

LEP Improvement Component

Columbus City School District (043802) - Franklin County – 2014-2015

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| Plan Overview | District Improvement Component | Highly Qualified Teacher Component | Partnership Agreement Component | LEP Improvement Component |
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| Required Items [Expand All] [Collapse All] | Compliant |
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| <p>1) <input type="checkbox"/> LEP student performance data Describe an analysis of data based on LEP students' performance on the Ohio Test of English Language Acquisition (OTELA), on the Ohio Achievement Tests (OAT) and on the Ohio Graduation Tests (OGT) for the most recent two year period.</p> <p><input type="checkbox"/> G2) Improving Academic Achievement in Core Subjects Description: In the 2013-14 school year, the goal is to meet AYP in reading and math at the district level, remain in Continuous Improvement by earning at least an 80 on the performance index score, and meet state proficiency standards all five subjects on the OGT. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in core subjects. All students includes both public and non-public students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency, gifted students, pre-school and homeless students. Performance Measure: The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency, gifted, and homeless), who are at or above the proficient level in in core subject areas on the State's assessment (ESEA Section 1111(h)(1)(C)(i)), as well as the district's performance index score, and value-added summary measure.</p> <p><input type="checkbox"/> S2.15) Data Collection and Analysis Description: Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results.</p> <p style="background-color: yellow;"><input type="checkbox"/> AS2.15.2) LEP Student Performance Data Description:: AMAO #1-The percentage of students making progress in achieving English language proficiency from 2011 to 2014 was 69%, 62%, 67% and 65%, respectively. LEP students did not meet AMAO #1 for four consecutive years. AMAO #2-The percentage of students attaining English language proficiency from 2011 to 2014 was 29% (met) 26%, 28.7% (met because of rounding), and 23.9%, respectively. LEP students Met AMAO #2 two times in the last four years. In years past, the ESL department would send ODE's <i>Annual Measurable Achievement Objectives (AMAO's) For Limited English Proficient (LEP) Students</i> to ESL teachers through email; however, since 2013, the ESL Department has presented the results of the AMAO's during professional development sessions. Below is the data that was created by the ESL Department and presented to ESL teachers. (This data is available upon request) - Past performance of the district's AMAO's - OTELA performance by school -OTELA performance categorized by Reading, Writing, Speaking, and Listening for each student -Percentage of Students moving up 1 level in each of the domains: Reading, Writing, Speaking and Listening on the 2012-13 and 2013-2014 OTELA. -Percentage of Students moving up 1 level in Production or Comprehension on the 2012-13 and 2013-2014 OTELA. -Analyzed/Summarized the data and highlighted the schools that had improved the most in each of the 4 domains as well as schools that had continually high percentages of students moving up 1 level on the 2012-13 and 2013-2014 OTELA. The teachers that had the best student increases (according to domain) have been identified and will present strategies and lessons that they use for their ESL students. -We loaded the data and summary analysis onto the ESL website so schools could see the performance of the ESL students at their buildings. AMO #3-For the past 4 years, LEP students did not pass the state academic assessments and/or schools did not Achieve Adequate Yearly Progress except in the area of participation. The ESL Department has expanded the support given to content/elementary teachers who are working with ESL students. The ESL Department provides customized PD's by going to schools and presenting to staff. In addition, the ESL Department has invited content/general ed. teachers to attend PD'S at the ESL Service Center. The ESL Department has also begun to present the new ELP Standards as well as the ELPA21 to both ESL teachers as well as general ed./content teachers. These new language standards are designed to connect language with content standards and will help create continuity between the ESL and the content classrooms.</p> | <p><input checked="" type="checkbox"/></p> |
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2)

G Factors that prevented the district from achieving the Annual Measureable Achievement Objectives (AMAO)
Describe factors that contributed to failure to meet one or more of the following AMAO targets: AMAO #1: Percentage of LEP students making progress in achieving English language proficiency as measured by the administration of OTELA; AMAO #2: Percentage of LEP students attaining English language proficiency (meeting Ohio's criteria for exiting the LEP program); AMAO #3: LEP student subgroup making Adequate Yearly Progress (AYP) targets in reading and mathematics.

