	0 **Below Basic Level**	1 **Basic Implementation**	2 **Enhanced Implementation**	3 **Exemplary Implementation**
Teacher Certification	Required action when below minimum standard for ESL program implementation as noted in 89.1201 (a)(3) and 89.1205 (c-d): ESL Waiver Requirements 89.1207 (b)(1-7)	All English learners with parent approval for ESL program participation receive English Language Arts and Reading (ELAR) instruction[1] by teachers who are certified in ESL, along with ELAR for the appropriate grade level(s). 89.1201 (a)(3) [***Meets minimum requirements for ESL Pull-Out*** 89.1210 (d)(2)]	All English learners with parent approval for ESL program participation receive all content area instruction (ELAR, math, science, and social studies) by teachers who are certified in ESL, along with the appropriate subject area and grade level(s). 89.1201 (a)(3) (Collier & Thomas, 2009) [***Meets minimum requirements for ESL Content-Based*** 89.1210 (d)(1)]	Campus and district leadership support all teachers of ELs, including all content areas and elective courses, to actively pursue ESL certification by providing extensive resources and training on ESL certification competencies, including support from ESCs. Campus/district leaders incentivize ESL certification, such as reimbursement for testing and/or compensation for ESL certification training, as part of recruitment and retention efforts. 89.1245 (d)
Program Language Goals	Important notes: • November 1st deadline 89.1207 (b); 89.1245 (b) • Maintain teacher name(s) under waiver with estimated ESL certification completion date by end of that school year 89.1207 (b)(2) • Request activation of appropriate permits 89.1245 (a) • Fulfill all assurances of the waiver submission 89.1207 (b)(1)	Using integrated second language acquisition methods, English learners are provided equitable opportunities to attain full proficiency in all domains of English (listening, speaking, reading, and writing), comparable to students who are not identified as English learners. 89.1210 (d)(1-2); 89.1201 (c); 74.4 (a)(2)	With the support of ESL teachers[11] • ELs set and monitor progress of individualized language goals for all language domains as addressed in the ELPS, and • according to English proficiency and/or language and literacy backgrounds, ELs receive additional English language development (ELD)[10] support beyond minimum program requirements. (Markos & Himmel, 2016)	District-wide instructional leaders and curriculum specialists are highly trained[6] in the integration of second language acquisition methods into district curriculum materials that target language development in all content areas. District-wide language proficiency assessment data demonstrates progress of English learners. (Hansen-Thomas, 2008)
Program Content Goals		In addition to mastery of English language skills, English learners are provided with linguistically accommodated content instruction that is communicated, sequenced, and scaffolded to ensure mastery of the essential knowledge and skills of the required curriculum. 89.1210 (d)(1-2); 89.1201 (c-d); 74.4 (a)(3); 74.4 (b)(2)	With campus-based leadership support (and ESL specialist support as available) all content-area teachers of English learners (in ELAR, math, science, and social studies) continuously and strategically plan, deliver, and receive feedback on curriculum-based lessons that incorporate linguistically accommodated content instruction. (Collier & Thomas, 2009; Coleman & Goldenberg, 2010; Kaufman & Crandall, 2005)	District-wide instructional leaders and curriculum specialists are highly trained[6] in the integration of linguistic accommodations into district curriculum materials that provide access to the same grade-level curriculum for English learners. District-wide academic performance assessment data demonstrates progress of English learners. (Hansen-Thomas, 2008)

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	0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Instructional Approach	Required action when below minimum standard for ESL program implementation as noted in 89.1201 (a)(3) and 89.1205 (c-d): ESL Waiver Requirements 89.1207 (b)(1-7) Important notes: • November 1st deadline 89.1207 (b); 89.1245 (b) • Maintain teacher name(s) under waiver with estimated ESL certification completion date by end of that school year 89.1207 (b)(2) • Request activation of appropriate permits 89.1245 (a) • Fulfill all assurances of the waiver submission 89.1207 (b)(1)	In ELAR, English language acquisition is targeted through academic content-based instruction that is linguistically and culturally responsive. [*Applies to minimum requirements for ESL Pull-Out* 89.1210 (d)(2)]	In all content areas (ELAR, math, science, and social studies), English language and literacy development is targeted through academic content-based instruction that is linguistically and culturally responsive. (Markos & Himmel, 2016) [*Applies to minimum requirements for ESL Content-Based* 89.1210 (d)(1)]	District-wide systems[5] are utilized to monitor the implementation and effectiveness of content-based instruction that is linguistically and culturally responsive in all content areas, including elective courses. (Moughamian, Rivera, & Francis, 2009; Collier & Thomas, 2009)
