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| School Name **English Language Learner Program Plan** |
| **Section 1: Identification Procedures** |
| 1. Who at your school ensures the family understands the Home Language Survey when they are filling it out and determines if the family needs it in another language?
 | Click here to enter text. |
| 1. Who reviews your enrollment documentation to see if the Home Language Survey indicated a student might need to take the WIDA Screener?
 | Click here to enter text. |
| 1. What is the amount of time between when a family completes registration documentation with the HLS to when the EL Coordinator is notified of the new student?
 | Click here to enter text. |
| 1. What is the process for the submissions team to receive the current students’ new EL designations from the EL team?
 | Click here to enter text. |
| 1. How does your EL Coordinator/Team find out about the student’s previous designations from prior schools?
 | Click here to enter text. |
| 1. Who is responsible for following up with the family if it’s suspected that the HLS is inaccurate?
 | Click here to enter text. |
| 1. Who is responsible for notifying parents about English Language Development programming and placement?
 | Click here to enter text. |
| 1. How are parents notified upon EL placement?
 | Click here to enter text. |
| 1. How is English Language Learner information shared with pertinent staff? (EL Coordinator, Submission team, Teachers, etc..)
 | Click here to enter text. |
| **Section 2: Educational Program** |
| 10. Is the school’s program ESL or Bilingual? | [ ]  ESL [ ]  Bilingual |
| 11. Select an option that best describes your program. | [ ]  English as a Second Language (ESL) or English Language Development (ELD): instruction usually provided in English with little use of the ELs’ primary language. Example - pull-out ESL groups [ ]  Dual Language or Two-Way Immersion: instruction provided in English and another language. Examples – Native language content classes, first language literacy class, L1 literacy, primary language literacy [ ]  Transitional Bilingual Education or Early – Exit Bilingual Education: instruction in students’ primary language and English[ ]  Content Classes with Integrated ESL Support (Examples: Push-in ESL, Co-Teaching, Sheltered English, Specially Designed Academic Instruction, Structured English Immersion, Sheltered grade level content courses.)[ ]  Newcomer Program (designed for students who are new to the US)  |
| 12. Who provides services to identified English Language Learners (ELLs)? | Click here to enter text. |
| 13. What qualifications does this (these) staff member(s) hold to provide language acquisition services? | Click here to enter text. |
| 14. How frequently are services provided? (Please be specific as possible, such as minutes per day/ frequency per week.)  | Click here to enter text. |
| 15. How are services provided? i.e. pull-out, push-in, ELD classes. | Click here to enter text. |
| 16. Who provides professional development to staff members working with ELLs? | Click here to enter text. |
| 17. How frequently is EL-specific professional development provided? | Click here to enter text. |
| 18. How does your school allocate Title III funds?  | Click here to enter text. |
| **Section 3: Program Evaluation** |
| 19. Does the school create EL plans for all identified students? | [ ] Yes[ ] No |
| 20. Describe the process for monitoring students who are both in programming (NEP/LEP) and in monitor or exit year 1 or 2. At a minimum, address **what kind of data** is used for monitoring, the **frequency** with which it is reviewed, and **who** is involved in the review process. | Click here to enter text. |
| 21. How does the school track whether students are on- or off- track in their English Language acquisition?  | Click here to enter text. |
| 22. How do teachers working with ELLs receive feedback on their implementation of the school’s EL program? | Click here to enter text. |
| 23. What process is used to determine if the structure of your EL programming is effective? | Click here to enter text. |