**EL Plan Template for SD Use**

District #: Date:

The bolded are changes and/or additional information requested. If, as a district in a consortium, a question does not pertain to the district, just respond with NA. If there is no response to a question, it could result in a ‘mark down’. Also included, you will find at the bottom of this document the Signature Page, Title III Assurances, and EL Plan Participants List. All of which are required to be submitted along with the EL Plan.

**Section 1: District Demographics**

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| **Question #** |  |
| 1 | The size of the district, including number of schools.  Response |
| 2 | The enrollment of the district, please include the data date (i.e., spring membership).  Response |
| 3 | The district’s ethnic diversity (could be percent or number).  Response |
| 4 | **The number of different languages represent in your EL population (a chart by language and number of speakers is recommended).**  Response |
| 5 | The number and percentage of EL students enrolled in district (could include number per school).  Response |
| 6 | The number of ELSWDs (have an IEP) – provide this information by primary disability. Include number of ELs with a 504 Plan.  Response |
| 7 | The number of ELs enrolled in the Talented and Gifted program.  Response |
| 8 | A list of the schools, identified by Title I-A Targeted Assisted, Title I School-Wide, **Alternative Programs, Charter schools, CTE, etc.** (districts could choose buildings with specific programs for ELs (i.e., bilingual, two-way, etc.).  Response |

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| **District progress for ELs**  **(Districts can choose to put this information in a table)** | |
| 9 | **The number and percentage of ELs showing growth on ELPA21 from 2015-16 to 2016-17 (disaggregate by all ELs, ELSWD, and ELs identified for 5 or more years).**  Response |
| 10 | **The number and percentage of ELs exiting as proficient in 2016-17 (disaggregate by all ELs, ELSWD).**  Response |
| 11 | The number of students in monitoring year 1 status.  Response |
| 12 | The number of students in monitoring year 2 status.  Response |
| 13 | **The number of students in monitoring year 3 status.**  Response |
| 14 | **The number of students in monitoring year 4 status.**  Response |
| 15 | **The number of former ELs (not in current EL or monitoring status).**  Response |
| 16 | The number of students who have re-entered the ELD program after exiting for proficiency.  Response |
| 17 | **The number and percentage of monitored students meeting/ exceeding state academic assessments for each of the four years of monitoring (disaggregated by each year of monitoring for all monitored students and for ELSWDs in monitor status).**  Response |
| 18 | **The number and percentage of ELs who have not reached English proficiency having been identified for 5 years or more year (disaggregated by all ELs and ELSWD for each year 5, 6, 7, 8, 9, etc.).**  Response |
| 19 | **The number and percentage of the district ELs who have a waiver for ELD services.**  Response |

**Section 2: School District Information on Program Goals (OCR Step 1)**

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| **Question #** |  |
| 20 | Describe the district’s educational approach(es) (ELD, Bilingual, etc.) for educating ELs. Include a description for each educational approach used within the district. **This information could be placed in a chart listing each school and the educational approach(es) for English language acquisition and core content.**  Response |
| 21 | Include the relevant research that supports the **each of the** district’s educational approach(es) for educating ELs. (NOTE: only citation for research is needed)  Response |
| 22 | Describe the district’s educational goal for English language proficiency. **Please ensure this is a SMART goal that it includes annual language proficiency expectations for each specific EL group of students enrolled in the school (elementary, secondary, SIFE, ELSWD, Recent Arrivers – elementary, Recent Arrivers – secondary).**  Response |
| 23 | Describe the district’s educational goal for core content knowledge. **Please break this down into elementary and secondary SMART goals specific to ELs enrolled in the district.**  Response |
| 24 | Describe how the district will measure the effectiveness of the program based on the goals stated in 22. What specific measure(s) will be used to determine the effectiveness of English language proficiency? **This could include district formative assessments.**  Response |
| 25 | Describe how the district will measure the effectiveness of the program based on the goals stated in 23. What measure(s) will be used to determine the effectiveness of the core content knowledge goal? **This could include district progress monitoring assessments.**  Response |
| 26 | Describe the frequency the district will progress monitor the established goals.  Response |
| 27 | Describe how these goals compare to the district’s educational goals for non-EL students. Be specific to include all EL groups of students enrolled in the district.  Response |
| 28 | Describe how these goals will prepare ELs to meet the district goals for its overall educational program, graduation, and the college/career ready standards.  Response |