Differentiated Support		For English learners in grades 3 and higher who are at a beginning to intermediate level, intensive and ongoing second language acquisition instruction is focused, targeted, and systematic. 74.4 (b)(4)	All teachers of English learners • are highly trained[6] in second language acquisition stages of development, • provide targeted in-class and supplemental support for English learners at various English language proficiency levels, and • consider the students' backgrounds (e.g. beginning level newcomers vs. beginning level long-term ELs; SIFE English learners). (Moughamian, Rivera, & Francis, 2009)	District-level systems are in place to provide intensive and ongoing second language acquisition support to English learners across all English language proficiency levels, including but not limited to: • targeted curriculum development by highly trained[6] specialists, • extensive district-wide plans for addressing needs of long-term ELs, and/or • establishment of newcomer centers. 89.1235 (U.S. Department of Education, 2012)

		0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Recruitment & Retention		Required action when below minimum standard for ESL program implementation as noted in 89.1201 (a)(3) and 89.1205 (c-d): ESL Waiver Requirements 89.1207 (b)(1-7) Important notes: • November 1st deadline 89.1207 (b); 89.1245 (b) • Maintain teacher name(s) under waiver with estimated ESL certification completion date by end of that school year 89.1207 (b)(2) • Request activation of appropriate permits 89.1245 (a) • Fulfill all assurances of the waiver submission 89.1207 (b)(1)	Active recruitment and retention steps are taken to seek ELAR teachers who are ESL certified to provide ELAR instruction to identified English learners with parental approval for ESL program participation. 89.1201 (a)(3) [***Meets minimum requirements for ESL Pull-Out*** 89.1210 (d)(2)] District-wide enrollment is monitored to indicate if bilingual program requirements have been met. 89.1205 (a)	Active recruitment and retention steps are taken to seek content-area teachers (ELAR, math, science, and social studies) who are ESL certified to provide instruction in all content areas to identified English learners with parental approval for ESL program participation. 89.1201 (a)(3) (Collier & Thomas, 2009) [***Meets minimum requirements for ESL Content-Based*** 89.1210 (d)(1)]	In addition to recruiting ESL certified teachers in all content areas and elective courses for identified English learners with parental approval for ESL program participation, retention efforts are made to substantiate the benefits for teachers of English learners that may include incentives such as salary supplements [89.1245 (c)] and teacher leadership opportunities. (McGriff & Protacio, 2015)
Assignment			Positive steps are taken to assign teachers appropriately certified in ESL to the ESL program as reasonable. 89.1245 (a) Additionally, for English learners with parental approval for program participation who are entering Kindergarten or Grade 1, required summer school programs for these students are staffed by appropriately certified ESL teachers[11]. 89.1250 (3)(E)	ESL teachers[11] are strategically positioned by campus leadership to be utilized as a valuable resource and knowledgeable practitioner in various aspects of instructional leadership and curriculum development, ensuring the intentional and meaningful instruction of language through content. (Bigelow, Dahlman, & Ranney, 2006)	District-wide plans are implemented that target the positioning of ESL teachers[11] as influential language specialists and leaders within curriculum development, strategic planning, and resource development. (McGriff & Protacio, 2015) Additionally, district-based leadership coordinates and plans with campus-based leadership to organize and provide targeted summer school programs for English learners in grade levels beyond required grades of entering Kindergarten or Grade 1.
