

## PRS FY23 EL Plan

### **Include the LEA's procedures for identifying members for the EL Advisory Committee.**

Pike Road Schools establishes an EL Advisory Committee to assess program needs, determine assessment procedures, evaluate the program, and develop or revise the comprehensive EL Plan. The committee may include representation from the central office, assessment specialists, EL Coordinator, EL support staff, school counselors, general education teachers, parents, and community members. The committee meets at least once a year to review data and revise the plan as necessary. The committee recommendations may include English language development programs, high-quality professional development for staff, parental involvement programs, budget priorities, and completing the EL core program evaluation.

Include the LEA's methods for identifying, placing, and assessing the students to be included in the English language instruction educational program. The following components must be explained in the plan:

- Home Language Survey—completed by all students as part of the registration process
- WIDA Online Screener—given to any learner (in 2nd-semester 1st grade through 12th grade) who has anything besides English marked on HLS; this is given to specified learner if records from the previous school are not available
- WIDA Screener for Kindergartners—given to any learner (Kindergarten through 1st semester 1st grade) who has anything besides English marked on HLS; this is given to specified learners if records from the previous school are not available
- ACCESS for ELLs—given annually during the spring semester to all ESL learners who are part of the ESL program
- Alternate ACCESS for ELLs—given annually during the spring semester to any ESL learner who takes the alternate annual state assessment

Pike Road Schools is committed to identifying and serving all students who meet the criteria of limited English proficiency. Currently, a kindergartener and first-semester first grader qualifies to receive ESL services if he/she scores a 4.0 or below on the WIDA Screener for Kindergarten. Additionally, a second-semester first grader through a twelfth grader qualifies to receive ESL services if he/she scores a 4.5 or below on the WIDA Online Screener.

The system is equally committed to providing supportive responses to barriers that may hinder students' school enrollment and success in their educational experience.

Therefore, the district uses the following procedures to identify newly enrolled students who require EL services:

- Home Language Survey—completed by all as part of the registration process
- WIDA Online Screener—given to any learner (in 2nd-semester 1st grade through 12th grade) who has anything besides English marked on HLS; this is given to specified learner if records from the previous school are not available

- WIDA Screener for Kindergarten—given to any learner (Kindergarten through 1st-semester 1st grade) who has anything besides English marked on HLS; this is given to specified learners if records from the previous school are not available
- ACCESS for ELLs—a request is made to a transferring learner’s previous school for ACCESS for ELLs score reports; if this is provided, the screener is not given

If a student is identified as needing EL services, the coordinator and EL support staff will notify the teachers and parents/guardians. They will schedule a meeting within ten days with the parents/guardians and the ESL team to develop an I-ELP for the identified learner.

**Include the method and procedures for exiting students from the English Language Instruction Educational program (LIEP) and for monitoring their progress for at least four years (new in ESSA), and at a minimum, follow SDE exiting requirements for ELs. All school personnel should be aware of the State established exit criteria of a composite score of 4.8 on the ACCESS for ELLs 2.0® English language proficiency test.**

School or district personnel evaluate all EL students annually using ACCESS for ELLs. English learners will exit the EL program upon scoring a 4.8 or greater composite score. The EL committee will place them on monitoring status for four academic years. The EL Committee will review data to track the student's progress during the monitoring period. The committee will review the data at progress reporting and report card dates). The committee will plan, implement, and monitor any needed support indicated by the data review or teacher request. Students will be classified as Former English Learner (FEL) - Monitoring Year 1/Year 2/Year 3/Year 4 (FEL Monitoring Year 1, 2, 3, 4) for the first four years of monitoring. Following four successful years of monitoring, EL students are classified as FEL Complete, and no longer included in the LEP subgroup for accountability.

**Describe the programs and activities that will be developed, implemented, and administered to ensure that ELs acquire academic language as part of the core LIEP.**

Pike Road Schools utilizes English as a Second Language instruction as the model for helping ELs acquire English. A description provided by the US Department of Education offers the following description of an ESL model. “ESL-certified teacher provides explicit language instruction to students. Instruction focuses on the development of proficiency in the English language, including grammar, vocabulary, and communication skills.” This description adequately describes how ELs's needs are currently being met in Pike Road Schools. Furthermore, the US Department of Education also provides information on key design variables for the model (ESL Instruction) in place in Pike Road Schools. The US Department of Education states “Class format—students may have a dedicated ESL class in their school day or may receive pull-out ESL instruction wherein they work with a specialist for short periods during other classes.” The ESL pullout program expands academic vocabulary and develops speaking, listening, reading, and writing confidence. Further, it develops fluency in the use of higher-level grammatical structures. The team selected this model for instruction based on several factors, including an EL population diverse in age, grade level, and background experiences.

Since Alabama is a WIDA state, our EL instruction follows the WIDA ELP Standards. Classroom instruction uses the WIDA Can DO Descriptors aligned with their ACCESS SCORES. Instructors use many different strategies to teach English skills in the four language domains of listening, speaking, reading, and writing. Specific classroom-level practices recognize EL's unique needs as second language learners and support learning and comprehension by incorporating the use of visuals, repetition, rephrasing, and reiterating of instructions and content, hands-on activities, student-centered activities, chunking and webbing, primary language support if available, use of scaffolding techniques, use of a variety of grouping configurations, and modeling.

