Section I Coversheet, Assurances, Signature Page	
EL District Plan **Cover Sheet**	**Local Education Agency (LEA) Name:** Sumter County Schools
LEA Contact for ELs:	
Name: Hermania Little	Signature:
Position and Office: Federal Programs	Email Address: hblakely@sumter.k12.al.us
Telephone: 205-652-2271 xt.1212	Fax: 205-652-4270
☐ Check box if LEA receives Title III Funds	

Assurances
The LEA will: ☒ Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan ☒ Assure that all teachers in any language instruction educational program for limited-English proficient students that is funded with any source of federal funds are **fluent in English**, including having written and oral communication skills ☒ Assure that all schools in the LEA are in compliance for serving English language learners (ELs) ☒ Assure that all individuals used as **translators or interpreters are fluent** in the language they are translating. ☒ Assure ELs **have equal access to appropriate categorical and other programs** and are selected on the same basis as other children (The following assurances apply only to LEAs that receive Title III funds) ☐ Assure that the LEA has a process for parents to **waive Title III** Supplemental Services. ☐ Assure that the LEA has a **non-public school participation plan**. ☐ Assure **timely and meaningful consultation with private school officials** regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA

Hermania L. Little	*Hermania Little*	11/05/2014
EL Program Administrator	**Signature**	**Date**

Katie Jones Powell	*Katie Jones Powell*	11/05/2014
LEA Superintendent	**Signature**	**Date**

EL Advisory Committee

Arnita Robinson, Counselor _____

Kenyetta Jones, Elementary Counselor _____

Lorissa Holder, Counselor _____

Glory McAboy, Counselor _____

Mable Mason, Counselor _____

Rita Ertha, Principal _____

Cynthia Jemison, Principal _____

Herman Wallace, Jr., Principal _____

Clifford Reynolds, Principal _____

Lisa Bochey, Teacher _____

Cassandra Diggins, Teacher _____

Angela Finch, Parent _____

Tinnie Hall-Robinson, Parent _____

Grace King, Director of Curriculum and Instruction _____

Annie Walker, Parental Involvement Specialist _____

Melissa Woods, Assessment and Accountability _____

LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN TEMPLATE

Section A: Introduction and Educational Theory and Goals

First and foremost, the Sumter County School System has no barriers to registration for ELL students. It is the intent of the Sumter County School system that every student in the system who has a primary home language other than English and who is identified as limited English proficient (LEP) be provided the opportunity to participate in regular education classrooms. The Sumter County School System understands that students who are acquiring a second language often require additional assistance in the acquisition process.

The educational approach to language development that is held by the school system borrows from the works of Jim Cummings. The district agrees with Cummings (2000) in that "…conceptual knowledge developed in one language helps to make input in the other language comprehensible. If a child already understands the concepts of justice and honesty in his/her own language, all he/she has to do is acquire the label for the terms in English." The goal of ESL instruction shall not replace or negate the students' primary home language. Rather, the ESL program shall strive to enable the LEP students to become competent in listening, speaking, reading and writing in the English language. This instruction shall emphasize the acquisition and mastery of English, to enable LEP students participate fully in the benefits of public education.

To ensure that ELLs reach proficient or higher standards, teachers use differentiated instruction to address needs. The Sumter County School System believes that the most effective delivery method occurs in the regular classroom. It understands that individual differences may require additional support in a small group or in a one-on-one setting.

Section B: Identification and Placement Procedures

    1) Procedures for implementing the EL Advisory Committee

The Sumter County School System includes representatives from each school, central office, program coordinators, and a parent representative to form the EL Advisory Committee. Members of the EL Advisory Committee include:
- Principals
- Counselors
- Teachers
- ACCESS for ELLS Test Administrator
- Director of Curriculum and Instruction
- Federal Programs Director
- Parent Representative

    2) Methods for identification and placement

The following **methods for identifying and assessing** EL students must be evident in the plan:
- Home Language Survey (Appendix A)
- WIDA-ACCESS Placement Test (W-APT)
- EL Committee Placement

Deadlines and Parameters for Test Administration:

Each school will develop an English Learner Committee to guide and monitor the placement, services, and assessment of ELs. This committee may meet within **10 days** of student enrollment and may be comprised of

- Principal
- Counselor
- Parent/Guardian
- Classroom Teachers of the EL
- Special Services Teachers, as warranted - e.g. special education teacher, gifted teacher
- Test Administrator (W-APT and ACCESS for ELLs)
- Curriculum Coordinator
- Federal Programs Director
- Translator, if warranted
- Other district/program administrators, as warranted.

