



**TEACHING LITERACY TO K-5 ENGLISH LEARNERS
PLANNING TEMPLATE FOR WORKING WITH DISTRICTS**

AREA OF LEA RESPONSIBILITY	CURRENT STATUS			NEXT STEPS		DWW RESOURCES (LINKS TO SPECIFIC RESOURCES)
	Already in Place	Not Feasible/ Inappropriate	Potential Areas to Develop	LEA	State Support Team	
A. District Leadership 1. LEA develops and communicates district policy about teaching reading to English learners to all administrators, specialists, and teaching staff, including Title I, Reading First 2. LEA has EL expertise on staff related to teaching EL students or access to EL experts 3. LEA has identified potential resources, including state and federal grant monies, to support recommended practices (e.g., professional development, interventions)						
B. Setting Standards and Expectations for Achievement 1. LEA holds same learning						

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<p>outcome expectations for English learners as for all students</p> <p>2. LEA policy is to use grade-level (rather than simplified) texts with English learners</p> <p>3. District-adopted standards address Academic English at all grade levels, augmenting state standards as necessary</p> <p>4. District-adopted standards address vocabulary development at all grade levels, augmenting state standards as necessary</p>						

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<p>C. Providing Research-Based and Effective Instruction in Support of State and District Standards</p> <ol style="list-style-type: none"> 1. LEA selects core reading program(s) for consistent use within the district that is aligned to district standards 2. LEA provides training in core reading program(s) 3. LEA requires plan for progress monitoring for beginning reading from each elementary school; plan includes names of assessments, schedule, use of results, monitoring by principal 4. LEA selects or develops framework for teaching Academic English 5. LEA identifies reading interventions/materials for interventions 6. LEA provides training in reading interventions 						

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<p>D. Recruiting, Retaining, Supporting High- Quality Staff</p> <p>1. LEA provides leadership training for school principals in teaching reading to English learners</p> <p>2. LEA gives preference in hiring to teachers who have training/ expertise in working with English learners</p> <p>3. As necessary, LEA employs ESL teachers to provide instruction in Academic English</p> <p>4. LEA offers/funds training for teachers in sheltered instruction techniques, use of progress monitoring instruments, Academic English</p> <p>5. As necessary, LEA hires teachers/ paraprofessionals who are fluent in languages represented by EL students to support administration of progress monitoring</p> <p>6. LEA applies Title II-A funds to support professional development in working with English learners</p>						

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<p>E. Using Data for Planning and Accountability</p> <p>1. LEA includes EL students in state reading assessments and English Language Proficiency assessments</p> <p>2. LEA analyzes and reports state reading assessment data by EL status for district as a whole and by school</p> <p>3. LEA analyzes performance on English language proficiency measures for district as a whole and by school</p> <p>4. LEA analyzes assessment results, including progress monitoring, to identify needs for intervention strategies/weaknesses in curriculum</p>						
<p>F. Promoting Equity/ Adequacy of Fiscal and Human Resources</p> <p>1. Based on annual review of learning progress and needs of EL population, LEA identifies needs for staff resources, including ESL teachers and intervention teachers</p>						

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2. LEA includes EL students in Title I reading programs, depending on need						
G. Engaging Families and Community 1. LEA communicates policy about teaching reading to English learners to parents of EL students 2. LEA has established partnerships with relevant community agencies that have expertise to support EL students						