve Atwater

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CERTIFICATION: I certify that, to the best of my knowledge and belief, the information in this Plan of Service is true and correct, and that I will comply with the attached assurances.

A handwritten signature in black ink, appearing to read "Steve Atwater".

Signature of Superintendent/Authorized Representative

12-3-13

Date

Superintendent of Schools

Title

4-15-2017

Expiration Date (a plan may be valid for up to 5 years)

Description of the district's educational goals for LEP students

The mission of the district, in partnership with its richly diverse communities, is to develop creative, productive learners who demonstrate the skills, knowledge, and attitudes to meet life's challenges, by providing stimulating, integrated learning opportunities in a safe, supportive environment. The district is committed to providing a program of instruction which offers each child an opportunity to develop the maximum of his/her capabilities. Therefore, in accordance with these goals, the district will offer educational programs which develop each LEP student's fluency in English as effectively and efficiently as possible. This will be accomplished through the analysis of assessment data (W-APT, ACCESS, and SBAs) as well as teacher observations. LEP students will receive differentiated support focused on their individual areas of greatest need in the language domains.

Tutoring support will be offered in a variety of formats appropriate to the student and/or setting: push-in, pull-out, small group, and/or individual (see Description of Program of Services). LEP students will be designated as English Proficient when they have acquired the English language skills of comprehension, speaking, listening, reading, and writing necessary to receive instruction and achieve academic progress in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is English. The district's goal is to be successful annually in all three areas of meeting the Alaska Annual Measurable Achievement Objectives for English language learners: progress in learning English, attainment of English proficiency, and making adequate yearly progress on required state content assessments.

Description of the district's procedures for identifying LEP students

The KPBSD school enrollment packet contains the Parent Language Questionnaire (Home Language Survey) which addresses whether the student has a primary or home language other than English. Within 30 days of enrollment, the questionnaire is evaluated and filed at the ELL Office. Should the questionnaire indicate a language other than English in the home, the ELL Specialist and/or trained LEP/ELL assessor will use the WIDA-ACCESS Placement Test (W-APT) to determine whether a student will be identified as an English language learner. A student may also be assessed without the questionnaire if there are other indications of a possible language acquisition issue. The questionnaire also provides information regarding LEP identification in the student's previous district. This helps to facilitate more accurate records request procedures.

Following the initial assessment, students scoring below the state's minimum English proficiency levels will be invited to participate in the ELL program. The Language Observation Checklist and BICS/CALP Checklist, to be completed by the student's teacher, will also be requested. Parent/guardian permission for student participation in the program will be required via the Request for Parent/Guardian Permission form (see attachments). Parents/guardians have the right to opt out of the program.

Description of the district's procedures for parent notification

The district believes that it must work with the community to ensure that educational goals and objectives are relevant to the lives and futures of our students. The district recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of their children contributes greatly to student achievement and conduct. Parents/guardians directly affect academic success by reinforcing their children's motivation and commitment to education. Administrators, teachers, and the district keep parents/guardians informed about school expectations and advise them as to how they can assist their children. Through Federal Advisory Program Committee meetings, Site-Based Council meetings, Parent-Teacher conferences, Power School, school newsletters, articles in the local newspapers' "Schools" sections, and posted school board minutes, parents are kept current with program information and student data. The district encourages parents/guardians to serve as volunteers in the schools, and to attend student performances and school meetings.

The Parent/Guardian Notification Letter (see attachments) is sent home with the Request for Parent/Guardian Permission form when the student is invited to participate in the ELL program. The notification letter describes the program as well as parental rights, including the right to visit the program and the right to deny ELL services or withdraw their student from ELL services via the Request for Parent/Guardian Permission form. Parents/guardians of identified ELLs receive initial WIDA-ACCESS Placement Test (W-APT) scores, as well as their student's English language proficiency scores on the annual WIDA-ACCESS test.

Students benefit from the ELL program by receiving differentiated support focused on their individual areas of greatest need in the language domains. Tutoring support will be offered in a variety of formats appropriate to the student and/or setting: push-in, pull-out, small group, and/or individual (see Description of Program of Services). This focused support provides the student with opportunities to increase his/her English proficiency in a manner most relevant to his/her needs.

Description of the district's program of services for LEP students and how the services will ensure English language acquisition and academic content achievement

English acquisition support will be tailored to the students' varying levels of English proficiency. Language support provided in English shall, whenever necessary, be specially designed and presented so as to facilitate complete understanding of the total academic content. The district will monitor the LEP/ELL students for two years after they have exited the program.