• Any student scoring an overall composite score of **3.9 or below** on the W-APT **must** be identified as limited-English proficient and is placed in the English language instruction educational program.
• Any student scoring an overall composite score of **4.0 or above** on the W-APT **may** be identified as limited-English language proficient and **may** be placed in an English language instruction educational program. In such cases, the ELC utilizes teacher judgment, other assessments, extenuating circumstances, the age of the student, and the amount and quality of previous schooling to help determine a student's placement and eligibility for EL services.

The ELC determines the educational program and develops an Individualized-English Learner Plan (I-ELP) for students who enter the EL Program. It reviews pertinent information (HLS, language proficiency test results, achievement data, and other scholastic and/or diagnostic data) to design a specific educational plan.

3) Procedures for exiting students from the ESL Program and monitoring progress

- Students must obtain a composite score of at least **4.8** on the ACCESS for ELLs for one year. *(Exit Score)*

The ELC **monitors** the progress of *Former LEP* students for **two (2) consecutive years**. Students who are in the monitoring phase do not participate in the ACCESS for ELLs. Nine week report card grades will be used to monitor student progress. If the ELC determines that the student is not making sufficient progress, the child may be recommended for re-enrollment in the EL program based upon re-screening with the W-APT.

Section C: Programs and Instruction

1) Programs and activities that will be developed, implemented, and administered to ensure ELs acquire academic language as part of the core ESL program

The LEA analyzes enrollment and assessment data along with curricula resources to develop a comprehensive needs assessment. The results of the Needs Assessment are used in the evaluation and implementation of the ESL program. Scientific Research Based resources such as SRA/McGraw-Hill Imagine It!, Holt, and SIOP (Sheltered Instruction Observation Protocol) , as well as strategies to build background, to differentiate instruction, and incorporate visual aids are used to ensure the development of English proficiency.

2) How the ESL program will ensure that ELs develop English proficiency
- Use of formative assessments to guide instruction   - Lesson development and delivery that incorporates the WIDA –ELP standards   - LEA required lesson plan documentation of WIDA –ELP standards   - LEA walk-throughs and CIP reviews to monitor plan implementation   - LEA supported professional development opportunities
3) Specific components of the LEA's ESL program
- Total immersion   - Visual and auditory aids   - Academic language of core curriculum
4) Grading and retention policy and procedures
Grading and retention based upon regular procedures, except in cases where language is a barrier ELs **must not** be retained due to their lack of English language proficiency.
5) Specific staffing and other resources to be provided to ELs through the ESL program
- No certified ESL teachers employed   - All core content areas teachers are highly qualified   - Professional development provided for content teachers and administrators
6) Method for collecting and submitting data
- System Test Coordinator ensures proper testing of ELs   - STC also collects and submits all required testing information to the State Dept. of Education   - Federal Programs director collects and submits program data to the SDE   - Secretaries/enrollment clerks attend STI Conference   - LEA and school based training for secretaries/enrollment clerks
7) Method for evaluating the effectiveness of the ESL program
- Central Office personnel participate in the CIP reviews   - EL Advisory Committee reviews assessment data and makes adjustments to the EL plan
8) Method of identification and referral of ELs to the Special Education Program

The ELC must consider the following before recommending retention or referral:
- What is the student's level of English language proficiency?
  - Has an Individual English Language Plan (I-ELP) been implemented to document classroom accommodations and student progress?
  - To ensure meaningful participation, are classroom accommodations being made in the areas of :
    1. teacher lesson delivery
    2. activities and assignments
    3. homework, and
    4. formal and informal assessments (e.g. quizzes and tests)?
- How much individual English language development instruction is the student receiving during the school day?
- Has an alternate grading strategy been implemented (e.g. a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
- Has the student's classroom teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?
- Do the report cards indicate that the students were graded according to their I-ELPs?