General Education Coordination			The district ensures coordination between the ESL program and the general education program, including: • the full participation of English learners in subjects such as art, music, and physical education as their English-speaking peers and • meaningful opportunities for participation in all extracurricular activities with other students. 89.1210 (b); 89.1210 (f)	Campus-based leadership provides regular common-planning times for ESL and content-area teachers to collaborate on curriculum standards, lesson-delivery methods, resources, linguistic accommodations, and assessment. Vertical planning is also utilized to provide alignment of services for English learners, including movement from bilingual to ESL programming. Additionally, second language acquisition methods, which involve the use of the students' primary language as available and appropriate, are utilized in the courses or electives required for promotion or graduation. 89.1210 (e) (Collier & Thomas, 2009)	District-based leadership develops, implements, and monitors the effectiveness of regular common-planning times for ESL and content-area teachers to collaborate on curriculum standards, lesson-delivery methods, resources, linguistic accommodations, and assessment. Teacher feedback and student outcome data are used to adjust district-wide planning. Additionally, district-wide strategic recruitment efforts are made to provide second language acquisition methods including primary language support within required courses or electives. (Goldenberg, 2013; Collier & Thomas, 2009)

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	0 **Below Basic Level**	**1** **Basic Implementation**	**2** **Enhanced Implementation**	**3** **Exemplary Implementation**
Special Program Coordination	Required action when below minimum standard for ESL program implementation as noted in 89.1201 (a)(3) and 89.1205 (c-d): ESL Waiver Requirements 89.1207 (b)(1-7) Important notes: • November 1st deadline 89.1207 (b); 89.1245 (b) • Maintain teacher name(s) under waiver with estimated ESL certification completion date by end of that school year 89.1207 (b)(2) • Request activation of appropriate permits 89.1245 (a) • Fulfill all assurances of the waiver submission 89.1207 (b)(1)	The language proficiency assessment committee (LPAC), which is formed with the appropriately trained members • facilitates participation of English learners in other special programs[2] for which they are eligible while verifying full access to language program services and • coordinates services with admission, review, and dismissal (ARD) committee members for English learners who qualify for special education programs. 89.1220 (b); 89.1220 (g)(4); 89.1230 (a)- (b)	Campus-based leadership • monitors the coordination of services for English learners who qualify for special education programs, • ensures clear communication and collaboration between the LPAC and ARD committee, and • encourages and monitors the participation of English learners in other special programs[2], as eligible, to ensure equal access.	District-based leadership • develops, implements, and monitors systems for coordination of services for English learners who qualify for special education programs, including methods for clear communication and collaboration between the LPAC and ARD committee and • encourages and monitors the participation of English learners in other special programs[2], such as gifted/talented education as eligible, to ensure equal access and to provide coordinated communication to parents of English learners whose students also participate in special education or other special programs.
Teacher Training		All ELAR teachers of identified English learners are trained in content-based instruction that is linguistically and culturally responsive. This sheltered instruction training, also known as sheltered English, assists teachers in recognizing and addressing language differences, including an introduction to SLA theory and research. 89.1210 (a)(2) [*Applies to minimum requirements for ESL Pull-Out* 89.1210 (d)(2)]	All content-area teachers (ELAR, math, science, and social studies) of identified English learners are trained in content-based instruction that is linguistically and culturally responsive. This sheltered instruction training assists all content-area teachers in recognizing and addressing language differences, including extensive connections to SLA theory and research. 89.1210 (a)(2) [*Applies to minimum requirements for ESL Content-Based* 89.1210 (d)(1)]	All teachers of English learners, including elective course teachers • receive ongoing, job-embedded[12] training in linguistically and culturally responsive teaching and • are provided with frequent feedback on related implementation goals. (Moughamian, Rivera, & Francis, 2009; Collier & Thomas, 2009)
Professional Development Plan		Teachers providing the required ESL program receive foundational training on providing the appropriate instructional approach to fulfill the goals of the required program. 89.1210 (d)	Campus-based leadership develops and administers a comprehensive professional development plan for all teachers of English learners that provides tools for access to the same grade-level curriculum for English learners in all content areas. This training is ongoing, job-embedded[12], properly modeled, and monitored for implementation of training outcomes as part of the comprehensive professional development plan. (Hansen-Thomas, 2008)	The district-wide comprehensive professional development plan for all teachers of English learners includes the analysis of student academic performance data that demonstrates growth based on teacher training implementation. The district makes asserted efforts to cooperate with regional education service centers (ESCs) and colleges or universities for training and, when possible, provides compensation to teachers for training designed to increase their skills related to the ESL program. 89.1245 (e); 89.1245 (d) (Hansen-Thomas, 2008)

ESL Instructional Design: Lesson Planning and Curriculum				
	0 **Below Basic Level**	**1** **Basic Implementation**	**2** **Enhanced Implementation**	**3** **Exemplary Implementation**
Curriculum Standards	Required action when below minimum standard for ESL program implementation in lesson planning and curriculum as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b): • Provide all ELs with their grade appropriate content area TEKS • Provide all ELs with ELPS alongside all content area instruction • Provide all ELs with the CCRS as available to their English proficient peers	As integral parts of the total school program, the district's required curriculum for ESL programs includes the appropriate grade level TEKS for each subject, the ELPS, and the CCRS. To emphasize the integration, ELPS are to be published alongside the TEKS. 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b)	Teachers of English Learners are provided with • ongoing, job-embedded[12] training on ELPS integration and • campus-based opportunities to create and/or provide input on curriculum plans that incorporate ELPS in content instruction. (McGriff & Protacio, 2015)	District-wide instructional leaders across all content-areas • are highly trained[6] in ELPS integration and • consistently incorporate ELPS into content-area trainings, instructional materials, and curriculum resources. The district-level ESL program manual outlines standards for instruction for ELs that include ELPS, TEKS, and CCRS.