**Describe how language instruction educational programs will ensure that ELs develop English proficiency:**

**- How data is used to improve the rate of language acquisition for ELs**

ACCESS for ELLs data is utilized to know learner's strengths and weaknesses

**- How the LEA supports each school concerning continuous improvement practices and specific professional development**

Professional development will be offered through ALSDE ESL Regional Coach

**- How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum**

Lead learners receive ACCESS for ELLs or WIDA Screener score report for specific learners in their class so that instruction can be tailored to individual needs; WIDA ELP standards are available on a shared Google Drive for lead learners

The district will encourage, support, or provide training reflecting the needs identified in the data analysis. Teachers are required to utilize instructional strategies daily across all disciplines that allow students to be actively engaged in learning by speaking, listening, reading, and writing. The district will integrate the World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards as they align with the Alabama College and Career Readiness Standards. By using these standards, teachers will be able to provide EL students with the necessary skills to be successful and achieve within the general education curriculum as they progress through the stages of language acquisition: entering, beginning, developing, expanding, and bridging.

**Describe the grading and retention policy and procedures. NOTE: ELs cannot fail or be retained if language is the barrier.**

Each student's EL committee will address retention and grading for EL students through the individual EL plan (I-ELP). The committee will not retain a student based solely on English language proficiency. The team will gather and analyze data from various sources to make the appropriate decisions for the student's grading, promotion, and retention. The following items are among those considered by the committee:

- the student's current level of English language proficiency;
- results of the implementation of accommodations as outlined in the I-ELP;

- accommodations noted in IELP
- formal and informal assessment results
- individual English language instruction received weekly
- the need for an alternate grading strategy
- teacher training
- length of time in US school

The EL committee will also consider current district promotion and retention policies.

**Include details on the specific staffing and other resources to be provided to English learners under the LIEP in the district. ESL staff should be qualified with academic preparation in English as a second language, e.g. as documented in the 1991 Office of Civil Rights (OCR) Memorandum.**

- **Qualified personnel (state certification and/or ESL licensure)**

Rebecca Hughes: Class A teaching certificate for P-12 English for Speakers of Other Languages (ALSDE ID RLV-0039-3460)

- **ESL staff development**

EL staff will participate in professional development and professional learning provided by the ALSDE

- **Content teacher and administrator staff development**

ALSDE ESL Regional Coach will provide teacher and administrator staff with professional learning. PRS employs certified teachers to instruct EL students using evidence-based materials. Teachers will receive appropriate professional development to support teaching EL students. This professional development will include services provided by our ALSDE ESL Regional Coach, as well as the EL Coordinator and consultants as needed. At the system level, many individuals provide support, such as the EL Coordinator, curriculum coordinator, technology personnel, and school psychometrist. In the schools, support staff includes EL paraprofessionals, instructional coaches, counselors, speech-language pathologists, and those who provide Tier II and III instruction. Tutors and translators are available as needed. All faculty and staff who work with EL students are fluent in English. The district provides professional development throughout the year in faculty meetings, small groups, or one-on-one settings. Virtual settings and resources are available through a shared drive.

**Describe how the LEA will collect and submit data by SDE requirements.**

- **How are schools trained to use the state system/database to code ELs and enter reliable and accurate data**

Webinars are offered by ALSDE and PowerSchool PowerUps. The EL coordinator knows how to code ELs and utilize reliable data in Powerschool regarding enrollment, attendance, grades, and demographic data. School counselors are responsible for securing school records. District student assessment personnel will follow procedures outlined by the Alabama State Department of

Education (SDE) to collect and submit data regarding EL students. School-based teams review data each quarter to ensure the accuracy of reports. District personnel will follow procedures for reviewing and submitting EL reports as the SDE requires.

**Include the LEA’s method for evaluating the effectiveness of its program for English learners**

- **LEA engagement in the continuous improvement cycle**
- **With English proficiency and challenging state academic standards**

The effectiveness of the program is measured by ACCESS for ELLs data. Growth and gains are reviewed for each learner with two data points (two ACCESS for ELLs score reports from consecutive years). Each school develops and reviews a Continuous Improvement Plan (CIP) throughout the school year. The leadership team at each school maintains the CIP with accurate, current information. Designated personnel will evaluate the EL program through the CIP process by combining and reviewing the school and district data. The data used will be ACCESS for ELLs. The team will analyze to determine progress toward goals, needed adjustments, and allocation of resources as needed. This process will include results of school staff surveys consistent with the state program evaluation guidelines and the goals outlined in this plan. The analysis will include professional development needs, a self-assessment to determine program compliance, input from stakeholders, student assessment results, and local school data regarding discipline, attendance, and grades. The district will use the evaluation template provided by the SDE to summarize the findings and plan for future activities.