G 2) Improving Academic Achievement in Core Subjects

Description:

In the 2013-14 school year, the goal is to meet AYP in reading and math at the district level, remain in Continuous Improvement by earning at least an 80 on the performance index score, and meet state proficiency standards all five subjects on the OGT. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in core subjects. All students includes both public and non-public students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency, gifted students, pre-school and homeless students.

Performance Measure:

The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency, gifted, and homeless), who are at or above the proficient level in in core subject areas on the State's assessment (ESEA Section 1111(h)(1)(C)(i)), as well as the district's performance index score, and value-added summary measure.

S 2.3) Prof Develop - Understand Student Needs

Description:

Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

AS 2.3.2) Factors that prevented the district from achieving the AMAOs

Description:

Columbus City Schools continuously receives large numbers of Pre-functional and Beginner English level newcomers (many coming from countries with political or economic strife) and losing students who have been in our district for a few years to the suburbs and to charter schools, as families move up economically. Therefore, with the target percentages rising each year, it is very difficult to meet the AMAO's, especially the third.

Addressing AMAO#1: Over the past few years, we have been receiving more and more students who have recently migrated to the US from refugee camps, which in many instances negatively impacts how quickly students move up one full level on the OTELA. **Overcrowding at Columbus Global Academy:** Many of these students have been attending the Columbus Global Academy, which has become overcrowded. This non-compliance issue is being addressed by creating ESL Sheltered Sites in several schools and returning the Columbus Global Academy to program status. Higher-level LEP students will be transitioning from Columbus Global to other schools in the district beginning SY 2015-2016. Only newcomer Pre-functional level students will be able to enroll into CGA. The district will strive for a 20:1 student teacher ratio. After two years at the CGA, students must transition to a sheltered site or another district school. Enough space will be open at the beginning of each school year so that at least 50 new Pre-functional students coming into our district after the school year begins can enroll into Columbus Global Academy. CGA staff will be trained in *SIOP* strategies and the *Quality Review Rubrics*.

Strategies for Moving Students up on OTELA More Quickly: ESL teachers attended a meeting in the fall of 2014 to analyze OTELA scores and will be receiving more training this spring so that they can incorporate OTELA-type activities into their lessons. Many of these activities/ strategies will come from the buildings that had the most success on the OTELA. For General Ed teachers who work with LEP students, the ESL department will provide SIOP training for content area teachers, and several on-line PDs that will teach research-based LEP strategies.

Addressing AMAO#2: Secondary LEP students may not take OTELA seriously enough and may even intentionally do poorly to retain LEP status in order to receive accommodations for OGT or to remain in ESL classes. Apparent point decreases on OTELA occur mostly at the high school level. So, we are providing support for teachers to motivate students to do their best on state tests, and ensure students know that if they test out of ESL, language will not inhibit them from passing the OGT. This was addressed in OTELA meetings this fall, 2014. Another factor for not meeting the AMAO's has been the large percentage of LEP students who are also special ed. **Addressing AMAO#3:** Many LEP students fail to pass state academic assessments, due to their limited English skills. The OAA and OGT tests have also become more difficult, as PARCC type questions have been added to them. District-wide professional development includes research-based strategies for working with LEP students. Building Principals will include on-line trainings from the ESL department into their building's PD plan each school year. The ESL Department will provide SIOP training to content area teachers. Also, at the middle and high schools, there is a need for growth in knowledge of the reading process and literacy framework. Leveled Literacy Intervention has been expanded to our middle and high school buildings with ESL Units, as well as to the new Sheltered Sites.

ESL-Career Center Initiative: In order to help retain older LEP students in our district, and to better prepare them for post-graduation, the ESL department actively pursues ELL student enrollment into the career center. This school year 2014-2015, 96 LEP students are attending the career centers, and receive help from instructional

assistants.