Lesson Objectives		In addition to each lesson's content objective, teachers of English learners create, document, and display a measurable language objective that complements the content objective and supports equal access to the curriculum. The teachers of ELs prioritize a language objective for the lesson that is most needed for participation in the grade level content, even when multiple language skills and functions may be addressed in a lesson. 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b)	Teachers of English learners create, document, display, explain, and review the lesson's language objective that coincides with comprehensible input methods[3] within the lesson delivery to provide a full scope of sheltered instruction in the content area curriculum. ESL and content area teachers coordinate to target purposeful language objectives that are based on the needs of ELs and the specific content material. (Coleman & Goldenberg, 2010; Duguay, 2012)	District-wide lesson planning tools and templates are provided that incorporate language objectives alongside content objectives. Campus leadership district-wide • is provided with explicit training and resources on supporting the integration of ELPS across all content areas and • monitors the implementation of consistent, targeted, and intentional use of language objectives that provide task-based evidence of student progress. (Goldenberg, 2013)
Language Usage		The ELPS are used to provide opportunities for English learners to develop social and academic English proficiency in listening, speaking, reading, and writing as well as the use of learning strategies, while gradually increasing the linguistic complexity of receptive and expressive English. 89.1210 (b)(2)(b); 74.4 (a)(2); 74.4 (c); 74.4 (a)(4)	Teachers of ELs • focus on developing both receptive and expressive language skills, • utilize a mixture of explicit instruction and opportunities for authentic generation of ideas for meaningful communication, and • incorporate grammar in a contextual over prescriptive manner. Campus-based leadership • constructs and monitors campus-wide initiatives that highlight the targeted and strategic development of academic language and • recognize the specific needs of long-term ELs who may have plateaued at advanced English language proficiency levels and the contrast of the linguistic needs of newcomer ELs. (Coleman & Goldenberg, 2010; Lindahl & Watkins, 2014; Duguay, 2012; Hansen-Thomas, 2008; U.S. Department of Education, 2012)	A district-wide vision for effective practices for ELs • is explicitly developed and communicated in order to inform classroom practices, • sets a clearly focused plan that commits to high expectations in academic language development of ELs, and • involves the district's highly invested leadership who consistently monitors the implementation of this plan as demonstrated by English learners' language growth outcomes. (Coleman & Goldenberg, 2010)

		0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Differentiated Instruction & Data Analysis		Required action when below minimum standard for ESL program implementation in lesson planning and curriculum as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b): • Provide all ELs with their grade appropriate content area TEKS • Provide all ELs with ELPS alongside all content area instruction • Provide all ELs with the CCRS as available to their English proficient peers	Teachers of ELs • are informed of the English language proficiency levels of the ELs within their classrooms; • plan for and deliver instruction that is commensurate to their students' current linguistic needs by accommodating their instruction, pacing, and materials; and • particularly for ELs at beginning or intermediate levels in English, provide instruction that supports second language acquisition that is *focused* (explicitly addresses English vocabulary, grammar, syntax, and mechanics), *targeted* (formally or informally assessed), and *systematic* (monitored for growth). 89.1210 (a); 74.4 (b)(1); 74.4 (a)(6)	The LPAC, with support of campus-based leadership • provides comprehensive and meaningful English language proficiency data to teachers for the ELs within their classrooms and • coordinates an appropriate timeframe for teachers to analyze the data and to apply this analysis to lesson planning. Campus-based leadership • specifies methods and resources for accommodating instruction, pacing, and materials for ELs; • outlines campus-wide norms for integration of focused, targeted, and systematic second language instruction particularly for ELs at beginning or intermediate levels in English; and • monitors the implementation of these methods. (Hansen-Thomas, 2008)	Campus-based leadership district-wide • is provided with extensive, ongoing, job-embedded[12] training on appropriate methods for linguistically accommodating instruction, pacing, and materials commensurate to students' needs and • is trained on practical tools that can be used to monitor, coach, and support teachers on differentiated instruction by proficiency level.