**Section 3: Identification of Potential English Learners (OCR steps 2 and 3)**

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| **Question #** |  |
| 29 | Describe the district’s procedure which includes a step to administer the Language Use Survey to all students. **Include the school year the district will begin using the state-approved Language Use Survey.**  Response |
| 30 | Describe the district’s procedure to include a timeline for each step or the identification process and the name/title of the person responsible for each step.  Response |
| 31 | Describe the district’s procedure to include a process to identify Native American students who may be ELs.  Response |
| 32 | **Describe the district’s procedure for identifying potential ELs with a disability (i.e., interpreter, special education, refugee, etc.).**  Response |
| 33 | Describe the district’s plan using one of the State’s approved assessments for identifying ELs; include what sections are used to ensure all domains of the English language are assessed. **Include the agreement to use the state approved fluency scores at each grade level.**  Response |
| 34 | Describe the district’s plan for having students assessed by a trained assessor.  Response |
| 35 | Describe the district’s plan to include the procedures for collecting the assessment data, **and** sharing the results with teachers.  Response |
| 36 | Describe the district’s plan to include a description of where and how the assessment data will be stored.  Response |
| 37 | Describe the district’s plan to include a timeline, person responsible, and template for the required parent notification letters for eligibility as an EL or initially fluent students  Response |
| 38 | Include the process for ensuring parent notification letters are provided in a language parents can understand.  Response |
| 39 | **Describe where the original language use survey, identification screener results, and original parent identification communication will be stored.**  Response |

**Section 4: Program of Service for English Learners (OCR Step 4)**

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| **Question #** |  |
| 40 | Describe the district program of services for ELs. Include how and where the services will be provided and by whom for each program of language instruction available to ELs in the district. **Consider putting this information in a chart – by school, grade, grade level; include all EL programs for all groups of ELs (SIFE, Recent Arriver, ELSWD, etc.).**  Response |
| 41 | Describe the methods and services the district will use to teach English language.  **Break this out by each different English language program.**  Response |
| 42 | Describe the methods and services the district will use to ensure that ELs can meaningfully participate in core instruction and special programs (music, career, technical, etc.). **Include all groups of ELs (SIFE, Recent Arrivers, ELSWD, etc.).**  Response |
| 43 | Describe the professional development support for core content teachers that ensure ELs’ ability to participate meaningfully in core instruction. **Include how the district will measure the effectiveness of this professional development.**  Response |
| 44 | Describe the standards and/or criteria the district uses to determine the amount and type of language development services provided. Include the process to determine the appropriate amount and type of services.  **Include how the district will measure the effectiveness of these services.**  Response |
| 45 | **Describe the district’s plan to address the language and content needs for each of the following groups of students: ELSWD – with significant cognitive disabilities, ELSWD – emotional disability, ELSWD – behavioral disability, ELSWD – deaf/hard of hearing, ELSWD – blind/vision impaired, Recent Arriver/SIFE. Include the program options, how the district will determine the program for both elementary and secondary students. Consider making a chart. Ensure the program of service both EL and access to content includes a plan for timely graduation.**  Response |

**Section 5: Staffing and Resources (OCR section 5)**

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| **Question #** |  |
| 46 | Describe the number and categories of instructional staff implementing the district’s language development program. This information could be included in a chart – name of school, program, number and type of staff (include all programs that support ELs).  Response |
| 47 | Describe the qualifications used by the district to assign instructional staff to the district’s language development program (include teacher, instructional assistant, etc.). Include how the instructional staff meets the requirements of Oregon’s OARs.  Response |
| 48 | Describe what methods and criteria the district will use to determine the qualifications of instructional staff assigned to the language development program.  Response |
| 49 | Describe the contingency plan for addressing staffing issues for the EL program (**include all specialize programs supporting ELs).** Include a plan for training, a schedule of training, a plan for recruiting qualified staff, and a schedule to have qualified staff in place.  Response |
| 50 | Describe the district’s selected core ELP instructional materials and supplies available for the district’s language development program.  Response |
| 51 | Describe the district’s plan for regular and on-going review of district ELP materials and the timeline associated with the review. **Include all instructional materials for all programs supporting ELs.**  Response |
| 52 | Describe the district’s contingency plan when the district does not currently have the core ELP instructional materials, resources, and supplies necessary to implement the district language development program(s) and the plan for obtaining necessary items.  Response |

