

**English Learner Plan for Non-Title III Districts**

<b>District:</b>	Omaha School District	<b>LEA:</b>	0504
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	<b>ESOL Coordinator</b>	<b>Person Completing This Plan</b>
<b>Name:</b>	Shelly Collins	Shelly Collins
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Please submit the completed English Learner Plan in Indistar by **October 1**. A detailed video walkthrough of the English Learner Plan has been posted on the English Learners webpage. Please see the sample completed plan and a brief description of the English Language Development (ELD) Program Models at the links provided below.

**English Learner Plan Requirements**

Use the guidance below to complete requested information on the following pages. For an overview of all federal requirements regarding English Learners and to access compliance documents, visit the Arkansas DESE English Learners (<https://dese.ade.arkansas.gov/Offices/learning-services/english-learners>) resource page.

- LEAs must identify potential English Learners through the use of the Arkansas Home Language Usage Survey and a valid and reliable English language proficiency test. See the Arkansas English Learner Entrance and Exit Procedures Manual (<https://drive.google.com/file/d/1C7O8axIjvHVtBtHI32RriA26UUKlDqCW/view>). Arkansas uses the ELPA21 Screener to screen for initial English language proficiency and ELPA21 Summative to assess English language proficiency annually. See the Arkansas DESE ELPA21 Webpage (<https://dese.ade.arkansas.gov/Offices/learning-services/assessment/elpa21>) for further information, including a link to the current year's ELPA21 Livebinder.
- LEAs must take affirmative steps, beyond the curriculum provided to any student, so English Learners can meaningfully participate in their educational programs and services. The language assistance services must be educationally sound and proven successful. Examples of program models are provided on the next to last page of this document.
- LEAs must provide the personnel and resources necessary to effectively implement their chosen EL program model. This obligation includes having highly qualified teachers to provide language assistance services, trained administrators who can evaluate these teachers, and adequate and appropriate materials for the EL programs. See the Arkansas English Language Proficiency Standards webpage (<https://dese.ade.arkansas.gov/Offices/learning-services/english-learners/english-language-proficiency-standards>) for additional information regarding the English Language Proficiency Standards.
- LEAs must monitor the progress of all of their English Learners in achieving English language proficiency and acquiring content knowledge as well as evaluate the success of the program.
- Once students are placed as a Former English Learner student, LEAs must monitor the academic progress of former ELs for at least four years to ensure that students have not been prematurely exited, that their academic deficits are remedied, and that they are meaningfully participating comparably to their never-EL peers.
- LEAs must only use local and state funding (foundation funding, ELL/ESA/PD Categorical funds) to provide the English Learner program. Federal grants with supplement not supplant provisions, such as Title I and III, must provide supplemental services to eligible English Learners beyond the English Learner program. This requirement has not changed under ESSA.

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**A. If the LEA does NOT have any English Learners currently enrolled, please check the next two boxes: (Districts WITH English Learners, please proceed to part B.)**

We assure that as of the date of this submission, the LEA has no identified English Learners. If an English Learner is identified prior to the submission of next year's plan, the LEA will take steps to ensure proper identification, assessment, and instruction are carried out as outlined in the English Learner Plan requirements above.

We assure that we are doing items #1, #2, #8 (as appropriate), and #9 (as appropriate) in the LEA Language Minority Assurances Table below and, in the event that an English Learner enrolls in our district will complete all of the other items and submit an updated District English Learner Plan.

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If the LEA does NOT have any English Learners and the two boxes above are checked, please proceed to submit this plan to DESE in Indistar.

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**B. If the LEA DOES have English Learners, please complete the assurances table below.**

#### **LEA Language Minority Assurances Table**

**By checking each box,** the LEA assures that the LEA complies with that item and that 100% of EL students are correctly identified and included in the annual English Language Proficiency Assessment each year until reaching proficiency..

\*For additional resource links, please click HINTS.