Classroom Assessments			Teachers of ELs • distinguish the evaluation of English proficiency and content area knowledge within classroom assessments and • provide instructional interventions to address specific language needs as necessary. 89.1210 (a)(2); 89.1220 (i); 89.1220 (l)(1)(G)	Teachers of ELs • provide ongoing, formative content and language assessments throughout each lesson, • review language objectives at the end of each lesson to determine effectiveness of the incorporation of the ELPS, and • modify classroom assessment instruments as necessary to ensure the goal of the assessment is achieved. Campus-based leadership ensures that teachers are trained in and implement appropriate classroom assessment procedures[13] for ELs. (Markos & Himmel, 2016)	Campus-based leadership, in conjunction with district-based leadership, allocates resources for classroom materials that: • facilitate alternative assessment methods, • provide linguistic accommodations, and • facilitate instructional interventions. District-wide curriculum is provided for appropriate instructional interventions based on students' grade level and English language proficiency level.
State Assessments & Progress Monitoring			In conjunction with the LPAC, teachers of ELs • monitor the progress of academic success of current and former ELs (two years after reclassification), • determine appropriate assessment options for the state criterion referenced test (STAAR) for ELs served in the ESL program, and • provide designated supports as necessary. 89.1220 (i); 89.1220 (l)(1)(F)(I); 89.1226 (i) & (k)	Campus-based leadership • facilitates coordination between the LPAC, testing coordinators, and classroom teachers of ELs to ensure designated supports provided by the LPAC for state assessment are commensurate with students' linguistic needs and are utilized within classroom instruction and assessment and • develops and administers a plan for timely and periodic evaluation of EL academic and linguistic progress.	District-level benchmark assessments are • linguistically accommodated to align with allowable designated supports on state assessment and • reviewed by teachers for alignment to curriculum standards. District-based leadership organizes timely and periodic evaluation of EL academic and linguistic progress.

		0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Culturally Responsive Teaching		Required action when below minimum standard for ESL program implementation in instructional methods as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b): • Ensure the affective, linguistic, and cognitive needs of ELs are met • Provide all ELs with their grade appropriate content area TEKS • Provide all ELs with ELPS alongside all content area instruction • Provide all ELs with the CCRS as available to their English proficient peers	The affective needs of English learners are addressed through instruction in English that: • uses second language acquisition methods to incorporate o introduction to the school environment, o students' primary languages and learning experiences, and o cultural aspects of the students' backgrounds, and • instills confidence, self-assurance, and a positive identity with their cultural heritage. 89.1210 (b)(1)(b)	With the direct support and encouragement of campus-based leadership, teachers of ELs • actively seek to learn about their students' culture, language, and community; • provide a low-risk and safe learning environment; • provide opportunities for ELs to make connections to content material in culturally relevant ways; and • strategically use English learners' background knowledge to respect and value their experiences and cultural contexts, such as encouraging students to use their primary language as needed. (Markos & Himmel, 2016; Collier & Thomas, 2009)	District-based leadership supports an additive language-learning environment with culturally consistent teaching by recruiting teachers who represent the culture of the ELs and/or provide well-trained and motivated teachers with knowledge of the culture of the ELs. Furthermore, robust and ongoing professional development on how to link culture to instructional activities is embedded and executed from the district's overall professional development comprehensive plan. (Téllez & Waxman, 2006)
Content-Based Instruction			The linguistic and cognitive needs of English learners are addressed through instruction in academic content areas that: • utilizes second language acquisition methods and • is structured to ensure ELs o master the TEKS and higher-order thinking skills and o develop proficiency in all language domains. 89.1210 (b)(2)(b) and (b)(3)(b)	Campus-based leadership involve ESL and content-area teachers in the development of campus-wide curriculum and instruction practices for ELs that: • target and monitor the implementation of rigorous, quality content material; • include the use of higher-order thinking skills; • focus strategically on academic English language development; and • emphasize that support for ELs goes beyond general effective teaching practices; and involve explicit language focus in the overall sheltered instruction approach. (Hansen-Thomas, 2008; Moughamian, Rivera, & Francis, 2009)	District-wide systems[5] are planned and monitored that measure the academic English language acquisition progress of ELs, including higher-order thinking skills. District-based leadership consistently • analyzes EL academic English language acquisition data and • provides professional development support to teachers and campus-based leaders to address areas where progress is needed.
