

TITLE III- OVERVIEW FOR ELL/LEP FUNDS

| Long Range Goal: All English language learners (ELL/LEP) will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (ESEA Performance Goal 2) | | | | | | | | |
|---|---|---|--|--|--|-----------------|--|--|
| Goals | Action Steps | Evaluation | | | Professional Development* | Timeline | Person(s) Responsible | Budget Sources |
| | | Baseline | Methods | Results | | | | |
| 1. ELL will attain proficiency in English Performance indicator: The percentage of ELL determined by cohort, who has attained English proficiency by the end of the school year. (2.1) | 1.1 Annual identification and placement of ELL students in appropriate program; implement programs and services necessary to increase English language proficiency. 1.2 Promote parental and community participation | 1.1 Percent of ELL students proficient in English as determined by language assessment data and student classroom records 1.2 Measure of current parental and community participation | 1.1 Assessment of English language proficiency (reading, writing, oral, and speaking) Assessments that satisfy NCLB requirements: LAS and IPT 1.2 Evaluation of parental and community participation | 1.1 Increase in the percent of ELL students proficient in English on the language assessment 1.2 Increase parental and community participation | Training provided by AEA ESL personnel | Annual | ELL coordinator, AEA ESL personnel and LEA appropriate staff | Title III , I funds |
| 2. ELL will develop high levels of academic attainment in core academic subjects and meet the same challenging academic standards all children are expected to meet Performance indicator: The percentage of ELL who are at or above the proficient level in (a) reading/language arts and (b) mathematics on the LEAs assessments. (2.2 & 2.3) | 2.1 Implement programs and support services necessary to increase academic achievement 2.2 Use "Guidelines for the Inclusion of ELL in your district-wide assessment programs" to determine participation in the district-wide assessment. | <ul style="list-style-type: none"> • Measure of current level of program implementation • Current level of ELL academic achievement • Percent of ELL students participating in the district-wide assessment in reading and mathematics | <ul style="list-style-type: none"> • ELL District Self-Study Guide • District-wide reading and mathematics assessments • District-wide reading and mathematics assessments participation rate | <ul style="list-style-type: none"> • Program implementation and identification of professional development needs • Increase in the percent of students proficient in reading/language arts and mathematics • Increase in the percent of ELL students participating in the district-wide assessments | Training provided by AEA ESL personnel | Annual | ELL coordinator, AEA ESL personnel and LEA appropriate staff | Title III, Title I, Title II, Title V, modified allowable growth funds |
| 3. Provide high-quality professional development to classroom teachers, administrators, and other school or community-based personnel | Design and deliver high quality professional development | Identification of professional development needs | On-going study of implementation | Implementation of proposed program | Training provided by AEA ESL personnel | Annual | ELL coordinator, AEA ESL personnel and LEA appropriate staff | Title III, Title I, Title II, Title V, modified allowable growth funds |

Notes: *Professional Development is infused in Goals 1 and 2
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