

Plan of Service For English Learners

Name of School District: Kenai Peninsula Borough School District

Superintendent/Authorized Rep: Clayton Holland

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Program Coordinator: Jessica Scogin

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The district hereby assures the Alaska Department of Education & Early Development that:

1. The district will use the provisions Alaska Regulation 4 AAC 34.055, the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), and Title VI of the Civil Rights Act of 1964 in the development of the plan of service, evaluation, and any modifications for the provision of services to English learners.
2. The district will ensure that it is not in violation of any State or Federal law regarding the education of English learners.
3. The district will use state-approved methods including the Home Language Survey, Language Observation Checklists, and the state-approved English language proficiency screener assessment to screen and identify students who are English learners.
4. The district will annually assess English language proficiency of all identified English learners using the state-approved assessment of English language proficiency test in grades K-12 adopted by reference in 4 AAC 04.155.
5. The district will be responsible for taking appropriate steps to help ensure English learners attain English proficiency and develop high levels of academic achievement in English.
6. The district will monitor the academic progress of former English learners who have met exit requirements in accordance with Alaska Regulation 4 AAC 34.055(d).
7. The district will implement the Plan of Service in the school year following the year of submission.
8. The Plan of Service may be in effect for up to five years. The district assures that it will annually review the plan and update as needed to reflect current information. The district will file changes to an existing Plan of Service with the department before implementation of the change.

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 the district will comply with the above assurances.

Signature of Superintendent/Authorized Representative: _____

Date: 4/4/23

Title: Assistant Superintendent

Expiration Date of Plan: July 1, 2028

INSTRUCTIONS

Each school district with a school that is attended by at least eight English learners is required to file a Plan of Service. The Plan of Service requirements are based on Alaska Regulation 4AAC 34.055, Title VI of the Civil Rights Act of 1964, and the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). Districts receiving Title III-A funds will address those requirements in this plan.

Instructions

Enter the plan's expiration date on the cover page. The Plan of Service (POS) is due on **July 1st**, and may be valid for up to 5 years, provided that all elements are up to date. The POS must be reviewed annually and revised as appropriate to reflect any changes or updated elements. The Plan becomes effective in the school year following the adoption of the plan.

Submit a completed and signed Plan of Service **by July 1st** to:

Electronically: Kelsey.smiley@alaska.gov

Mail to: Kelsey Smiley, English Learner/Title III Program Manager
Alaska Department of Education & Early Development
801 West 10th Street, Suite 200
P.O. Box 110500, Juneau, AK 99811-0500

Please complete each item below.

1. Describe the district's educational goals for English learners. These goals must address both English language development and strategies for academic success.

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 academic goals for English Learners in KPBSD are to make interim progress on required state assessments in ELA and Math, meeting graduation targets, and making progress on benchmark assessments. Language goals are to be successful yearly in meeting the expected annual increases in the measures of interim progress for English language learners as shown through their proficiency levels on the WIDA ACCESS assessment. The district is committed to providing a program of instruction that 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 that develop each EL student's fluency in English as effectively and efficiently as possible. This will be accomplished through the analysis of assessment data (Kindergarten Screener, WIDA Online screener, ACCESS, Aimsweb Benchmark, NWEA MAP, AK Star) as well as teacher observations. EL students will receive differentiated intervention support focused on their individual areas of greatest need in the language domains.

EL intervention support will be offered in a variety of formats appropriate to the student and/or setting: differentiated classroom instruction, push-in, pull-out, small group, and/or individual (see description effective programs and activities). EL 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.

2. Describe the effective programs and activities, including language instruction educational programs (LIEPs) the district is implementing that will help English learners increase their English language proficiency and meet the challenging State academic standards. Name the language of instruction, other than English, used in each program. See Appendix B for the descriptions of LIEPs.

Early Exit Bilingual/Transitional Model:

It is recognized that the Russian communities have special needs that require a somewhat different approach to their programs of language development support. The goal of the transitional programs for Kachemak Selo, Voznesenka, and Razdolna 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 first language (Russian) 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 first 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.

EL students 1) may leave the mainstream classroom for a small part of the day to receive intervention, and/or 2) receive support within the mainstream classroom based on the intervention need and targeted deficit. The paraprofessional EL staff, interventionists and certified classroom teachers often focus on communication skills, vocabulary, and grammar with the students, and provide clarification or 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 EL students receiving differentiated support focused on their individual areas of greatest need in the language domains as indicated by ACCESS data, state content assessment data, benchmark assessments and teacher observation. 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 intervention team, teacher, and tutor. Certified teachers are strongly encouraged to work with the Federal Programs Coordinator and attend EL trainings in order to provide daily support within the classroom.