Parental communication is facilitated through the use of a translator and/or TransAct services, when practical and necessary.

Section D: Assessment and Accountability

1) Method for holding schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program

The System Test Coordinator (STC) ensures that English Learners (ELs) participate in state assessments. All English Learners must participate in the statewide assessment program for accountability purposes. LEP students in their first 12 months of enrollment in U. S. schools have some flexibility on some state assessments. LEP students for whom this is not the first 12 months of enrollment in U. S. schools are required to participate in all state assessments. Annual training sessions are conducted with school personnel to ensure the communication of assessment and accountability requirements.

2) Method for holding schools accountable for meeting proficiency in academic achievement (AMOs) and Annual Measurable Achievement Objectives (AMAOs)

- School administrators are responsible for distributing accountability materials to teachers for use in EL instruction.

- The LEA will monitor and evaluate the continuous improvement plans at least three times a year, making sure all documentation is properly filed and that procedures are being followed.

- The LEA will provide continuous professional development for schools to assist them with the tools/strategies to improve instruction for ELs. The professional development may include state and district EL workshops, consultants, and SAMUEL meetings.

Section E: Parent Involvement

1) Methods for promoting parent involvement activities to help improve student achievement

• Use TransACT, SchoolCast, and/or web-based translator to communicate with parents in a language they understand to: Give notice of assessment results   Weekly classroom newsletter (elementary)   Monthly school newsletter (posted on school website)   Announce school events   • The student's level of English language proficiency, how that level was assessed, and the status of the student's academic achievement   • Rights of parent to decline supplemental Title III services for their child not applicable- district does not receive Title III funds
2) Methods (in a language they can understand) for notification requirements for ELs students regarding   • EL identification and placement and   • Separate notification for the LEA or school's failure to meet AMAOs
The Sumter County School System will use TransACT to prepare notifications to parents of system's or school(s) failure to meet AMAOs. The principal (or designee) will notify parents within 30-days of a school's failure to meet AMAOs, and the Federal Programs Director will notify parents within 30-days if the district fails to meet its AMAOs.
Section F: Title III (To be completed if the LEA receives Title III supplemental funds)
1) Use of Title III funds to supplement the core ESL program
N/A
2) Method the LEA uses to initiate contact with non-public school officials to engage in timely and meaningful consultation regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA (if applicable)
N/A
Section E: Appendix *(Required documents are Home Language Survey, Parent Notification Letters, and Title III Supplemental Services Waiver Letter; the LEA may include any other related documents)*

Appendix A

LEA Forms

Sumter County School System
Home Language Survey

_____   _____
   Date   School

Schools are required to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

You cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your child return this form to his/her teacher. Thank you for your help.

Name of
Student:_____
                    Last   First   Middle

Grade:_____   Age_____

1. Which language did your son or daughter learn when he or she first began to talk?

   _____

2. What language(s) does your son or daughter most frequently use at home?

   _____

3. What language do you use most frequently to speak to your son or daughter?

   _____

4. Name the language most often spoken by the adults at home.

   _____

   _____
   Parent/Guardian Signature

LEP-1

SUMTER COUNTY SCHOOL SYSTEM
REQUEST FOR LEP ASSESSMENT

DATE:_____

SCHOOL:_____

STUDENT'S NAME_____

GRADE IN SCHOOL:_____

Does student's Home Language Survey indicate that his/her primary language is not English?   _____Yes   _____No