**Section 6: Transition from English Language Development Program (OCR step 6)**

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| **Question #** |  |
| 53 | Describe the district’s criteria used to determine that an EL is proficient. I**nclude any special considerations used for ELSWD students, SIFE students, Recently Arrived ELs, etc.**  Response |
| 54 | **Describe the district’s procedure for promoting ELs who did not score Proficient on ELPA21, and the procedure for those ELs that the district does not have an ELPA21 score. Include considerations for ELSWD, SIFE, and Recently Arrived ELs.**  Response |
| 55 | Describe the staff responsible and their role in the exiting process.  Response |
| 56 | Describe how and where the documentation of the district’s exiting procedures will be maintained, **and** who is responsible for maintaining the documentation.  Response |
| 57 | **Describe how parents are included in exiting decisions, and how the district communicates with parents that their student has obtained English proficient or not.**  Response |
| 58 | Describe the district’s monitoring plan **for each of the four years a student is in monitored status** (who is responsible, what is the frequency, **is the frequency different depending on the student’s academic progress or monitoring year**, what documentation is reviewed, how and where is the documentation collected and stored).  Response |
| 59 | Describe the district’s procedures for determining whether a lack of student success is due to academic needs or language needs when considering returning an EL to the district ELD program **for the monitored students in each of the four years.**  Response |
| 60 | Describe the district’s plan to provide additional academic and/or language support for monitored students not succeeding in core instruction. **This support addresses monitored student’s academic needs, not to determine to re-enter the student in the EL program.**  Response |
| 61 | Describe the district’s plan for monitoring the academic and linguistic progress of EL students with a waiver for service. Include how the district notifies parents of ELs with waivers for services about their student’s progress and opportunities for support through the ELD program**.**  Response |
| 62 | **Describe the district’s communication with parents of monitored ELs during all four years of monitoring, when the district is considering re-entering the student in the EL program, when the student has completed monitoring, and when the student needs additional academic support to be successful during monitoring.**  Response |

**Section 7: Equal Access to Other School District Programs (OCR step 7)**

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| **Question #** |  |
| 63 | Describe the district’s procedures for identifying ELs as having additional academic needs (pre-referral and IEP process). Include the steps, assessments, timeline, and person(s) responsible.  Response |
| 64 | Describe how ELD teachers are included in the IEP process during pre-referral and IEP team meetings for ELSWD.  Response |
| 65 | Describe the process for determining the best ELD educational program is selected for each ELSWD.  Response |
| 66 | **Describe the district’s process for ensuring any IEP meeting and IEP documents are accessible for parents of ELs in a language parents can understand.** |
| 67 | Describe the district’s procedures for identifying ELs as Talented and Gifted. Include the steps, assessments, timeline, and person(s) responsible.  Response |
| 68 | Describe the district’s plan for ensuring all ELs have equal access to the core instructional program offered by the district for all students. Include person(s) responsible if appropriate.  Response |
| 69 | Describe the district’s procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs).  Response |
| 70 | **Describe the district’s plan for EL graduation (4-year, 5-year timelines) for each of the EL groups (SIFE, Recently Arrived, and ELSWD – include plans by disability)**  Response |

**Section 8: Parent and Community Involvement**

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| **Question #** |  |
| 71 | Describe the district’s procedure, timeline, and the person(s) responsible for the dissemination of the parent program placement letters (both initial and continuing letters).  Response |
| 72 | Describe the district’s methods used to notify parents and students of available programs and services, **including but not limited to: bilingual programs, alternative schools, charter schools, magnet schools, after-school supports, etc.**  Response |
| 73 | Describe the district’s methods used to notify parents of ELs regarding school activities communicated in a language parents can understand (i.e., progress reports, parent-teacher conferences, handbooks, fund raising, extracurricular activities, etc.). What is the process the district uses to determine which documents need to be translated? How does the district provide interpreters for parent to be able to participate in their student’s education?  Response |
| 74 | Describe the district’s procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools?  Response |
| 75 | **Describe the district’s procedure, timeline, and person(s) responsible for the dissemination of information of Recent Arrivers to private schools as required by Title III.**  Response |
| 76 | **Describe the progress in sharing the ODE EL Legislative Report with parents, School Board members, community members, and staff annually.**  Response |
| 77 | **Describe the district’s procedure in recruiting parents of ELs to participate in school leadership roles. Include how the district will make these positions accessible for parents.**  Response |

**Section 9: Program implementation Evaluation**

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| **Question #** |  |
| 78 | Describe the district’s program evaluation process of the implementation of district’s EL Plan.   * + Include whether the district has followed the established plan; met the applicable procedural and service requirements – including frequency, timeliness, and documentation; does the information sources and methods for gathering information:     - Include whether the evaluation determines if staff have followed applicable procedures and service requirements, including procedural and service requirements (frequency, timeliness, and documentation).     - Include the list of reviewed items: file and record review, staff interviews and surveys, input from parents/students or focus groups, and grievances/ complaints made to the district regarding district program implementation or service delivery.   Response |
| 79 | Include the evaluation of the district’s identification process. **Did the district meet the timelines for each step of the district’s identification process?**  Response |
| 80 | Include the evaluation of the student initial identification assessment process. **Did the district administer the identification screener timely?**  Response |
| 81 | Include the evaluation of placement in EL program services to all students with identified language needs.  Response |
| 82 | Include the evaluation of adequate staff and materials that is consistent with the district’s EL program of service.  Response |
| 83 | Include the evaluation of the district’s exiting/reclassification process for students transitioning from the EL program.  Response |
| 84 | Include the evaluation of the district’s monitoring practices for students who have transitioned from the EL program **for each year of monitoring.**  Response |
| 85 | Include the evaluation of EL parent participation in school/district decision making groups and the district’s recruitment practices.  Response |

