

**HINTS TO DRAFT A TITLE III PLAN
EVERY STUDENT SUCCEEDS ACT (ESSA)**

- 1. Describe the programs and activities proposed to be developed, implemented, and administered with Title III English Learner (EL) funds:**
To be able to respond correctly to this rubric, one has to think about what the district is spending money on (e.g. salary – who is being hired)? What are the activities to be conducted (read the allowed and required activities)? What is the instructional model to be implemented? What are the expectations from the models in term of the skills the EL students will acquire? One may be able to link hiring of a paraprofessional to implementing a program (or an instructional model), or to provide skills to ELs, etc.
- 2. Describe how the Local Educational Agency (LEA) will promote parental and community participation in programs for English learners:**
The focus here should be planning activities that will enhance parental and community engagement to support and help their children succeed. One must think about skills to provide and information to convey to parents and community to increase learning at home and supporting district's Title III activities (planning and program implementation effort).
- 3. English proficiency (required activity):**
How teachers will deliver instruction to impact English learning (skills)? What are the expectations from teachers to implement instructional models that will increase EL language skills or the command of the English language? What are the expected EL skills from the models?
- 4. Student academic achievement in the core academic subjects (required activity):**
How teachers will deliver instruction to impact EL learning in terms of content subjects, core subjects? What are the expectations from teachers to combine language and content instruction to get the EL children ready to go back to the mainstream classroom and achieve at a rate or higher rate of the non-EL peers?
- 5. Professional development designed to improve the instruction and assessment of English learners (required activity):**
What kind of skills will the district provide to teachers to be able to implement the programs/instructional models? How teachers will be prepared to interact with an environment of students, parents and community of diverse cultures and expectations? What trainings are necessary to improve EL students' scores on language assessments?
- 6. Professional development based on scientifically-based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers (required activity):**
How teachers will be trained to deliver instruction to impact EL learning in terms of language mastery and content subjects' achievement (core subjects)? What knowledge and evaluation support the instructional and training models effectiveness in delivering English mastery and content achievement?
- 7. Professional development of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom (required activity):**
What kinds of ongoing trainings are being provided to enhance lasting teacher skills that will influence or increase performance in the classroom?