**FY 2023 (FFY 2022) English Learner Plan**

**Please Read First:**

* The English Learner Plan details core English language development services and additional context regarding supports for EL students and families. It is a required annual submission for all public LEAs. The EL Plan is a component of the larger Title Grants Pre-Application. The EL Plan should be completed within the LEA's Pre-Application, unless not submitting a Pre-Application. This document is for reference as well as for those public LEAs not submitting a Pre-Application.
* Application is fully compatible with **desktop** versions of *Microsoft Word 2013* or newer.
* Application **is not compatible** with programs, such as *Microsoft 365 Word Online, Google Docs, etc*.
* **Mac users**, please refer to the [Mac User Directions](https://moodle.doe.in.gov/course/index.php?categoryid=41) document for supplemental instructions.
* All fields are required (enter N/A if not applicable).
* When saving for the first time, please use this format:
  + Corp #-Corp Name-EL-Plan-FY 2023 (FFY 2022)
  + E.g., *0125-Indiana School District-EL-Plan-FY 2023 (FFY 2022)*
* When finished, submit EL Planto[englishlearners@doe.in.gov](mailto:englishlearners@doe.in.gov).
* Questions? Send any inquiries to IDOE English Learner specialists at [englishlearners@doe.in.gov](mailto:englishlearners@doe.in.gov).

# Academics | Not Started

## Achievement

### Describe how LEA specifically supports the schools’ efforts in meeting learning needs of each of the following student groups. Note: *All student group areas must be answered. If no students are currently identified within a group, please provide how those students' needs would be met should any become identified as such.*

|  |  |
| --- | --- |
|  | **Academic Supports** |
| **English Learners** | **Required field:** Please share LEA-wide approaches for how ELs are supported beyond the core EL services detailed in the EL Plan in part 6. |

### In addition, specifically describe the academic supports and parent and family engagement strategies used for the following student-groups.

|  |  |
| --- | --- |
| **Student Group** | **Parent and Family Engagement** |
| **English Learners** | **Required field:** Please include how EL families are engaged with, how language and cultural barriers are addressed, and how general family engagement activities are inclusive of EL families. |

## IDOE Specialist | Section Review

**This section is to be edited by IDOE staff only.** LEA may view requested revisions for each section here.

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| **Specialist** | **Comments/Revisions** | **Status** |
| **English Learner Specialist**  Choose an item.  Choose an item. | Click or tap here to enter text. | Indicate status.  Review #  Review date |

*\*Click far right cell and “+” in bottom right corner to add row.*

# English Learners | Not Started

## EL Population

### English Learner Population Size

Please indicate your LEA’s current English Learner (EL) population size:

|  |
| --- |
| Choose an item. |

*NOTE: If your LEA currently does not enroll EL students, 6.B and 6.C can be bypassed, however 6.D still needs completed*

## English Learner Services

Please keep in mind the following when completing your English learner plan:

* LEAs are**required** to provide a core EL program (Lau) whether or not they receive Title funds.
* All federal grants, including Title I and III, must be **supplemental to your core EL program listed on this page.**
* Staff listed on this page **must** be paid with state (such as NESP, tuition support) or local funds **only**.
* All EL students (Levels 1.0 *through* 4.9) **must** be provided a **core EL** program, described on this page, in addition to standard grade-level instruction. Instruction in the core EL program must be provided by either an EL Teacher of Record (who has attained EL licensure or who has met the EL ToR Rubric by September of 2022) or a **qualified** Teacher of Service sufficiently **trained in EL strategies.** Paraprofessionals are only to provide a supplemental layer of EL support and should not be included in core EL services detailed below.
* The core EL program, per federal law, **must** be based on **effective** approaches and methodologies that **demonstrate success** in increasing English language proficiency, reasonably calculated for success in terms of resources and personnel, and regularly evaluated to ensure the language barriers are being overcome.
* All program models utilized to provide core English language development services in the LEA must be described. If more than one service model is used within the LEA for a specific section, add a row using the ‘+’ symbol in the bottom right corner.
* Please include any services provided to ELs who take Alternate ACCESS within the Proficiency Levels 1.0-2.9 section.