Hint

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- 1. Administer the Home Language Usage Survey (HLUS) only to students enrolling in the LEA for the first time; the original HLUS is obtained for a student transferring from another Arkansas school.
- 2. Maintain a copy of every student's HLUS, including students whose HLUS indicates English only.
- 3. 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 (ELPA21 Screener) to new students whose HLUS indicates a language other than English for any of the three questions OR obtain the previous annual ELPA21 Summative assessment results for students previously identified as an English Learner by another Arkansas school or ELPA21 consortium state.
- 4. Notify parents of students' English Learner status annually via a Parent Notification form
- 5. Maintain a local system to track English Learners in order to provide core EL program services and report English Learners to the DESE through regular Cycle reporting.
- 6. Develop an Initial Placement/Annual Review Form and provide core EL program services until student reaches proficiency on the ELPA21 Summative assessment along with 2 data points on the Professional Judgment Rubric.
- 7. Administer the ELPA21 Summative English language proficiency assessment annually to 100% of English Learners.
- 8. Maintain a local system for rigorous monitoring of Former English Learners (FELs) during their mandated four-year monitoring period to ensure that former English Learners are meeting the same challenging standards as never-EL students using the required Arkansas DESE Language Minority Student Exit/Monitoring Form.
- 9. Ensure meaningful communication with LEP (Limited English Proficient) parents in a language they can understand and to adequately notify LEP parents of information about any program, service, or activity of a school district or SEA that is called to the attention of non-LEP parents.

**C. If the LEA DOES have English Learners, please complete the following Core EL Program (LAU) Plan.**

If your district **does not** have EL students at any particular grade span, please indicate "No EL students at this level" in the corresponding box.

**Core EL Program (Lau) Plan**

**Core EL Program (Lau) Reminders:**

- 1) LEAs are **required** to provide a core EL program (Lau) whether or not they receive Title funds.
- 2) All federal grants, including Title I and III, must be **supplemental to your core EL program listed on this page.**
- 3) Staff listed on this page must be paid with state (such as ELL/ESA or foundation funding) or local funds **only.**
- 4) All EL students (Emerging, Progressing, Proficient without Professional Judgment Rubric data points) **must** be provided the **core EL** program described on this page, in addition to core instruction; instruction in the core EL program must be provided by **qualified** teachers **trained in EL strategies.**
- 5) 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.

**NOTE: If more than one ELD service model is used throughout the district for a specific grade, school setting or proficiency level, choose from the following options below and list all applicable models. Descriptions of frequency, staff, and materials are not required at this time for the "Access to Core Content Models".**

**Brief Descriptions of the ELD Program Models & Access to Core Content Program Models**

(<https://www.indistar.org/app/DashboardDocs/Arkansas/BriefDescriptionsELDMoelsANDCoreContentModels.doc>)

**Sample Core EL Program (Lau) Plan**

([https://www.indistar.org/app/DashboardDocs/Arkansas/SampleCoreEL\\_Plan2020-21.docx](https://www.indistar.org/app/DashboardDocs/Arkansas/SampleCoreEL_Plan2020-21.docx))

**ELD Program Models Used:**

	Elementary	Middle School	High School
Indicate grade levels at this span in your district	K-6		7-12
NO EL students at this grade span	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ELD Push-In (ELD-PI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELD Pull-out (ELD-PO)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELD Embedded (ELD-EM)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELD Class Period (ELD-CP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newcomer ELD (ELD-NP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELD Declined Services (ELD-DS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frequency and Duration for ELD Models Listed Above:	ELD Embedded: All levels 5 days a week 120 minutes within content classes integrated EL		
Type of Staff for ELD Models Listed Above:	ELD Embedded: 1 classroom teacher supported by Licensed ESOL teacher		

Total unduplicated headcount of staff paid from **local and state funds** to provide **ELD program models** only:

Certified	Non-Certified
2	0

**Digital Learning & ELD Services:**

**Full-Time Virtual Students - If the district is offering a full-time virtual option for students, and the virtual ELD programming differs from the district's on-site ELD programming, describe below how the virtual program provides K-12 ELD services. Otherwise, state N/A if not applicable.**

N/A

**Blended Learning - If the district needs to pivot from on-site to remote learning, and the remote ELD programming will differ from the on-site ELD programming, describe below how K-12 ELD services will be provided during periods of remote learning. Otherwise, state N/A if not applicable.**

N/A

**Access to Core Content Models Used:**

	Elementary	Middle School	High School
Sheltered Instruction (CCP-SI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content classes with integrated EL support (CCP-CC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Newcomer Core Content (CCP-NP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to Core-Declined Services (CCP-DS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**D. How can your Regional EL Specialist assist your district in the implementation of this plan?**

None at this time

**E. It is highly recommended that districts have a District ESOL Program Guide that outlines how your district carries out the elements of this English Learner Plan. If you have such a guide, please include a hyperlink to it here:**

<https://bit.ly/3okm5fG>

ADE Feedback:

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