**Student Performance Evaluation – English Language**

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| **Question #** |  |
| 86 | Describe the district’s rate of ELs acquiring English language skills. Is the pace consistent the with district’s EL program goals or expectations?  Response |
| 87 | Describe the district’s rate of language development progress compatible with the district’s objectives for academic (core content) progress.  Response |
| 88 | Describe how the ELs are performing in English language skills compared to the district’s goals and standards.  Response |
| 89 | Describe how the district’s ELs are progressing in English language skills so they will be able to successfully handle regular coursework.  Response |
| 90 | Describe how the **monitored** ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework.  Response |
| 91 | **Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.**  Response |

**Student Performance Evaluation – Academic Performance**

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| **Question #** |  |
| 92 | Describe how the EL students, who are currently receiving English language development services, are progressing academically relative to program goals or expectations for core content knowledge.  Response |
| 93 | Describe how the **current** EL, **monitored** EL, and **former EL** students are doing, over time, as compared to the academic performance of all other students.  Response |
| 94 | Describe what measures are being used to assess the overall performance of EL students in meeting the goals the district has established for its EL program.  Response |

**Program Improvement/Modifications**

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| **Question #** |  |
| 95 | List any identified concern(s) based on this evaluation.  Response |
| 96 | Describe how the district will address the concern(s).  Response |

[](http://www.google.com/imgres?imgurl=http://www.netstate.com/states/symb/seals/images/seal_or.gif&imgrefurl=http://www.netstate.com/states/symb/seals/or_seal.htm&h=185&w=188&sz=17&tbnid=Q-nbVAFWVgXO7M:&tbnh=90&tbnw=91&prev=/search?q=state+of+oregon+seal&tbm=isch&tbo=u&zoom=1&q=state+of+oregon+seal&docid=Fx_ILvc-FUg8RM&hl=en&sa=X&ei=lP11T-30NMiQiQKeobioDg&ved=0CDAQ9QEwAQ&dur=7582)

**OREGON DEPARTMENT OF EDUCATION**

Title III Local Plan (2017-19)

Signature Page

**Submission Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**District Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**District Address:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**City, State and Zip code:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**District Phone Number:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**District Superintendent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Printed Name)**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EL Coordinator Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Printed Name)**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

TITLE III ASSURANCES

Districts receiving Title III funds, either directly or through a Title III Consortium, must agree to spend Title III funds on three required activities: (1) provide supplemental activities to support ELs (English learners) language development in English; (2) provide supplemental professional development to support ELs access to core content (ELA, Math, Science) to classroom teachers, principal, administrators; and (3) provide supplemental activities for district outreach for parents, families, and community members.

All Title III must be linked to the Title III purposes in Sec. 3102. [20 U.S.C. 6812] Purposes. ([ESSA law link](https://www2.ed.gov/documents/essa-act-of-1965.pdf))

The purposes of this part are—

1. to help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. to assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
3. to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners including immigrant children and youth;
4. to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. to promote parental, family, and community participation in language instructional educational programs for the parents, families, and communities of English learners.

In accordance with the provisions of Title III, the signature below assures the Oregon Department of Education (ODE) that the district or consortium lead agency will submit a sub-grant application that addresses Title III requirements. The district, or the consortium lead agency on behalf of its Title III consortium members, further assures the ODE that the applying district or each consortium district member is in compliance with the following Title III provisions:

1. Parental notification relating to EL identification, placement decisions including parental rights regarding placement decisions. (Sec. 1112)

2. Annual assessment of English proficiency of ELs in grades K-12. (Sec. 1111)

3. Each district is complying with section 1112(e) prior to, and throughout, each school year as of the date of the application.

4. The district has consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities and institutions of higher education, in developing this sub-grant application. (Sec. 3116)

5. The district is not in violation of any State law, including State constitutional law, regarding the education of ELs, consistent with sections 3125 and 3126.

6. The district will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, include migrant and seasonal Head Start agencies, and other early childhood education providers.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Printed Name of Superintendent**

**Signature of Superintendent**

# EL Plan Participants List

Please include the list of participants in the planning of this district EL plan. The following list is provided to assist the district in ensuring a broad representation of EL Plan participants:

EL teachers Charter school staff

EL program coordinators TAG staff

Building-level administrators Instructional assistants

Content teachers Bilingual educators

District-level administrators Title I-A staff

Special Education staff Parents

Fiscal staff Community members

Etc., as appropriate for your districts

Add rows if needed.

| **Name** | **Title/Position** |
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