### PROFICIENCY LEVELS 1.0 – 2.9

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elementary School Setting** | | | | |
| **Program Model** | **Implementation Method** | **Teacher of Service Name & Role** | **Frequency & Duration** | **Curriculum / Resources / Materials** |
| Select a program model. | Select implementation method. | List the *certified, qualified* staff delivering this program model. | Indicate frequency and duration in which these services are provided. | List curriculum, resources, and/or materials used to implement this program model. |

*\*Click far right cell and “+” in bottom right corner to add row.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Middle School Setting** | | | | |
| **Program Model** | **Implementation Method** | **Teacher of Service Name & Role** | **Frequency & Duration** | **Curriculum / Resources / Materials** | |
| Select a program model. | Select implementation method. | List the *certified, qualified* staff delivering this program model. | Indicate frequency and duration in which these services are provided. | List curriculum, resources, and/or materials used to implement this program model. | |

*\*Click far right cell and “+” in bottom right corner to add row.*

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| --- | --- | --- | --- | --- |
| **High School Setting** | | | | |
| **Program Model** | **Implementation Method** | **Teacher of Service Name & Role** | **Frequency & Duration** | **Curriculum / Resources / Materials** | |
| Select a program model. | Select implementation method. | List the *certified, qualified* staff delivering this program model. | Indicate frequency and duration in which these services are provided. | List curriculum, resources, and/or materials used to implement this program model. | |

*\*Click far right cell and “+” in bottom right corner to add row.*

### PROFICIENCY LEVELS 3.0-4.9

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elementary School Setting** | | | | |
| **Program Model** | **Implementation Method** | **Teacher of Service Name & Role** | **Frequency & Duration** | **Curriculum / Resources / Materials** | |
| Select a program model. | Select implementation method. | List the *certified, qualified* staff delivering this program model. | Indicate frequency and duration in which these services are provided. | List curriculum, resources, and/or materials used to implement this program model. | |

*\*Click far right cell and “+” in bottom right corner to add row.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Middle School Setting** | | | | |
| **Program Model** | **Implementation Method** | **Teacher of Service Name & Role** | **Frequency & Duration** | **Curriculum / Resources / Materials** | |
| Select a program model. | Select implementation method. | List the *certified, qualified* staff delivering this program model. | Indicate frequency and duration in which these services are provided. | List curriculum, resources, and/or materials used to implement this program model. | |

*\*Click far right cell and “+” in bottom right corner to add row.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **High School Setting** | | | | |
| **Program Model** | **Implementation Method** | **Teacher of Service Name & Role** | **Frequency & Duration** | **Curriculum / Resources / Materials** | |
| Select a program model. | Select implementation method. | List the *certified, qualified* staff delivering this program model. | Indicate frequency and duration in which these services are provided. | List curriculum, resources, and/or materials used to implement this program model. | |

*\*Click far right cell and “+” in bottom right corner to add row.*

## ****EL Plan Context****

### Beginning in the 2022-2023 school year, LEAs are required to provide an EL Teacher of Record (ToR), who is either ENL licensed or has met the EL ToR rubric by September 2022, for each of their EL students. Please indicate the current number of fully-licensed EL teachers in your LEA acting in the ToR role.

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| --- |
| Click or tap here to enter text. |

### Please indicate the number of active EL ToRs who are qualified via the EL ToR rubric.

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| Click or tap here to enter text. |

### If your LEA has EL ToRs who are overseeing EL services being provided by Teachers of Service (ToS), please share how the ToS have been sufficiently trained to qualify them to provide core EL services. Note that one-day, isolated workshops, or logistical trainings (*i.e., WIDA ACCESS administration training*) do not meet this requirement.

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| Click or tap here to enter text. |

### If you currently do not have qualified EL ToRs, or have ToRs whose EL student-to-teacher ratio far surpasses the 30:1 recommended ratio, please share how the LEA is working to rectify this.