Signed_____
                        Principal or Authorized Person

LEP-2

Sumter County School System
ESL Student Placement Form

School   **Grade**   **School Year**

_____ _____   _____

Student _____ ID # _____ Sex _____
    Last   First

DOB ____/____/____   DCS Entry ____/____/____   Home Language _____

School student attends for ESL program ____Same ____Other _____ Name of school

---

Test Results   **GL Cluster** **Date**

WAP-T   _____ _____   Overall Composite_____

Additional support services are recommended for this student in the area of:

Reading _____ Speech/Pronunciation _____ Writing _____ Math _____ Other _____

Additional Comments:

_____ Date _____
ESL Teacher Signature

SUMTER COUNTY SCHOOL SYSTEM

THE PARENT OF_____

DATE_____

The Sumter County School System uses the Sheltered Instruction Observation Protocal instructional framework to provide purposeful instruction of the language necessary to help your child understand subject content. This instructional framework will help your child improve his/her listening, speaking, reading and writing skills.

If you uderstand the instructional framework that will be used to help your child, please sign below.

Sincerely,

Principal

_____

Place an X in the space below that will let us know if you understand. Please remember to sign your name below and return this form to the school.

_____I understand how my child will receive instructional support in the classroom.

_____I do not understand how my child will receive instructional support in the classroom.

_____
Signature of parent/guardian granting permission for ESL

LEP-4

EL PADRE OF_____

Fecha_____

El Sistema Escolar del Condado de Sumter utiliza el marco de instrucción Protocal Observación de Instrucción Protegida para proveer instrucción intencional del lenguaje necesario para ayudar a su hijo a entender el contenido del asunto. Este marco de instrucción ayudará a su hijo a mejorar su / su escuchar, hablar, leer y escribir habilidades.

Si uderstand el marco de enseñanza que se utilizará para ayudar a su hijo, por favor firme abajo.

Atentamente,

Principal

Marque con una X en el espacio de abajo que nos hará saber si usted entiende. Por favor recuerde firmar su nombre a continuación y devuelva este formulario a la escuela.

_____Entiendo Cómo mi hijo recibirá apoyo de instrucción en el aula.

_____Entiendo No entiendo cómo mi hijo recibirá apoyo de instrucción en el aula.

_____
Firma del padre / tutor la concesión de permiso para ESL

نظام SUMTER مقاطعة SCHOOL

THE الأم OF_____

DATE_____

يستخدم نظام مدرسة مقاطعة سمتر للمراقبة في إطار التعليمات التعليمي بروتوكال جأوا إلى توفير تعليم هادف للغة اللازمة لمساعدة طفلك على فهم محتوى الموضوع. وهذا الإطار التعليمي يساعد طفلك على تحسين له / لها الاستماع والتحدث والقراءة والكتابة.

الإطار التعليمي التي سيتم استخدامها لمساعدة طفلك and إذا كنت من uderst، الرجاء التوقيع أدناه.

مع خالص التقدير،

الرئيسية

وضع X في المكان المخصص أدناه سيتيح لنا أن نعرف إذا كنت أفهم. يرجى تذكر أن توقع باسمك أدناه والعودة هذا النموذج إلى المدرسة.

نفهم كيف طفلي سوف تلقي الدعم التعليمي في الفصول I_____ الدراسية.

لا أفهم كيف طفلي سوف تلقي الدعم التعليمي في الفصول I_____ الدراسية.

_____

الأمر منح إذن لـESL توقيع الوالد / ولي

Sumter County School System
Student Modifications Worksheet

Student's Name _____   Grading Period _____

Teacher's Name _____   School Year _____

Modifications Implemented:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

LEP-5

SUMTER COUNTY SCHOOL SYSTEM
LEP STUDENT
PROGRESS REPORT
To be completed at the end of each semester

Student_____ Teacher_____

School_____ School Year_____

Mark: X Effective   /   Sometimes Effective   -- Needs Work

READING SKILLS	1	2
Comprehends oral stories		
Reading vocabulary		
Fluent decoding		
Literal comprehension in reading		
APPLICATION		
Participates in language experience story development		
Participates in reading discussion groups		
Writes appropriate dialogue journal entries		
Independently chooses books at appropriate difficulty		
READING STRATEGIES		
Notices miscues that interfere with meaning		
Infers meaning		
Summarizes main ideas or key events		
Links details to main ideas		
Remembers sequence of events		
Predicts conclusions		
WRITING STRATEGIES		
Formulates topic before writing		
Monitors writing (edits, revises, rewrites)		
Uses acceptable grammar, punctuation, spelling		
Presents meaningful narrative		
Uses writing to communicate for different audiences		