Resources			The district's Instructional Materials Allotment or local funds are utilized to provide general instructional materials for all students, including English learners.	The district's Bilingual Education Allotment is utilized to provide targeted instructional materials specific to English learners participating in the ESL program with parental approval. 89.1203 (1)	In the district's efforts to upgrade or improve instructional materials for ELs participating in the ESL program with parental approval as noted in the district's ESSA Consolidated Federal Application per SEC. 3115 (c) and (d), various stakeholders are strategically involved in the decision and selection process including English learners, parents of ELs, teachers of various grade levels and subject areas, campus administrators, campus and district instructional leaders, and community members.

	0 **Below Basic Level**	**1** **Basic Implementation**	**2** **Enhanced Implementation**	**3** **Exemplary Implementation**
Sheltered Methods: Communicated	Required action when below minimum standard for ESL program implementation in instructional methods as noted in 74.4 (a)(1); 89.1201 (d); 89.1210 (a)-(b): • Ensure the affective, linguistic, and cognitive needs of ELs are met • Provide all ELs with their grade appropriate content area TEKS • Provide all ELs with ELPS alongside all content area instruction • Provide all ELs with the CCRS as available to their English proficient peers	Based on the use of communicated sheltered methods, teachers of English learners regularly • plan and deliver content-based sheltered instruction and • reflect on effectiveness of supports based on evaluation of student performance to adjust instruction. (Examples of Communicated Sheltered Methods[7]) 74.4 (b)(2)	Campus-based leadership • is highly trained[6] in sheltered instruction methods that are communicated, sequenced, and scaffolded; • develops a clearly defined and expressed plan for implementation of sheltered instruction within all content-area instruction; • explicitly monitors the effectiveness of such implementation regularly; and • provides appropriate feedback and coaching for teachers of English learners. Coaching and feedback include demonstrated examples of how teachers are currently using sheltered techniques with success and explicit examples in sheltered techniques not yet in use at the campus that can benefit ELs at various proficiency levels. The campus improvement plan (CIP) indicates specific methods for growth of English learner progress and needs for resources and training are communicated and coordinated with district-level leadership. (Hansen-Thomas, 2008)	District-based leadership • develops a clearly defined and expressed plan for district-wide implementation of sheltered instruction methods that are communicated, sequenced, and scaffolded; • provides campus-based expectations for regularly monitoring the effectiveness of sheltered instruction implementation; and • trains campus-based leaders on appropriate feedback and coaching for teachers of English learners. Consistent analysis of district-wide English learner content and language assessment data expresses continual growth in English learners across all grade levels and English language proficiency levels. The district improvement plan (DIP) indicates specific methods for growth of English learner progress, including the dedication of resources toward instructional materials designated for sheltered instruction implementation and professional development for teachers and administrators of English learners.
Sheltered Methods: Sequenced		Based on the use of sequenced sheltered methods, teachers of English learners regularly • plan and deliver content-based sheltered instruction and • reflect on effectiveness of supports based on evaluation of student performance to adjust instruction. (Examples of Sequenced Sheltered Methods[8]) 74.4 (b)(2)		
Sheltered Methods: Scaffolded		Based on the use of scaffolded sheltered methods, teachers of English learners regularly • plan and deliver content-based sheltered instruction and • reflect on effectiveness of supports based on evaluation of student performance to adjust instruction. (Examples of Scaffolded Sheltered Methods[9]) 74.4 (b)(2)		

		0 Below Basic Level	1 Basic Implementation	2 Enhanced Implementation	3 Exemplary Implementation
Communication		Required action when below minimum standard for communication and access as noted in 89.1220 (h); 89.1240 (a) and (b); 89.1265 (d); 89.1210 (f):	Parents with limited English proficiency are provided with communication in a language they can understand. Initial notification to parents of identified English learners is provided in English and the primary language of the parent no later than 10 days after the classification decision and includes: • identification information, • recommendation for placement, and • the benefits of participation in the ESL program. Furthermore, parents of ELs are notified of: • changes to program services, • annual reports on student progress, and • eligibility for reclassification as English proficient as well as potential exit from the ESL program with parental approval. 89.1220 (h); 89.1240 (a) and (b); 89.1265 (d)	Campus-level staff takes initiative to enhance their methods of outreach communication for parents of English learners that go beyond the general practices for communication to all parents of students on the campus. This communication • is accessible, consistent, and targeted to the needs of English learners and their families; • demonstrates value and celebration in the primary language and culture of the students and families; and • provides progress of the English learners in English language acquisition.	District-wide systems[5] are clearly defined and communicated to campus-level leadership that detail how to enhance methods of outreach communication for parents of English learners that go beyond the general practices for communication to all parents of students in the district. This communication • is accessible, consistent, and targeted to the needs of English learners and their families; • demonstrates value and celebration in the primary language and culture of the students and families; and • provides progress of the English learners in English language acquisition.