**Include LEA’s method of identification and referral of ELs for special services (including Gifted Ed) Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language.**

The special education process begins with a referral for evaluation. Generally, ELs with typical developmental patterns for learning a new language should not be referred to. Because of their cultural and linguistic backgrounds, ELs have special instructional needs. These needs should not be confused with disabilities, nor should they serve as a basis/or referral for a special education evaluation. Before accepting a referral for an evaluation of the EL, the student's classroom teacher should attempt to meet the student's needs within the context of the services that are part of the regular education program and IELP. The team must eliminate language as the issue before proceeding with the special education referral. When EL experiences academic or behavioral problems, it may be necessary to refer the student to the Problem-Solving Team for further consideration. A special education referral may be initiated based on the results from the Problem-Solving Team meetings and proper documentation of unsuccessful interventions.

Regarding identification, eligibility, and service provision for these students, the district will align practices to the Individuals with Disabilities Education Act of 2004. The EL Program will secure someone to administer the test or other evaluations in the native language to support these procedures. These accommodations will include a translator for oral and written communication in the parent's native language. The EL Committee will select and administer materials used to assess a limited-English proficient student to ensure they measure the extent to which the student has a disability and needs special education, rather than measuring their English

language skills. The EL Program employs two translators for our top two languages (Korean and Spanish). MasterWord (paid for by ALSDE) will be utilized to help with translating for languages besides Korean and Spanish. The ESL Department and Special Education Department will ensure the EL student's needs are being met as noted in IELP and IEP. A student will not be determined to be eligible for special education if the determinant factor is the child's lack of English proficiency. School and District personnel will follow all required procedures outlined in the Alabama Administrative Code regarding referral, eligibility, evaluation, and services (IEP) for EL students. PRS will ensure that EL students have an equal opportunity to qualify for the gifted program under the same guidelines as all students in the district. The EL students will be part of the second-grade gifted screening. The gifted Program and EL Program staff will cooperate to ensure EL student language proficiency does not prevent equal opportunity for participation in the gifted program.

**Describe how the LEA will encourage and hold schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program.**

- **Including coordination with the LEA Test Coordinator/Director**
- **Including communication of assessment and accountability requirements to schools**

The District Supervisor of Assessments and the EL Program Coordinator will ensure EL students participate in ACCESS for ELLs in addition to state-required assessments. The local school EL committee determines the need for testing accommodations. Designated staff complete the appropriate forms and provide them to the building test coordinator and system test coordinator upon request for assessment planning purposes. The district shares the assessment results through its accountability program with schools, teachers, and parents promptly. Each school will incorporate the assessment results into the goals and activities of its Continuous Improvement Plan. School or district personnel may seek Technical assistance through the SDE to address the EL students' needs in the CIP. The district will encourage, support, or provide professional development opportunities to the faculty and staff commensurate to the ACIP needs assessment and the EL Core Program evaluation. As needed, school or district staff will coordinate these efforts with SDE and the local in-service center personnel.

**Describe how the LEA will hold schools accountable for meeting proficiency and long-term goals.**

Monitoring and evaluating school progression of their continuous improvement plans. Additionally, schools will conduct data reviews to determine proficiency and to analyze goals and objectives set.

**Describe how the LEA will inform EL parents using information and notification in the following format:**

According to current federal requirements, LEAs must, not later than 30 days after the beginning of the school year, provide notification to parents related to

1. The reasons for the identification.
2. The child's level of English proficiency.
  - a. How (DELETE: such) level was assessed.
  - b. The status of the child's academic achievement.
3. The method of instruction used in the program
4. How the program will meet the educational strengths and needs of the child.
5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for such a program, the expected rate of transition from such a program into the regular education classroom, and the expected rate of graduation from secondary school.
7. In the case of a child with a disability, how the program meets the objectives of the individualized education program for the child.
8. Information about parental rights that includes written guidance detailing:
  - a. The right of the parents to have their child immediately removed from supplemental Title III programs upon request. (IF APPLICABLE)
  - b. The options that parents have to decline to enroll their child in such supplemental Title III programs or choose another program or method of instruction if available. (IF APPLICABLE)
  - c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

If parents are not present or PRS personnel could not establish communication at enrollment, parents are notified either in writing or in person. PRS will correspond with the parent/guardian in their native language either in writing or by an interpreter to ensure parents understand the programs and services available. The district employs interpreters who notify parents about the identification and placement of students in the ESL Program. If PRS personnel are not familiar with the parent/guardian's native language, they will use MasterWord and/or Transact (provided by ALSDE) to notify. PRS communicates the timeline and process of identifying or screening any new English Learners. Once identification is determined, the ESL Team schedules an I-ELP meeting with the parents. During the I-ELP meeting, The ESL Team gives parents a copy of the WIDA scores (ACCESS for ELLs or Screener), accommodations, and goal sheet. These scores provide information on the individual language proficiencies in all four domains. A translated copy of the scores is available upon request. The families will know a translated copy is available. Also, it can be requested. Translators will share this information with them.