Adapted from Georgetown University

SUMTER COUNTY SCHOOL SYSTEM
ENGLISH AS A SECOND LANGUAGE (ESL)
STUDENT REPORTING FORM

The local school contact person is responsible for completing the following information twice a year. A copy should be sent to the ESL/LEP Coordinator on the first Monday of October of each school year and by the last day of each school year.

Directions for completion:
1. Student's name
2. Current grade
3. ESL/LEP placement: Yes-student participating in program, or No-student not participating in program
4. Title I- Yes-student participating in program or No-student not participating in program

NAME OF STUDENT	GRADE	LANGUAGE	PLACEMENT	TITLE I

Sumter County School System
ESL Program Exit Form

School   **Grade**   **School Year**

_____   _____   _____

Student _____   ID # _____ _____
          Last   First   Sex

DOB ____/____/____   DCS Entry ____/____/____   Home Language _____

School student attends for ESL program ____Same ____Other _____ Name of

school

_____

Test Results   **Tier**   **Date**

ACCESS   _____   _____   Composite Score _____

_____

ESL Resource Recommendations/Comments

Monitored Program Exit   _____ Yes   _____ No

After ESL Program exit, additional support services are recommended for this student in the area of:

Literacy _____

Additional Comments:

_____   Date _____
ESL Teacher Signature

_____
LPAC or BBST Committee Comments:
Program Exit: Not Recommended   Recommended   Highly Recommended
(Circle one)   1   2   3   4   5   6

Signatures

_____
Place this form in student's cumulative folder.

LEP-8

Sumter County School System
ESL Program
Exit Permission

Student's Name _____   School_____

Classroom/Homeroom Teacher _____ Grade _____ Date_____

Dear Parent or Guardian,

Your child has been participating in the school's English as a Second Language (ESL)
program and has progressed well in this program. Based on test results, we feel that
he/she is able to function in an all English curriculum and request your permission to exit
your child from his/her current ESL program.

Sincerely,

_____
        ESL/LEP Contact Person Signature

_____ I give my permission for my child to be placed in an all English curriculum.

_____ I do not give my permission for my child to be placed in an all English curriculum.

_____   _____
Parent/Guardian Signature   Date

LEP-9

Sumter County School System
Compliance Monitoring Checklist
(Non-English Language Background Students)

School _____

Date _____

	Yes	No	Initials

A. Identification
The school has a *home language survey* completed
for each student and on file in the permanent record.   _____ _____ _____

B. Assessment
The school has *assessed* students to determine those
who need English language instruction.   _____ _____ _____

C. Placement
The school ensures age appropriate grade level
placement and prohibits retention or failure based
solely on *lack of English language skills*.   _____ _____ _____

The school evaluates each LEP student individually
to determine the quantity of ESL and academic
support necessary for the student to succeed.   _____ _____ _____

D. Services
The school maintains regularly scheduled *language
instruction* for LEP students.   _____ _____ _____

E. Communications
The school attempts to communicate with parents of
LEP students about important school information *in a
language they can understand.*   _____ _____ _____

Checklist Completed by _____

Position _____ **Date** _____

LEP-10

SUMTER COUNTY SCHOOL SYSTEM

ESL/LEP STUDENT TRANSFER FORM

FILE ONE (1) COPY IN STUDENT'S CUMMULATIVE FOLDER

SEND ONE (1) COPY TO THE ESL/LEP COORDINATOR

Student's
Name_____

               Last   First   MI

School Transferring From_____

School Transferring To_____

Date of Transfer_____

Student's Grade_____

_____ **Date_____**
      Principal or Authorized Person Signature

LEP-11