Pull-Out/Push-in English as a Second Language Model with gradual transition to a Structured English

Immersion (SEI) Model:

Because certified interventionists and paraprofessionals are utilized in the EL 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 learners in their classroom. The goal of the ESL model is to develop proficiency in English.

EL students 1) may leave the mainstream classroom for a small part of the day to receive intervention, and/or 2) receive support from certified classroom teacher or interventionist within the mainstream, English-only classroom, based on the intervention need and targeted deficit, and/or 3) a period in the school day for support based on the intervention need, course work support and targeted deficit with a certified teacher. The upper elementary, middle and high school students will have support in intervention, and classroom teachers will receive coaching and support for teaching EL students. The interventionists and certified classroom teachers often focus on communication skills, vocabulary, and grammar with the students, and provides clarification and, on occasion, translation, if needed and available. English acquisition and academic content achievement are ensured by EL students receiving differentiated support focused on their individual areas of greatest need in the language domains as indicated by ACCESS data, state content assessment data, district benchmark assessments and teacher observation. At the elementary and middle school levels, the expectation is that push-in intervention be used in preference over pull-out intervention as often as possible as determined by the Intervention team. Certified teachers are strongly encouraged to work with the Federal Programs Coordinator and attend EL trainings in order to provide daily consistent and targeted support within the classroom.

3. State the number of teachers and paraprofessionals who provide language instruction educational programs to English learners, including the qualifications and certifications of any who have ESL endorsements or credentials.

Note, if the district receives Title III-A funds, please describe how the district ensures that all teachers in any language instruction educational program for English learners that is funded under Title III-A are fluent in English and any other language used for instruction, including having written and oral communication skills (ESEA Section 3116(c)).

The district only hires certified teachers and instructional paraprofessionals who are fluent in both written and verbal English. English fluency is determined through applicants that meet high standards of qualification under Alaska regulation 4 AAC 04.220 and is also determined as well as through interview performance.

Paraprofessionals hired to support EL students will work under the direction of certified staff during their EL hours. To date, the Federal Programs Coordinator who has an ESL certification, along with approximately 19

certified interventionists and 8 paraprofessionals are working in the district's language acquisition (EL) educational programs. Each of these individuals receive training to work with English Learners, and the district offers SIOP training for all teachers, as well as embeds EL strategies in other districtwide trainings. The District Federal Programs Coordinator is a certified teacher with a Masters in Educational Leadership.

4. Describe the professional development provided for district and school personnel that serve English learners. The professional development need not be limited to teachers who teach exclusively English learners, but may be provided to all teachers who have English learners in their classrooms, to enable them to teach those English learners effectively.

Note, that providing effective professional development to teachers and school leaders of English learners is a requirement for districts who receive Title III-A funds. Regardless of the specific participants, such activities must be effective and fully meet the requirements of Section 3115(c)(2) of the ESEA.

EL staff members are currently certified teachers, who often serve as school interventionists, and paraprofessionals fluent in English working under the direct supervision and guidance of the I-team and certified classroom teachers who are responsible for the students' overall educational program. The district provides training in effective strategies for working with EL students. In addition, the staff administering the screener receive training in effective use of the WIDA screener, and EL staff receive training on effective use of this data and ACCESS data for instructional support. Educational resources are housed in the classrooms, special service rooms, school libraries, and the EL Office. EL professional development will be addressed through district in-services, collaboration with other educators, staff meetings, EL staff workshops/in-services, and ESL training provided through our district. The Federal Programs Coordinator gives individualized support/coaching to the certified classroom teachers of EL students and paraprofessionals through on-site visits. The EL office will monitor and evaluate PD offerings in the district, and strongly encourage certified teachers and administrators to attend relevant trainings that will help English Learners in their classrooms.

5. Describe the district's plan for monitoring the academic progress of former English learners after they are no longer identified as English learner after they are no longer identified.

Note, an English learner remains identified as an English learner until, as a result of testing on the annual assessment of English language proficiency, (s)he has met the exit criteria in accordance with 4 AAC 34.055 (d).