3)

 Scientifically-based research instructional strategies for English language acquisition

Describe specific strategies that the district will use to improve LEP students' English language acquisition. If the district failed to meet AMAO#1 and/or AMAO #2, review the current LEP program design and determine where improvements can be made, indicating a timeline and person(s) responsible.

 2) Improving Academic Achievement in Core Subjects

Description:

In the 2013-14 school year, the goal is to meet AYP in reading and math at the district level, remain in Continuous Improvement by earning at least an 80 on the performance index score, and meet state proficiency standards all five subjects on the OGT. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in core subjects. All students includes both public and non-public students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency, gifted students, pre-school and homeless students.

Performance Measure:

The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency, gifted, and homeless), who are at or above the proficient level in in core subject areas on the State's assessment (ESEA Section 1111(h)(1)(C)(i)), as well as the district's performance index score, and value-added summary measure.

 2.1) Prevention/Intervention in core academic subjects.

Description:

Provide tutoring and other focused supplemental supports for children most at-risk (including LEP and SWD) in reading/language arts, mathematics, and science. This includes providing tutoring services with part-time hourly certificated teachers to students identified through data collected at the school site (either DIBELS or Scholastic Reading Inventory (SRI)) that are far below grade level expectations in reading. The instruction at the elementary level is a combination of Heinemann's Level Literacy Intervention and intervention materials aligned with the core reading program. The program at the middle and high school level is Scholastic's Read180. Both are research-based and have been effective in the district. Other opportunities include after-school, before school, and summer learning programs to extend the educational time for CCS students.

 2.1.5) Intervention strategies/resources for students with disabilities and Limited English Proficient students.

Description:

Individual English Learner Plans (ELP): All school buildings will receive a spread sheet listing their LEP students' names, OTELA levels, OAA/OGT Reading information and a form code. The form code is linked to a corresponding document on the ESL department webpage. These documents list appropriate classroom modifications and testing accommodations for students at each level. School staff will use this information to help them provide appropriate assistance to their LEPs. **ESL Support Teams:** ESL support teams were set up again this year in schools that have ESL students but no ESL teacher. These teams are monitoring LEP students to ensure they are receiving appropriate instruction. The ESL Support Teams consist of building personnel such as the counselor, general ed teachers, the librarian, the principal, etc. The ESL Curriculum Coaches provided training in October 2014, and the support teams' ELL Plans were due to the ESL department office in November 2014. The ESL department will continue to counsel the support teams. The ESL Curriculum Coaches are providing training this school year for working with ELLs to buildings where needed. **ESL Handbook:** Since not all of the districts' LEP students attend buildings that have ESL personnel, the ESL department has ensured that a printed copy of the CCS ESL Handbook was placed in the main office, library or teachers' lounge of each school building. The handbook will be revised and more resources will be added. The updated copy will be available on-line and an email to all CCS staff will be sent out with a link to the updated copy. **SIOP and other research based LEP strategies:** The ESL department will provide a series of SIOP trainings for content areas held at the ESL Service Center. This will be a Trainer of Trainers model. All buildings will be invited to send point people for each of the content areas. The ESL Curriculum Coaches were trained by the ODE sponsored CAL's SIOP Trainer of Trainers. From that training, the Coaches will create an on-line professional development full of "Best Practices" to support all teachers who instruct English Language Learners. The training will be available on Blackboard and on the ESL Department's website as well. A notice will go out to all CCS staff through school email. To ensure that CCS employees are aware of ESL PDs occurring, all of our trainings are posted on the district's ESL Webpage calendar and on the district's PD Planner. Beginning the 2015-2016 school year, the district will mandate all buildings with ESL students to incorporate training for ESL strategies into their yearly PD plan. **ESL Writing Initiative:** This year, we have continued with our ESL Writing Initiative. The ESL Department offered a series of Writing Workshops. Both ESL and general ed. teachers attended. Dr. Jackie Comeaux from Pearson presented on the writing process and PARCC.