While formal instruction in the language of the school community is considered positive (Russian, Sugcestun), it is not incorporated into the district's English language acquisition program, and the ELL funding does not cover this type of instruction. Schools are encouraged to seek out certified personnel to provide formal foreign/native/community language instruction. While KPBSD has traditionally used a Pull-Out ESL Model, language acquisition research indicates that this model is the least effective means of delivering language development

support. Therefore, the district will begin transitioning to a Structured English Immersion (SEI) Model – support in the mainstream classroom – in as many settings and as often as is appropriate. We will still employ the use of paraprofessionals, but they will work more closely in conjunction with the certified teacher within the classroom. Certified teachers who have ELL students in their classrooms will be encouraged to receive training in best practices for LEP students. ESL/SEI strategies benefit all students regardless of ELL status. ELL paraprofessionals and certified teachers who have ELL students in their classrooms will receive training on communication so as to best utilize the paraprofessional.

Early Exit Bilingual/Transitional Model:

It is recognized that the Russian and Sugpiaq communities have special needs that require a somewhat different approach to their programs of language development support. The goal of the transitional programs for Nikolaevsk, Kachemak Selo, Voznesenka, Razdolna, and Nanwalek is to support students in developing English proficiency skills as soon as possible without delaying the learning of academic content. Instruction may begin in the home language (L₁), but quickly transitions to English (L₂). Students are supported in the home language (Russian or Sugcestun) as they transition to receiving instruction fully in English. While it is recognized that the transitional timeline varies amongst students, it is expected that support in the native language will decrease over time relevant to each student's needs and abilities. The native language support, in addition to differentiated push-in/pull-out support focused on individual students' areas of greatest need in the language domains, will ensure English acquisition as well as academic content achievement.

Pull-Out/Push-In English as a Second Language Model for Elementary & Middle Schools with gradual transition to a Structured English Immersion (SEI) Model:

Because paraprofessionals are utilized in the ELL program, the majority of support is provided in pull-out/push-in formats. Certified teachers are offered support and professional development in effective instruction for the English language learners in their classrooms. The goal of the ESL model is to develop proficiency in English. LEP students 1) leave the mainstream classroom for a small part of the day to receive ESL tutoring, and/or 2) receive support within the mainstream, English-only classroom with the tutor. The paraprofessional ELL staff often focuses on communication skills, vocabulary, and grammar with the students, and provides clarification and, on occasion, translation, if needed and available. The tutors are guided by the certified teacher regarding specific tutoring activities, and employ research-based ESL strategies in working with the students. English acquisition and academic content achievement are ensured by LEP students receiving differentiated support focused on their individual areas of greatest need in the language domains. At the elementary and middle school levels, the expectation is that push-in be used in preference over pull-out as often as possible as determined jointly by the teacher and tutor. Certified teachers are strongly encouraged to work with the ELL Specialist and attend ELL trainings in order to provide daily support within the classroom.

Pull-Out English as a Second Language Model for High Schools:

Certified teachers are offered support and professional development in effective instruction for the English language learners in their classrooms. The goal of the ESL model is to develop proficiency in English. LEP students in high school typically leave the mainstream classroom for a small part of the day to receive ESL tutoring, usually during the language arts or advisory periods, but occasionally during other content classes depending upon the students' schedules. The paraprofessional ELL staff often focuses on communication skills, vocabulary, and grammar with the students, and provides clarification and, on occasion, translation, if needed and available. The tutors are guided by the certified teacher regarding specific tutoring activities, and employ research-based ESL strategies in working with the students. English acquisition and academic content achievement are ensured by LEP students receiving differentiated support focused on their individual areas of greatest need in the language domains. At the high school level, the expectation is that push-in be used if appropriate, but pull-out will be more frequently used as determined jointly by the teacher and tutor according to adolescent developmental level and academic need. There is also the expectation that tutors utilize the Rosetta Stone English course which allows the student to work at an individual pace. Certified teachers are strongly encouraged to work with the ELL Specialist and attend ELL trainings in order to provide daily support within the classroom.

Structured English Immersion (SEI) Model:

There are situations in remote villages where the majority of the student population is LEP, but there is no tutor available. Remote locales with limited staffing indicate the need for a whole-staff approach to language development support. Staff in such locations will be provided training in ESL strategies – such as SIOP and other research-based strategies – and a whole-school support model will be employed.