KPBSD monitors exited EL students for four years. We have a process built into PowerSchool that will alert teachers to fill out a brief questionnaire if they are having any concerns about the student and their academic success or behavioral concerns. The M1's and M2's are monitored at the end of every quarter and the M3's and M4's are monitored after the 1st and 3rd quarter through a look at assessment data and

classroom work. If a teacher has an academic or behavioral concern, the EL office is alerted, and the school may be asked to hold an intervention team meeting (comprised of the interventionist, classroom teacher, administrator, parent/guardian, and if appropriate, the student) to determine the best steps to support the student. If the team feels like this may be an English language deficit issue, they can submit a request for reconsideration back into the EL program. At this time, the Federal Programs Coordinator joins the intervention team to review data and discuss whether or not placing the student back into the EL program is needed.

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

The KPBSD is a large district with diverse schools, so evaluation occurs locally at schools and then as a whole district. Because some schools have only one or two EL students, an analysis of each student's progress is done at the school intervention team meetings. Additionally, the overall program in the district is then evaluated annually as soon as WIDA ACCESS scores are received.

Individual evaluation: The EL Office encourages all educational staff members to communicate to the Federal Programs Coordinator any concerns or suggestions regarding the educational progress of an EL student. 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 EL students (Aimswest, NWEA MAP, AK Star, ACCESS) is reviewed by the Federal Programs Coordinator, school I-team and school staff.

Overall program evaluation: In addition to the site level analysis of ACCESS scores, the Federal Programs Coordinator reviews all ACCESS data for the district to assess overall programming and help identify areas of need at various schools. The Federal Programs Coordinator also annually trains selected EL staff in the administration of English proficiency tests (WIDA online screener and Kindergarten Screener) so identification and support can be provided in a timely manner. Additionally, the Federal Programs Coordinator will assist at the mid-year interventionist training to review data with interventionists and support continuous monitoring for students.

7. Describe how the district will promote parent, family and community engagement in the education of English learners. Include the district's means of outreach to parents of English learners informing them they can be engaged in the education of their children.

The district recognizes the need to involve parents/guardians, family, and community members in the development, evaluation, and improvement of district programs. The district promotes parent and family engagement through school websites, social media, site visits, and school site-based councils. Additionally, parents and families will be informed of local and district-wide program activities, especially those directly involving the students through their individual school sites. Schools reach out to families of EL students to ensure that they are aware of engagement opportunities as each school's needs are different. The district requests parental and family input on program implementation/modifications through surveys and meetings. 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 PowerSchool student information system allows parents to monitor their child's attendance, assignments, assessment results, and grades to date from their home computer or mobile device. Each student and parent has an access code to the classroom and courses in which the child is enrolled.

8. Describe the district's procedures for annual parent notification. Notification must include the reasons for identification, the level of English proficiency, the methods of instruction to be used in the English language acquisition program, and how the program will meet the educational strengths and needs of the child. Please include a sample notification letter with your submission of this Plan of Service.

Note, for districts receiving Title III-A funds or using Title I-A funds for language instruction programs for English learners, please see Appendix C for a full list of parental notification requirements and applicable timelines.

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 local School Advisory Council meetings, Parent-Teacher conferences, Intervention Team meetings, PowerSchool, school newsletters, 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 initial Parent/Guardian Notification Letter is presented, explained, and signed during an Intervention Team meeting at the student's enrolled school where the student is invited to participate in the EL program. This meeting consists of the I-team coordinator, the student's teacher/s, and the student's parents. If the parents cannot attend in person, a phone meeting is planned, and the Parent/Guardian Notification Letter is sent home with the Request for Parent/Guardian Permission form to participate in the EL program. The notification letter describes the program as well as parental rights, including the right to visit the program and the right to deny EL services or withdraw their student from EL services via the Request for Parent/Guardian Permission form. It is important to note that during an i-team meeting, a student's overall academic progress is also addressed and current levels of academic achievement are documented in PowerSchool and copies of student progress reports are made available for parents/guardians.

Parents/guardians of existing ELs receive their student's English language proficiency scores on the annual WIDA-ACCESS test. An annual i-team meeting is conducted for existing ELs in a similar manner as newly enrolled EL students. If the parents cannot attend in person, a phone meeting is planned, and the Parent/Guardian Letter is sent home in the same fashion as the initial meeting. The i-team includes the i-team coordinator, the student's teacher/s, and parents. If available, ACCESS scores are reviewed, and plans and accommodations are made according to each student's needs.

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