School Climate		• Seek translation services as necessary • Secure systems for prompt and accurate communication on EL services • Provide access to ELs and their families to all campus and district events and resources	School signage (marquee, foyer/front office, public spaces) routinely posts information in the language(s) represented by school's students and their families. Campus personnel and staff, particularly those in the front office, are welcoming of and responsive to the needs of families of diverse backgrounds. The school environment clearly displays instructional resources, visuals, and student work that reflect the linguistic and cultural diversity of the students, particularly English learners, and their families.	When hiring campus personnel (office management, food services, janitorial services, etc.) and instructional staff (teachers, aides, content coaches, etc.), campus-based leadership considers and values personnel and staff that represent the students and their families, including prioritization of fluency in languages other than English spoken by the school's families. Additionally, campus-based leadership leverages community partnerships to support parental communication and to facilitate campus activities that honor the cultural and linguistic diversity of the campus. Resources are developed by campus staff and students that welcome and orient newcomer students and their families (such as informational packets, videos of the school environment, orientation meetings, etc.). (Collier and Thomas, 2009)	When hiring campus administrators, instructional coaches/specialists, and district administrators, district-based leadership considers and values staff that represent the district's students and their families, including prioritization of fluency in languages other than English spoken by the district's families. Additionally, district-based leadership leverages community partnerships to support parental communication and to facilitate participation in student and family support resources. Parents of English learners are actively recruited to participate equitably in campus- and district-based decision-making committees. (Collier and Thomas, 2009)

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		0 **Below Basic Level**	1 **Basic Implementation**	2 **Enhanced Implementation**	3 **Exemplary Implementation**
Parent Engagement Activities	Required action when below minimum standard for communication and access as noted in 89.1220 (h); 89.1240 (a) and (b); 89.1265 (d); 89.1210 (f): • Seek translation services as necessary • Secure systems for prompt and accurate communication on EL services • Provide access to ELs and their families to all campus and district events and resources		The families of English learners, including the parents/guardians and students, have equitable access to all extra-curricular activities, campus and district-wide events, and community partnerships as the families of English proficient students. 89.1210 (f)	Campus-level staff provides targeted engagement activities and supports to parents/guardians of English learners that are supplemental to the services provided to all parents, such as: • second language acquisition resources, • outreach through district's social media, • home visits, • technology apps to build communication, and • parenting resources.	District-wide parent/guardian engagement activities and supports that are supplemental to the services provided to all parents are developed and clearly communicated to campus-level leadership as a priority.
Family Engagement Activities				Campus-level staff provides targeted engagement activities and supports to be utilized by the family of English learners (parent and child together) that are supplemental to the services provided to all families, such as: • adult ESL or literacy programs, • family literacy programs (modeling literacy practices), • book programs, and • summer academies for families of ELs.	District-wide family engagement activities and supports (parent and child together) that are supplemental to the services provided to all families are developed and clearly communicated to campus-level leadership as a priority.
Community Engagement Activities				Campus-level staff provides targeted community engagement partnerships to parents and families of ELs that are supplemental to the services provided to all EL families, such as partnerships with: • county and local libraries, • summer mobile libraries, • non-profits and local corporations, • universities and community colleges, • community service fairs, and • big brother/sister mentoring programs.	District-level leadership strategically formulate community engagement partnerships for parents and families of ELs that are supplemental to the services provided to all families.