

BUREAU OF STUDENT ACHIEVEMENT THROUGH LANGUAGE ACQUISITION (SALA)

**Title III, Part A, English Language Acquisition, Language Enhancement and Academic Achievement Act**

**Bureau / Office**

Student Achievement through Language Acquisition/K-12 Public Schools

**Program Name**

Supplementary Instructional Support for English Language Learners (ELLs).

**Purpose/Priorities**

To improve the educational achievement of ELLs by increasing their English language proficiency and ability to meet the same challenging State academic content and student academic standards as all children are expected to meet.

**Supplementary Instructional Services to Increase English Proficiency of ELLs**

Identify the district goals, objectives, and strategies for increasing the English proficiency of ELLs by the end of the 2014-2015 school year. **Goals/objectives must include the most current data from the administration of the Comprehensive English Language Learning Assessment (CELLA).**

**AMAO1--- Making Progress Performance Indicator:** The percentage of K-12 students making gains (moving up a proficiency level[s]) or proficient in each of CELLA's four domains. Applications should include the most recent data by domain: Listening, Speaking, Writing, and Reading.

**AMAO2--- Language Proficiency Performance Indicator:** The percentage of ELLs, determined by cohort, who have attained English proficiency by the end of the school year.

**Instructional Services to Increase the Academic Achievement of Current and Former ELLs**

AMAO 3 (called AMO in the ESEA flexibility waiver) Content Achievement Performance indicator for Reading and Mathematics: All students will become proficient in Reading and Mathematics. Although science is not part of AMAO 3, it is included in this section as an important part of ELL achievement.

**Increasing Supplemental Professional Development**

This application must include supplementary professional development activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe the professional development activities the LEA will conduct to address the issues identified in the needs assessment and to increase student achievement and language acquisition.

**Increasing Parental and Community Participation in the Educational Experience of ELLs**

Describe the parent involvement activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe the major parent involvement activities the LEA will conduct to address the issues identified in the needs assessment and increase student achievement and language acquisition.

**Collaborative Partners**

Identify federal/state/local and community-based collaborative partners.

**Accountability for Schools with English Language Learners**

Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives outlined in this proposal in terms of increasing the English proficiency of current ELLs, and the academic achievement of all current and former ELLs.

**Dissemination/Marketing**

Describe the LEA's dissemination and marketing plan for communicating and advocating the activities and programs addressed in this application to schools and stakeholders. The description should include how the LEA will ensure that all school-to-home communication will be in the parents'/guardians' home language unless clearly not feasible.

**Reporting Outcomes**

Each applicant is required to describe the methods that will be used to report student and program outcomes resulting from projects funded through this application to parents and other district and school stakeholders.