Description of the district's procedure for annually assessing the academic content achievement and English language progress of LEP students

The educational progress of the LEP/ELL student will be assessed through a varied format which includes one or more of the following:

- District testing conducted throughout the school year and only in specific grades (Standard Based Assessment, Analytic Writing Assessment, CBMs, Terra Nova, Benchmarks, and the High School Graduation Qualifying Exam).
- Observation, evaluations, and recommendations by the ELL Specialist, certified teachers, and LEP/ELL paraprofessional staff.
- Report cards, progress reports, BICS/CALPS checklist, and attendance records.
- Annual assessment of LEP/ELL students via the ACCESS.

Description of the professional development provided for teachers and paraprofessionals who serve LEP students

ELL staff members are currently paraprofessionals fluent in English working under the direct supervision of certified teachers who are responsible for the students' overall educational program. The staff has received training in effective strategies for working with ELL students. In addition, the staff receives training in effective use of the W-APT/ACCESS data for instructional support. Educational resources are housed in the classrooms, special service rooms, school libraries, and the ELL Office. LEP/ELL professional development will be addressed through district in-services, collaboration with other educators, staff meetings, LEP/ELL staff workshops/in-services, and ESL/SEI trainings. Paraprofessionals are given articles to read relevant to working with ELLs, and are encouraged to discuss the articles via an Edmodo page developed by the ELL Specialist. The ELL Specialist gives individualized support to the paraprofessionals through on-site visits. Certified teachers are strongly encouraged to attend relevant trainings.

Description of the number of teachers and paraprofessionals who provide English language acquisition programs to LEP students

The district only hires teachers and instructional paraprofessionals who are Highly Qualified and, therefore, fluent in both written and verbal English. English fluency is determined by the ParaPro Assessment. Paraprofessionals hired as and designated, in whole or in part, as "ELL Instructors" or "ELL Tutors" will work under the direction of certified staff during their ELL hours. Paraprofessionals hired as and designated, in whole or in part, as "ELL Aides" will work in the classroom under the direct supervision and in the physical presence of certified staff during their ELL hours. To date, 18 paraprofessionals are working in the district's language acquisition (ELL) educational programs. The ELL Specialist is a certified teacher who holds an endorsement in English as a Second Language.

Description of the district's plan for monitoring the academic progress of former LEP students for two years after they are no longer identified as LEP

The district will monitor the LEP/ELL students for two years after they have exited the program. The ELL Specialist will maintain records of the most current assessment scores for LEP/ELL students for two years following their reclassification as proficient. Exited LEP/ELL students in grades 1-2 will be monitored through scores on Curriculum Based Measurements. Exited LEP/ELL students in grades 3-10 will be monitored using the state's Standards Based Assessments. Exited LEP/ELL students in grades 11-12 will be monitored through quarterly grade reports.

- The failure criteria for grades 1-2 will be based on the Spring assessment targets for CBMs as follows:
 - 1st CBM Reading 39 or below (Average range is 40-96)
 - 2nd CBM Reading 80 or below (Average range is 81-130)
- The failure criteria for 11th and 12th graders will be a semester grade of D or lower in Language Arts and/or Math.

Description of the district's procedures to ensure equal access for LEP students to the full range of district programs, including special education, Title I, gifted and talented programs, and nonacademic and extracurricular activities

The Kenai Peninsula Borough School District has adopted the following policy guaranteeing equal access and nondiscrimination:

KPBSD Policy Manual BP 0410

**Philosophy-Goals-Objectives and Comprehensive Plans
NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES**

The School Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. The Board shall promote programs which eliminate discriminatory practices.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 5145.3 - Nondiscrimination)

District programs and facilities, viewed in their entirety, shall be readily accessible to individuals with disabilities. The Superintendent shall make available to interested persons, including individuals with disabilities, information about the programs, facilities and activities available.

(cf. 0411 - Service Animals)

(cf. 6164.2 - Guidance and Counseling Services)

The Superintendent shall annually notify students and parents of the District's policy on nondiscrimination and related complaint procedures.

