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| Section II Checklist |
| **EACH LOCAL DISTRICT THAT DOESN’T RECEIVE TITLE III MUST USE THIS PLAN TEMPLATE** |
| 1. **Required Theory and Goals** |
| The LEA’s educational **theory and goals** for its program of services – **to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)** |
| **B. IDENTIFICATION AND PLACEMENT PROCEDURES** |
| 1) Include the LEA’s procedures for **identifying members for the EL Advisory Committee**. |
| 2) Include the LEA’s **methods for identifying, placing, and assessing** the students to be included in the English language instruction educational program. The following components must be explained in the plan.   * Home Language Survey * WIDA Online Screener * WIDA-ACCESS Placement Test (W-APT) for Kindergarten * WIDA Measure of Developing English Language (MODEL) for Kindergarten * ACCESS for ELLs 2.0® |
| 3) Include the **method and procedures for exiting students from the English Language Instruction Educational program (LIEP) and for monitoring their progress** for a period of at least four years (*new in ESSA*), and at a minimum, follow SDE exiting requirements for ELs. All school personnel should be aware of the State established exit criteria of a composite score of 4.8 on the ACCESS for ELLs 2.0® English language proficiency test. |
| **C. PROGRAMS AND INSTRUCTION** |
| 1) Describe the programs and activities that will be **developed, implemented, and administered to ensure** that ELs acquire academic language as part of the core LIEP.   * Process the system uses to conduct a comprehensive needs assessment * Rationale for selecting the particular EL program/s and how they are evidence-based |
| 2) Describe how language instruction educational programs will **ensure** that ELs develop English proficiency:   * How data is used to improve the rate of language acquisition for ELs * How the LEA supports each school with respect to continuous improvement practices and specific professional development * How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum |
| 3) Describe the **grading and retention** policy and procedures. NOTE: ELs cannot fail or be retained if language is the barrier. |
| 4) Include details on the **specific staffing and other resources** to be provided to English learners under the LIEP in the district. ESL staff should be qualified with academic preparation in English-as-a-second-language, e.g. as documented in the 1991 Office of Civil Rights (OCR) Memorandum.   * Qualified personnel (state certification and/or ESL licensure) * ESL staff development * Content teacher and administrator staff development |
| 5) Describe how the LEA will **collect and submit data** in accordance with SDE requirements.   * How schools are trained to use the state system/database to code ELs and enter reliable and accurate data |
| 6) Include the LEA’s method for **evaluating the effectiveness of its program** for English learners   * LEA engagement in the continuous improvement cycle * In relation to English proficiency ad challenging state academic standards |
| 7) Include LEA’s **method of identification and referral of ELs for special services (including Gifted Ed)** Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language. |
| **D. ASSESSMENT AND ACCOUNTABILITY** |
| 1) Describe how the LEA will encourage and hold schools accountable for **annually** **measuring the English proficiency** of ELs and for participating in the state-administered testing program.   * Including coordination with the LEA Test Coordinator/Director * Including communication of assessment and accountability requirements to schools |
| 2) Describe how the LEA will **hold schools accountable** for meeting proficiency and long term goals.   * Monitoring and evaluating school engagement with continuous improvement plan |
| **E. PARENT, FAMILY, AND COMMUNITY ENGAGEMENT** |
| 1. Describe how the LEA will inform EL **parents using information and notification** in the following format:   According to current federal requirements, LEAs must, not later than 30 days after the beginning of the school year, provide notification to parents related to….   1. The reasons for the identification. 2. The child’s level of English proficiency.    1. How such level was assessed.    2. The status of the child’s academic achievement. 3. The method of instruction used in the program. 4. How the program will meet the educational strengths and needs of the child. 5. How the program will specifically help their child learn English and meet  age-appropriate academic achievement standards for grade promotion and graduation. 6. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school. 7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child. 8. Information pertaining to parental rights that includes written guidance detailing: 9. The right of the parents to have their child immediately removed from supplemental Title III programs upon request. (IF APPLICABLE) 10. The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available. (IF APPLICABLE) 11. The various programs and methods of instruction if more than one program or method is offered by the eligible entity. |

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| **LEA Template** |
| **LEA COMPREHENSIVE ENGLISH LEARNER**  **DISTRICT PLAN TEMPLATE** |
| **Section A: Theory and Goals** |
| The LEA’s educational **theory and goals** for its program of services – **to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)** |
| **Section B: Identification and Placement Procedures** |
| 1. Procedures for identifying the EL Advisory Committee |
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| 1. Methods for identification, placement, and assessment |
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| 1. Methods and procedures for exiting students from the LIEP and for monitoring progress |
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| **Section C: Programs and Instruction** |
| 1. Programs and activities that will be developed, implemented, and administered to ensure ELs acquire academic language as part of the core LIEP |
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| 1. How the LIEP will ensure that ELs develop English proficiency |
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| 1. Grading and retention policy and procedures |
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| 1. Specific staffing and other resources to be provided to ELs through the program |
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| 1. Method for collecting and submitting data |
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| 1. Method for evaluating the effectiveness of the program |
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| 1. Method of identification and referral of ELs to the Special Services Program including Gifted Ed |
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| **Section D: Assessment and Accountability** |
| 1. Method for holding schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program |
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| 1. Method for holding schools accountable for meeting proficiency in academic achievement |
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| **Section E: Parent, Family, and Community Involvement** |
| 1. Methods for promoting parent involvement activities to help improve student achievement |
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| 1. Methods (in a language they can understand) for notification requirements for ELs students regarding  * EL identification, placement, exit, and monitoring |