ELL Plan Basics Checklist

The following is to be used to ensure you have all component of an ELL plan in place. It does not address some of the specific details needed in each component.

Minimum needed for an ELL Plan:
1. Home language survey
2. English language proficiency screening assessment
3. English language learner services – Programs and Accommodations
4. Measuring progress of ELLs and Exit criteria
5. Monitoring
6. Evaluation of your ELL program with changes where needed

A. HOME LANGUAGE SURVEY:
Do you have a home language survey?

When do you administer it?

Where are copies of your home language surveys kept?

What questions are included in your home language survey?

Do all the questions in your home language survey trigger screening for English Language Proficiency?

B. ENGLISH LANGUAGE PROFICIENCY SCREENER:
Which ELL screener does your district use? (W-APT?)

When do you administer the screener?

Where are Screener results kept?

C. Parent notification
When do you notify parents that their student is eligible for English Language Learner services? (Federal legislation requires identification and notification within 30 days at the beginning of the school year and within two weeks – 14 days – if the student enrolls in the middle of the school year)

What is your district's plan to provide important communications to parents in the language that they prefer? (Translation of important communications is a Civil Rights requirement)

D. ENGLISH LANGUAGE LEARNER SERVICES:

What type of ELL program(s) does your district use? (Please select one or more and provide a detailed description for each of the services and programs/interventions your district employees to move ELLs toward language proficiency in English)
__ Push-in / SIOP
__ Pull Out
__ Individual Learning Plans
__ Dual Language
__ Bilingual
__ Other

Where is your ELL program located (facilities)? (Please select one or more and provide any necessary explanation)
__ Regular classroom
__ ELL classroom
__ Other

What staff do you have for your ELL program?

How do you certify that the staff working in language instruction educational programs are fluent in English?

Is your ELL program providing access to both the acquisition of the English language and the content of your educational program?

How do you incorporate the use of the State's English Language Proficiency Standards into your ELL services?

E. ACCOMMODATIONS:

What accommodations does your district allow for ELLs:
1. In the classroom to better access academic content?

2. On tests and assessments, including district content tests and state assessments like PAWS, to better demonstrate their content knowledge? (Check the allowable accommodations as listed on the WDE web site, Standards and Assessment Unit, PAWS information pages)

3. On ACCESS for ELLs? (Note: no language or linguistic accommodations are allowable on the ACCESS for ELLs)

4. Does the district have a mechanism in place to record what accommodations the student is being provided in each context?

F. MEASURING PROGRESS AND ACHIEVING ENGLISH PROFICIENCY CRITERIA (EXIT CRITERIA):

What does your district use for criteria to determine if an ELL is making progress toward English proficiency?

What does your district use for criteria to determine when an ELL has achieved proficiency in English and is ready to enter mainstream services?

G. MONITORING:
How often does your district check the progress of former ELLs who are in the mandatory two year monitoring cycle?

What does your district check (monitor) when examining the progress of former ELLs who are in the mandatory two year monitoring cycle? (PAWS data, MAP scores, DIBELS, grades, etc.?)

What form, if any, does your district use to report what you monitor for monitored students? (Title III districts are required to have one, and this form must be kept in the district office.)

H. EVALUATION:
What criteria does your district use to determine if the ELL program your district implements is successful in helping ELL students achieve proficiency in English and access the academic content of the educational programs provided by your district?

What do you do if you determine that your ELL program is not successful