



**District/LEA:** 115-115 ST. LOUIS CITY **Year:** 2025-2026

**Funding Application:** Plan - Title III EL **Version:** Initial **Status:** Returned

☒ Number

☐ Name

Select District

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

ESEA Plan Home

Print

Cancel Print Mode

## 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 District will provide instruction targeting language development and content acquisition. To accomplish this task, the District will purchase instructional materials that will promote language development and support ELL students' content acquisition. Additionally, the district will continue to purchase Ellevation, ELL data management platform, to support all district teachers working with ELLs in using language development data to inform instructional practices. The District will provide ELL professional development opportunities to ELL teachers, mainstream teachers, school leaders, and other school staff working with ELLs. Such professional development activities may include, but are not limited to SIOP, Co-Teaching for ELLs, etc. The District will also provide training materials for these professional development activities and fund extra service for the time and effort spent on professional development activities outside of scheduled work hours. To accomplish this goal, 25% of ELL Instructional Coordinator's time and effort will continue to be dedicated to ELL professional development (0.25 FTE). In addition, the District will support ELL teachers' and staff participation in regional, state, and national conferences related to English language development. The District will provide parent outreach and training opportunities to ELL parents. To accomplish this task, the District will continue to hire Bilingual Parent Specialist to lead district ELL parent meetings, develop opportunities for ELL parents to raise their awareness of US educational system, and the District in particular. The district will offer several parent engagement opportunities focusing on literacy, numeracy, and Science. These activities will bring students and parents together as they engage in learning as a family. The District will also support the Nonpublic schools with making purchases of goods that support the ELL initiatives in their individual schools.

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

The District will promote parental and community participation through its annual ELL parent and community events. Such events will include the following: ELL Parent meetings, ELL Parent Computer Literacy classes, ELL Math and Science Hour, ELL Create & Tell, and ELL Literacy Series. In addition, district's Bilingual Parent Library and Bilingual Library subscription services will strengthen literacy by providing ELL families with access to books in their first language, books in English, and bilingual books. The district will purchase books, learning materials, and supplies to support ELL parents' learning and ELL parents' engagement in learning activities with their child.

**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 purchase supplemental instructional materials that promote English language development and help ELLs increase and reach their English proficiency. The District will continue to purchase Ellevation, ELL data management platform, to support district teachers working with ELLs in using language development data to inform instructional practices. The District will collaborate with schools to identify school-specific ELL needs and develop strategies and action steps to address each of the identified needs around proficiency in English. In addition, the District will use funds to provide professional development that supports instructional practices leading to proficiency in English. The District will provide professional development focused on strengthening teachers' ability to identify growth opportunities for individual ELL students as well as student groups. In addition, such professional development opportunities will support teachers in matching students' language development needs with evidence-based instructional practices. Teachers will track students' progress and adjust instruction, as needed.

Student academic achievement;

The District will purchase supplemental instructional materials and technology that help ELLs increase academic achievement. The District will continue to purchase Ellevation, ELL data management platform, to support district teachers working with ELLs in using language development data to inform instructional practices. The District will collaborate with schools to identify school-specific ELL needs and develop strategies and action steps to address each of the identified needs around academic achievement. In addition, the District will use funds to provide professional development that supports instructional practices leading to the increase of academic achievement in the core subject areas. The District will also foster strategic clustering in classrooms taught by SIOP-trained mainstream teachers and/or mainstream teachers participating in Co-Teaching for ELLs.

**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 provide ELL professional development opportunities to ELL teachers, mainstream teachers, school leaders, and other school staff. Such professional development activities may include, but are not limited to SIOP, Co-Teaching for ELLs, etc. Multiple professional development options will be offered to account for a variety of needs and learning preferences. The District will also provide training materials for these professional development activities and fund extra service for the time and effort spent on professional development activities outside of scheduled work hours. To accomplish this goal, 25% of ELL Instructional Coordinator's time and effort will continue to be dedicated to ELL professional development (0.25FTE). In addition, the District will support ELL teachers' and staff participation in regional, state, and national conferences related to English language development.

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 provide ELL professional development opportunities to ELL teachers, mainstream teachers, school leaders, and other school staff. Such professional development activities include, but are not limited to SIOP, Co-Teaching for ELLs, etc. Such training sessions will address instructional practices, curricula implementation, and formative assessment practices. To accomplish this goal, 25% of ELL Instructional Coordinator's time and effort will continue to be dedicated to ELL professional development (0.25FTE). In addition, the District will support ELL teachers' and staff participation in regional, state, and national conferences related to English language development.

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

Both SIOP and Co-Teaching initiatives focus on increasing teachers' capacity to effectively support ELLs in increasing their language proficiency across content areas. SIOP is a research and evidence-based way to develop language and content simultaneously. The SIOP Model consists of 8 components: (1) lesson preparation, (2) building background, (3) comprehensible input, (4) strategies, (5) interaction, (6) practice and application, (7) lesson delivery, and (8) review and assessment. These components target academic language and literacy development which are prerequisites to the attainment of content standards. Co-Teaching is another research-based way to develop language and content simultaneously. The Co-teaching instructional cycle includes the following components: co-planning, co-teaching, co-assessing, and co-reflecting. During co-teaching, one or more co-teaching models can be used to facilitate learning: (1) one group where one leads and one teachers on purpose, (2) one group where two teach the same content, (3) one group where one teachers and one assesses, (4) two groups where two teach the same content, (5) two groups where one pre-teaches and one teaches alternative information, (6) two groups where one re-teaches and one teaches alternative information, and (7) multiple groups where two monitor and teach.

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)

Both SIOP and Co-Teaching initiatives are job-embedded professional development opportunities that include training sessions, classroom observations and feedback, and coaching cycles to reinforce concepts learned in training sessions and apply them in the context of the classroom. Additional support will be provided throughout the year to the three sites with newcomer programs to ensure that all teachers working with newcomers know how to implement key instructional practices (content and language objectives, linguistic supports, and academic conversations with peer interaction) to facilitate language development and content acquisition for newcomer students. Support in the implementation of key instructional practices will also be offered throughout the year to all district schools serving ELLs. Such support may be embedded during site-based professional development days, PLCs, staff meetings, observation and feedback, and coaching.

**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

Email: [william.bechtel@dese.mo.gov](mailto:william.bechtel@dese.mo.gov)

Current User: DESEPUBLIC

Improving Lives through Education

Ver. 5.199.3065