(cf. 1312.3 - Public Complaints Concerning Discrimination)

Legal Reference:

ALASKA STATUTES 14.18.010 - 14.18.100 Prohibition Against Sex and Race Discrimination

ALASKA ADMINISTRATIVE CODE 4 AAC 06.500 - 4 AAC 06.600 Prohibition of Gender or Race Discrimination TITLE VI, CIVIL RIGHTS ACT of 1964 TITLE IX, EDUCATION AMENDMENTS OF 1972 VOCATIONAL REHABILITATION ACT OF 1973, SECTIONS 503 AND 504 Individuals with Disabilities Education Act Americans with Disabilities Act Americans with Disabilities Act Age Discrimination in Employment Act

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Revised: 7/11/2011**

Description of how the district will evaluate the effectiveness of the program and schools in meeting students' English-language development needs, in achieving student academic progress goals, and reflecting any identified need for program modification

Throughout the school year, the ELL Office encourages all educational staff members to communicate to the ELL Specialist any concerns or suggestions regarding the educational progress of an LEP/ELL student. The ELL Specialist visits schools to monitor and evaluate program services to LEP/ELL students. This evaluation covers the overall operational, instructional, and administrative areas within which the student's program operates. During the school year, as it becomes available, the assessment data that the district uses for reviewing the educational progress of LEP/ELL students (SBAs, ACCESS) is reviewed by the ELL Specialist and school staff. In addition, the ELL Specialist annually trains selected ELL staff in the administration of English proficiency tests (W-APT) so identification and support can be provided in a timely manner.

Description of how the district provides for parent and community involvement

The district recognizes the need to involve parents/guardians and community members in the development, evaluation, and improvement of district programs. Through on-site visits and school site-based councils, parents will be informed of local and district-wide program activities, especially those directly involving the students. The district requests parental input on program implementation/modifications by holding Federal Program Advisory Committee meetings convened several times annually. All LEP/ELL families are invited and encouraged to attend. When the LEP Plan of Service is in the process of being revised/renewed, the draft is posted on the district's Federal Programs Web page along with a feedback form. At the local level, parents are encouraged to be aware of their student's total educational program by being actively involved in attending parent meetings and school functions. The district's Power School program allows parents to monitor their child's attendance, assignments, and grades to date from their home computer. Each student and parent has an access code to the classroom and courses in which the child is enrolled.

Revision to Improvement Plan in LEP Plan of Service 2012-2017
Revised March 2014

Description of Improvement Plan for addressing failure to meet AMAOs

2012-2013 Targets:

- AMAO 1 (Making Progress) 34.3%
 - KPBSD 50.30% - Target MET
- AMAO 2 (Attaining Proficiency) 5.2%
 - KPBSD 6.78% - Target MET
- AMAO 3
 - Reading 48.67%
 - KPBSD 68.99% - Target MET
 - Writing 45.09%
 - KPBSD 57.04% - Target MET
 - Math 43.63%
 - KPBSD 49.64% - Target MET
 - **Graduation Rate 90%**
 - **KPBSD 45.45% (4-yr) & 75.00% (5-yr) – Target NOT MET**

Contributing factors preventing AMAO 3 from being met:

- Many LEP students have cultural and economic influences on their potential to finish school. For example, many Russian Old Believer students leave school to start families and/or go work (commercial fishing is common).
- While students are offered support services through Migrant Education (if appropriate), and are encouraged to complete classes online via the district's Connections home school program, all students do not utilize these services.
- Graduation rate target levels were raised.
- Small LEP subgroup size.

Improvement Plan and strategies for addressing unmet target:

In addition to services already being offered – such as Migrant Education, Career & Technical Education, and Connections home school program – the ELL Office will implement a plan to encourage students to begin tracking their progress toward graduation requirements earlier in their school careers with the support of ELL and counseling staff. Due to the small cohort size of the LEP subgroup, all 8th-12th graders will be targeted in this graduation rate improvement plan with the goal of having them all graduate. 6th-7th graders will be assisted in developing self-monitoring habits.

(continued)

For 8th-12th Graders

- ELL tutors will be directed to review progress/status with LEP students once per month using a tracking document (attached).
- Counselors will be encouraged to meet with the ELL tutor and LEP student a minimum of once per quarter to review progress/status.
- Parents will be invited to at least two of the quarterly meetings – during the regular day or during parent-teacher conferences.

For 6th-7th Graders:

- ELL tutors will be directed to assist LEP students with a mid-quarter check-up using a tracking document (attached).
- If the LEP student is in middle school, counselors will be encouraged to meet with the ELL tutor and LEP student during at least the Quarter 1 and Quarter 3 check-up.
- ELL tutors will continue to be directed to advise the ELL Specialist of any concerns that arise.