4)

 Scientifically-based research instructional strategies for reading and mathematics

Describe specific strategies that the district will use to improve LEP students' academic achievement in reading and mathematics. If the district failed to meet AMAO #3, review the current LEP program design and determine where improvements can be made, indicating a timeline and person(s) responsible. Refer to LEP-related goals and strategies in the district's overall improvement plan.

G2) Improving Academic Achievement in Core Subjects

Description:

In the 2013-14 school year, the goal is to meet AYP in reading and math at the district level, remain in Continuous Improvement by earning at least an 80 on the performance index score, and meet state proficiency standards all five subjects on the OGT. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in core subjects. All students includes both public and non-public students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency, gifted students, pre-school and homeless students.

Performance Measure:

The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency, gifted, and homeless), who are at or above the proficient level in in core subject areas on the State's assessment (ESEA Section 1111(h)(1)(C)(i)), as well as the district's performance index score, and value-added summary measure.

S2.1) Prevention/Intervention in core academic subjects.

Description:

Provide tutoring and other focused supplemental supports for children most at-risk (including LEP and SWD) in reading/language arts, mathematics, and science. This includes providing tutoring services with part-time hourly certificated teachers to students identified through data collected at the school site (either DIBELS or Scholastic Reading Inventory (SRI)) that are far below grade level expectations in reading. The instruction at the elementary level is a combination of Heinemann's Level Literacy Intervention and intervention materials aligned with the core reading program. The program at the middle and high school level is Scholastic's Read180. Both are research-based and have been effective in the district. Other opportunities include after-school, before school, and summer learning programs to extend the educational time for CCS students.

AS 2.1.7) Scientifically-based research instructional strategies for English language acquisition, reading, and math for LEP students

Description:

The Columbus City Schools ESL department has adopted research-based intervention programs to help us meet the AMO's for LEP Reading and Math. **Strategies to Improve Reading: Leveled Literacy Intervention Kits:** ESL students, in most elementary and middle schools with ESL units and at the Sheltered Sites, who are not On-Track for are pulled by the ESL Teachers and/or Bilingual Instructional Assistants to receive reading intervention, using the Leveled Literacy Intervention Kits from Fountas and Pinnell. ESL staff who received the kits are provided on-going training through district and ESL LLI tutors. Monitoring of the LLI groups takes place throughout the year by the principals and the ESL Curriculum Coaches. Data will continue to be collected and analyzed. **Reading Support for General Ed Teachers:** The ESL department lends adapted textbooks from Access and AGS to general ed teachers for middle and high school LEP students who are at the Pre-functional or Beginner level. The ESL Curriculum Coaches also continue to provide professional development out in the school buildings. Most of these PDs are on the following topics: Improving Reading for Struggling Students, Preparing Struggling Students for the PARCC, and Scaffolding & Differentiation. **Strategies to Improve Math: ST Math:** The ESL Department was able to secure a 5-year license for ST Math through a grant written by a consortium of school districts (the Straight A Fund); every CCS school with an ESL unit has access to the program during that time. ST Math, or Spatial-Temporal Math, is a web-based, instructional computer program that supplements every learning objective in every grade of the Common Core with research-based games and puzzles. Students of any language proficiency are able to master mathematical concepts because the program takes a visual-first approach and uses strategically-designed, animated feedback to correct mistakes and solidify correct thinking. The department was also able to provide Chromebooks and laptop carts to the schools implementing the program, as well as multiple professional developments for staff regarding both the utilization of the program and the inclusion of math literacy strategies. **Additional math intervention** staff has been provided to schools with high numbers of ESL students where LEP Math OAA/OGT scores are exceptionally low; these teachers and assistants work strictly with small groups of ELLs on math and have been provided with special manipulatives and additional PDs on math instruction.

5)

R Research-based professional development

Describe professional development activities, based on scientifically-based research, of sufficient intensity and duration that will have a positive effect and long-term impact on teachers and administrators in acquiring the knowledge and skills necessary to improve the educational program for LEP students. Refer to district's current overall professional development plan and determine where improvements can be made. Indicate a timeline and person(s) responsible.