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| Click or tap here to enter text. |

***Please see the IDOE guidance on***[***EL Teacher of Record Requirements***](https://www.in.gov/doe/files/Meeting-English-Learner-Teacher-of-Record-Requirements.pdf)***f****or information on EL Teacher of Record requirements.*

## EL Assurances and Sign-off

By checking each box, Enter 4 digit Corp/LEA ID. Enter Corp/LEA name. assures that 100% of English learner students are correctly identified, assessed, reported, provided services and supports, and that all federal EL programming compliance requirements are met.

|  |
| --- |
| Administer the [**Home Language Survey (HLS)**](https://www.doe.in.gov/sites/default/files/elme/home-language-survey-form.docx) *only* to students enrolling in Indiana for the *first* time; the original HLS is obtained for a student transferring from another Indiana school.  Maintain a copy of every student’s HLS, including students whose HLS indicates English only.  *Within 30 days of enrollment at the beginning of the school year,*or within two weeks of enrollment during the school year, administer the English proficiency screener (WIDA Screener or KG Screener) to new students whose HLS indicates a language other than English for any of the three questions, **OR**obtain the previous annual WIDA ACCESS for ELs results for students previously identified as an English learner by another Indiana school or WIDA consortium state.  Notify parents of students’ English learner status annually via the [**Parent Notification form**](https://www.doe.in.gov/sites/default/files/elme/annual-parent-notification-letter.docx).  Develop an [**Individual Learning Plan (ILP)**](https://www.doe.in.gov/sites/default/files/elme/ilp-sample.pdf) and provide core EL program services until student reaches proficiency on WIDA ACCESS for ELs.  Maintain a local system to track English learners in order to provide core EL program services and report English learners to the IDOE through annual EL reporting through Data Exchange.  Administer the WIDA ACCESS for ELs’ English language proficiency assessment annually to 100% of English learners.  Maintain a local system for rigorous monitoring of students who have attained proficiency during their mandated two-year monitoring period to ensure that former English learners are meeting the same challenging standards as never-EL students. |

**EL Program Administrator Sign Off:**

Enter name of EL Program Administrator.

## IDOE Specialist | Section Review

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|  |  |  |
| --- | --- | --- |
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| **English Learner Specialist**  Choose an item.  Choose an item. | Click or tap here to enter text. | Indicate status.  Review #  Review date |

*\*Click far right cell and “+” in bottom right corner to add row.*

# Assurances | Not Started

## Fiscal Assurances

* LEA understands and will comply with all applicable assurances for federal funds.
* LEA certifies it will participate in all data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education, and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the State of Board Accounts, annual reports, and final expenditure reporting for the use of subgrant funds.
* LEA certifies it has received a single audit or program specific audit (2 CFR 200.501) if it has expended $750,000 in federal funds within the preceding federal fiscal year.
* LEA agrees to keep accurate records and provide information to the State Educational Agency (SEA), as requested for fiscal audit and program evaluation, and shall demonstrate compliance with all federal, state, and program requirements. The subgrant program agrees to keep records and provide information to IDOE as may be required for fiscal audit and program evaluation for a minimum of seven years from the date of the last activity.
* LEA will ensure funding requests--via reimbursement for federal grants and cash request for state grants--are accurate to invoices and reflect only approved activities encumbered within the performance period for nonsectarian activities. State funding requested and not spent or federal cash on hand will have to be returned to IDOE at the close of the grant period of availability.
* LEA will submit a request for amendment under these circumstances: 1) a 10 percent funding change in a budget category; and/or 2) a change in the scope of activities within a category (i.e., changing focus of PD from language arts to math or changing use of class size reduction funding).
* Funds will be encumbered and liquidated during the specified grant period provided by IDOE; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.

By checking this box, Click or tap here to enter text. Click or tap here to enter text. assures necessary assurances have been read and terms stated herein are agreed to.

