

Using the Administrator’s Resource Kit to Create, Enhance, and Sustain an English Learner Program: The Planning Tool

This tool is designed to support the planning and management efforts to create, enhance, and sustain an English Learner program. It will assist in identifying resources in the Administrator’s Resource Kit relevant to needs and priorities, tracking progress, and initiating action plans.

Step 1. Reflect on the status of the current program.

Reflect on the status of the district or school relative to each task listed below. Note, the Administrator’s Resource Kit includes a specific resource designed to provide detailed guidance on each task listed below.

Tasks for Creating, Enhancing and Sustaining an English Learner Program	This is a strength.	This is an area for improvement.	This is a priority.
1. Review federal requirements to understand the obligations for serving English Learners.			
2. Understand designations for English Learners.			
3. Staff the English Learner program.			
4. Provide Professional Development.			

Tasks for Creating, Enhancing and Sustaining an English Learner Program	This is a strength.	This is an area for improvement.	This is a priority.
5. Select an English Learner program model.			
6. Develop an English Learner Handbook.			
7. Place newly arrived students.			
8. Identify English Learners.			
9. Notify parents or caregivers.			
10. Create a welcoming environment.			
11. Acknowledge English Learners in preschools and non-public schools.			
12. Identify English Learners with suspected disabilities.			
13. Develop individual English Learner plans.			
14. Monitor English Learners who exit the program.			
15. Support high school graduation.			

Tasks for Creating, Enhancing and Sustaining an English Learner Program	This is a strength.	This is an area for improvement.	This is a priority.
16. Ensure access to postsecondary options.			
17. Account for English Learner outcomes.			
18. Evaluate English Learner programming.			
19. Fund English Learner services.			
20. Understand the administrator's role in planning an English Learner program.			
21. Establish supportive school environments.			
22. Build effective family, school, and community partnerships.			
23. Connect English Learners to mental health resources.			
24. Promote regular school attendance.			

Step 2. Identify priority tasks/resources.

Make a list of the tasks/resources that you will prioritize for learning and action.

Tasks/Resources	Mark completed after review of resource.
1.	<input type="checkbox"/>
2.	<input type="checkbox"/>
3.	<input type="checkbox"/>
4.	<input type="checkbox"/>
5.	<input type="checkbox"/>

Step 3. Develop an action plan.

After reviewing resources prioritized above, create an action plan that outlines efforts to create or enhance the English Learner program for English Learners in the district or school. Plan for each task prioritized. Expand the tables as needed to accurately capture the action plan. Use the tables to monitor progress and celebrate district and school success.

Priority Task 1:

Action Step	Person Responsible	Target Date	Status
1.			
2.			
3.			
4.			

Priority Task 2:

Action Step	Person Responsible	Target Date	Status
1.			
2.			
3.			
4.			

Priority Task 3:

Action Step	Person Responsible	Target Date	Status
1.			
2.			
3.			
4.			

These resources aim to bolster academic, student wellness and college and career outcomes for Ohio's English Learners. Resources were created through a collaborative effort between the Ohio Department of Education and Workforce and The Ohio State University's Center on Education and Training for Employment along with a dedicated group of family advocates, community leaders, school district personnel, and teachers.