G2) Improving Academic Achievement in Core Subjects

Description:

In the 2013-14 school year, the goal is to meet AYP in reading and math at the district level, remain in Continuous Improvement by earning at least an 80 on the performance index score, and meet state proficiency standards all five subjects on the OGT. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in core subjects. All students includes both public and non-public students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency, gifted

students, pre-school and homeless students.

Performance Measure:

The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disabilities, students with limited English proficiency, gifted, and homeless), who are at or above the proficient level in in core subject areas on the State's assessment (ESEA Section 1111(h)(1)(C)(i)), as well as the district's performance index score, and value-added summary measure.

S2.17) High quality professional development of instructional staff

Description:

High quality professional development of instructional staff is based on data analysis of state, district, national, and other assessments to determine the areas that need to be addressed for the majority of students in the district. The main focus of our PD is on increasing literacy through intervention for our struggling students. PD is held at the district level, school site, and with small groups of teachers based on what method of delivery fits with the topic being discussed. The sessions are ongoing, with follow-up in the classroom and through future PD sessions to share results of implementation of the strategy or technique that was studied. Areas targeted are math, science, reading/language arts, and social studies. Administrators, educators, and bilingual assistants will be offered training by the ESL department in Language Acquisition, Cultural Awareness, ELL Instructional Strategies, Response to Intervention (RTI), Reading Strategies for English Language Learners, and Math Literacy Strategies.

AS2.17.1) High quality professional development of instructional staff

Description:

District-wide professional development calendar (CIMS) will include special sessions focusing on literacy and content instructional strategies for meeting the academic and linguistic needs of ELLs in both content and ESL classrooms. District will have multiple avenues for delivering professional development for staff including onsite and online opportunities. To ensure that CCS employees are aware of ESL PDs occurring, all of our trainings are posted on the district's ESL Webpage calendar and on the CIMS PD Planner. Our PD offerings include: (1) **On-line training of ESL Basics (from Master Teacher) is currently being offered to all Columbus City Schools staff**; All Teachers can gain insight and strategies for working with Limited English Proficient students. This course is available for a graduate credit from Ashland University. (2) **A Series of SIOP Professional Development for Content Areas will be provided this spring, summer & SY 2015-16 at the ESL Service Center**; This will be a *Trainer of Trainers* model. All buildings will be invited to send point people for each of the content areas. It is mandatory for Columbus Global Academy and the Sheltered Sites to send at least 3 people to these trainings who will go back to train their buildings. (3) **On-line training of "Best Practices" from the SIOP Trainer of Trainers Professional Development will be available this April to all CCS principals, teachers and assistants**; The ESL Curriculum Coaches will create an on-line professional development full of "Best Practices" to support **all teachers** who instruct English Language Learners. The training will be available on Blackboard and on the ESL Department's website as well. A notice will go out to all CCS staff through school email. (4) **Beginning the 2015-2016 school year, the district will mandate all buildings with ESL students to incorporate training for ESL strategies into their yearly PD plan**; An official announcement will be sent out by the district explaining what principals must include in their PD in order to be in compliance with ODE. Principals will have on-line as well as in-person training options. The incorporation of ESL PD into each building's PD yearly plan will be monitored by the ESL Department. (5) **Orientation and trainings for long-term subs and new Bilingual Instructional Assistants will be provided at the ESL Service Center**; New staff/subs will be given information about the resources the ESL department offers and basic strategies for working with LEP students. **For Columbus Global Academy**: Columbus Global will be expected to send several people to the SIOP trainings that the ESL Department will hold. Also, the district will create an allocation for a new TOSA (teacher on special assignment) who will work directly with CGA and the Sheltered Sites to advise the administration on the organization of their program and provide ongoing professional development for CGA teachers and the Sheltered Site staff on ELL literacy instruction strategies and on incorporating the Ohio Quality Review Rubric methods into lessons. Long-term subs working in LEP classes will be expected to view on-line ESL PDs provided by the ESL department, work with the TOSA, and attend trainings from the ESL department.