## Programmatic General Assurances

* LEA agrees to adhere to federal and state guidelines surrounding reclassification, exiting from services, and monitoring policies.
* LEA certifies by submitting this application that neither it, its “principals,” nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. All “principals” or subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred principal or subcontractor. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA. LEA shall immediately notify the State if any principal or subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.
* LEA certifies that it is currently registered in the System of Award Management SAM ([https://www.sam.gov](https://www.sam.gov/)) database.
* LEA certifies it is in compliance with Title IX, section 9524, and it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003
* LEA must assure it will develop and implement clear written procedures, in collaboration with the State or local child welfare agency, governing how transportation to maintain children in foster care in their school of origin when in their best interest, will be provided, arranged, and funded for the duration of a child's time. LEA must assure that it will designate a point of contact regarding children in foster care if the corresponding child welfare agency notifies LEA in writing it has designated a point of contact in foster care.
* LEA will participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades four and eight carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)).
* LEA agrees to ensure all teachers and paraprofessionals working in a program supported with federal, state, or local funds have met applicable state qualification and licensing criteria for the grade levels and subject areas in which the teacher or paraprofessional provides instruction.
* If LEA chooses to use funds to provide early childhood education services to low-income children below the age of compulsory school attendance, the LEA agrees to ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
* LEA agrees to ensure that student records (immunization, health information, academic history, etc.) are transferred in a timely manner in accordance with Section 1308 (b) (2).
* IDOE and the State Board of Education (SBOE) may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this grant. The schools and district shall adhere to IDOE reporting and evaluation requirements in a timely and accurate manner.
* LEA has the necessary legal authority to apply for and receive the proposed sub-grant.
* The activities/services for which the funding is sought under this sub-grant will be administered by or under the supervision and control of the applicant.
* The filing of this application has been authorized by the applicant’s governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application and amendments.
* Sub-grant recipients will comply with all federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and Uniform Grants Guidance (2 CFR § 200). This section requires each LEA to recruit, enroll, retain, and meet the needs of all enrolled students, including children with disabilities and English learners.
* IDOE may terminate or suspend a grant award if it is deemed the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.
* Sub-grant recipients will comply with all state and local laws and health and safety requirements applicable to LEAs, including, but not limited to, all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.
* LEA certifies the plans for [safe school and emergency preparedness](https://www.doe.in.gov/safety/safe-schools-and-emergency-preparedness-planning-certification-form) for the LEA have been reviewed and revised if necessary as required by Title 511 IAC 6.1-2-2.5 of the SBOE rules. LEA certifies the school leader has submitted evidence to the state via the manner which has been determined by IDOE.
* LEA ensures that effective strategies are in place to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or ineffective teachers.
* LEA ensures it will comply with section 8501 regarding participation by nonpublic school students, families, and teachers.
* LEA agrees to engage in consultation with stakeholders in the area served by the LEA regarding the focus areas and content of this grant. Stakeholders should include, but are not limited to, parents, teachers, principals, students, school leaders, charter school representatives (when applicable), specialized instructional support personnel, Indian tribes (when applicable), local government representatives, and community-based organizations.
* The sub-grant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) Parts 75-76 - State Administered programs and the Uniform Grant Guidance 2 CFR Part 200.
* The required information and reports will be submitted timely as requested by IDOE.
* Any application, report, or the information relating to the grant will be readily available to parents and other members of the general public.
* The program described in this application is based on LEA’s assessment of areas of strongest need and the activities outlined are tied to: data sources, data analysis, prioritized needs, plan development, and progress monitoring; and will be developed collaboratively with the input of administrators, principals, teachers, paraprofessionals, and parents.

By checking this box, Click or tap here to enter text. Click or tap here to enter text. assures necessary assurances have been read and terms stated herein are agreed to.

## Programmatic EL Assurances

* LEA assures it will annually assess the English proficiency of all children with limited English proficiency participating in programs funded under this part 1111(b)(2)(F).
* LEA ensures that the placement of English learner students will be in a grade that is age appropriate.
* LEA agrees to the implementation of specific criteria to safeguard against inappropriate identification and placement into special education or speech services of English learner students; to the establishment of guidelines to ensure that retention of English learner students is not based solely upon English language proficiency. LEA also assures employment and/or training of sufficiently qualified personnel to provide instructional services appropriate to the needs of English learner students; provision of instruction from properly certified, licensed teachers; ensuring instructional aides work under the direct supervision of a certified teacher and not having the sole responsibility of teaching units of study; and the ratio of the number of English learner students to qualified teachers in a class shall not exceed the state mandated student/teacher ratio for all classrooms.
* LEA agrees communication between the school and the home with limited English proficient parent, whether about English learner students’ progress or school activities, is conducted, to the extent possible, in the native/preferred language of the home.
* LEA agrees to coordinate and integrate services provided under this grant with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

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| **English Learner Specialist**  Choose an item.  Choose an item. | Click or tap here to enter text. | Indicate status.  Review #  Review date |

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