6) **P** Parent involvement and outreach

Describe parent involvement and outreach activities that will promote greater participation of parents of LEP students in their children's education. Review the current effective parent involvement activities and determine where improvements can be made, indicating a timeline and person(s) responsible. Refer to effective parent involvement goals and strategies in the district's overall improvement plan.

G2) Improving Academic Achievement in Core Subjects

Description:

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S2.20) Promote effective parental involvement

Description:

Effective parental involvement is promoted at the building and district level. There are district-wide meetings with parent liaisons and parent consultants representing all buildings in the district. These meetings occur on a quarterly basis. The parents are given information on current practices and policies that affect their child's education. They are given instruction that will help them work with their children to improve academic achievement in reading and mathematics along with nutrition and health. The parent liaisons are expected to carry back to their respective schools the information learned from the district-wide meetings. In addition, they are expected to work with other parents at their schools to get them involved at the building level by serving on committees such as the School Leadership Team. The district has outreach programs for the families of our homeless students. Family Services, a part of the ESL Program, helps parents of LEP students communicate effectively with school personnel.

AS2.20.2) Parent Involvement at School Level

Description:

The district and Title I funded schools will spend part of their allocation on parent involvement activities that include meetings led by parent consultants, participation on the school improvement planning committee (ASIP), and participation on school climate committees. **Call Center and Translations:** The ESL Program office will continue to assist in document translation (i.e. Whose IDEA Is This in 12 languages) and providing interpreters for all types of parent meetings (i.e. IEPs, IATs, and parent-teacher conferences). The ESL Call Center services all district schools and personnel with immediate over the phone interpreting services for Spanish, Nepali, Arabic and Somali. The online translation request form is still available for buildings requesting on-site interpretations and translations of documents. Our new LEP brochure *ESL in Columbus City Schools*, which explains the procedures of entering the program all the way through exiting it, will be translated into our top languages. Documents that we are not able to translate will be sent to a translating agency. **CCS Parent and Community Involvement:** The ESL Office meets with our newest ESL community groups to communicate the importance of family involvement in education, and familiarize them with Columbus City Schools and the services offered. Mid-year 2014-2015, the transition team hosted a meeting for all community leaders, followed by a question and answer session, of upcoming changes to Columbus Global Academy and new sheltered sites opening at West, Whetstone, Beechcroft and Independence HS, since many parents expressed a need for their children to have interaction with native English speaking peers. ESL staff will hold meetings with parents (interpreters provided) to discuss their children's OTELA levels, OAA/OGT Reading scores, new state assessments, and school choice lottery information. Help to fill out the lottery and school choice forms will be offered after students are provided tours of the schools. Meetings with the Parent Consultants are also held yearly to discuss specific district and school programs/services that can benefit LEP students, families, and the schools. **Parent Literacy Program:** Our Parent Literacy Program continues to teach parents basic English, in order to assist their children with school work and to better communicate with school personnel, assistance in resume writing, filling out applications, enrolling in college, and searching for jobs. **ESL Health Clinic:** Any unmet health concerns are addressed as families visit the ESL Health Clinic located at Central Enrollment. Students can get the TB test done here, shot records are reviewed. Resources are provided to parents for health services in Columbus. **Other Services ESL Provides:** ESL Department Staff attends Career Center Orientation Night, HS/MS Fairs, Family Literacy & Numeracy Academy, PTA meetings and parent-teacher conferences at buildings with high concentrations of LEP students. They assist with ESL PD offerings throughout the district. They relay information about cultural, educational, tutorial, and needs-based programs geared for ESL families. Input from families, teachers, and counselors is considered for needed improvements to the ESL program services. **The ESL OGT, College & Career Readiness Program:** This program is for students who have finished all of the required course work for graduation, but have not passed all 5 parts of the OGT. Additional guidance is provided to students while college and career options are explored.