

Alexander City (102) Public District - FY 2025 - Consolidated - Rev 0 - Improvement Planning

Section I Coversheet, Assurances, Signature Page

EL District Plan Cover Sheet

Local Education Agency (LEA) Name:

Alexander City Schools

LEA Contact for ELs:

Mrs. Alice Owens

Name:

Mrs. Alice Owens

Signature:

Mrs. Alice Owens

Position and Office:

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Check box if LEA receives Title III Funds

Check box if LEA receives an Immigrant Grant

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 English Learners (ELs) 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 learners

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 an **Equitable Services Implementation plan**, if applicable.

Assure **timely and meaningful consultation with private school officials** regarding services available to ELs in private schools that are located within the geographic boundaries of the LEA, if applicable

Signatures

EL Program Administrator Signature and Date

LEA Superintendent Signature and Date

*EL Advisory Committee Signatures

Comprehensive English Learner District Plan

Each LEA in Alabama must develop and implement a Comprehensive English Learner (EL) District Plan, in accordance with Section 3115 of Title III of the *Every Student Succeeds Act (ESSA)* for serving students who are English learners and immigrant students, where one or more students are determined to need support. **The LEA is required to have a Comprehensive EL District Plan whether or not the LEA currently has ELs enrolled and regardless of Title III eligibility.**

The Comprehensive EL District Plan should address each aspect of the instructional program for all ELs, at all grade levels, and in all schools in the school system. The Comprehensive EL District Plan should: contain sufficient detail and specificity so that all employees can understand how the plan is to be implemented; and should contain the procedural guidance and forms used to carry out responsibilities under the plan.

To facilitate LEA compliance and the Alabama State Department of Education (SDE) review of the plan, LEAs will develop the Comprehensive EL District Plan using the template included at the end of the checklist. LEAs may refer to the EL Policy and Procedures Manual when developing and revising the plan for a clear understanding of the requirements for serving ELs. The EL Policy and Procedures Manual was developed by the Alabama State Department of Education and is available for downloading at www.alsde.edu/departmentoffices/federalprograms.

***THIS SIGN-IN SHEET IS TO BE USED BY LEAS THAT RECEIVE TITLE III AND THOSE THAT DON'T.**

Section II Checklist - ALL LEAS MUST USE THIS PLAN TEMPLATE

A. Required Theory and Goals

The LEA's educational **theory and goals** for its program of services - **to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)**

B. Identification and Placement Procedures

- 1) Include the LEA's procedures for identifying members for the EL Advisory Committee.

The English Learner (EL) Committee is a school based team responsible for guiding and monitoring the placement, services and assessment of ELs. The EL committee shall consist of a school administrator, content area teacher, ESL instructor, reading coach (if applicable), special education teacher (if applicable), counselor, and others as appropriate (e.g. parents, central office administrators).

Each school will convene an annual EL committee meeting to review and develop Individual English Learner Plans (I-ELP) for each identified English Learner in their building. The EL committee will meet as needed for any EL or former EL student. The I-ELP will be reviewed and updated annually until the student achieves FEL status.

The EL Committee should use the following guidelines in implementing the I-ELP:

1. Ensure full consideration of each student's language background;
 2. Ensure implementation of systematic procedures related to appropriate identification, placement, assessment, instructional support and program exit.
 3. Review student progress in language acquisition and academic achievement;
 4. Identify accommodations needed on state assessments;
 5. Determine appropriate Tiered classroom strategies and accommodations;
 6. Ensure that the I-ELP describes how the school will communicate with the parents in their native language;
 7. Consider that EL students with high English language proficiency scores functioning on grade level may require fewer supplemental services.
 8. Monitor the academic progress of students who exit the ESL Program for a minimum of four (4) years and reclassify students who are not academically successful back into the EL Program or into other appropriate program(s).
 9. Determine that ELs are eligible to participate in all academic and special programs on the same basis as the native English-speaking students
- The items listed below should be maintained in the individual EL student profile/portfolio.

§ Home Language Survey

§ Notification of English Language Development Program Placement

- § Description of English Language Development Program/Copy of I-ELP
 - § Request for Withdrawal/Denial of Enrollment (if applicable)
 - § Notice of Parent Meeting for English Language Learners (LEP Meeting)
- Parent Participation Form

2) 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
- WIDA Online Screener (1st-12th Grade)
- WIDA Screener for Kindergarten
- ACCESS for ELLs 2.0®

All homeless, migratory, immigrant, and limited English proficient children shall have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth. This shall be the policy of the Alexander City School System. Such children will be provided the opportunity to participate in the same state educational programs and to meet the same state student performance standards as all other children without being isolated or stigmatized.

II. The enrollment of students who live in the attendance areas of Alexander City School System and who are homeless, migratory, immigrant and/or limited English proficient children and youth shall not be denied or delayed from school attendance due to any of the following:

- § Residency requirements
- § Lack of social security number⁵
- § Lack of birth certificate
- § Lack of school records or transcripts
- § Lack of immunization or health records
- § Lack of transportation
- § Guardianship or custody requirements
- § Language barriers

§ Disabilities

All schools will enroll students, place them in classes, and provide a copy of the Home Language Survey to the EL teacher not later than the day after initial enrollment.

Identification: The registration packet for all new enrollees, including kindergarten, will include a Home Language Survey (HLS). When a language other than English is indicated on the HLS, the student will be assessed with the WIDA Online Screener, WIDA Access Placement Test for or WIDA Measure of Developing English Language for kindergarten to determine if the student is limited English proficient. When available, data from the ACCESS results of the previous school system will be used in lieu of the WIDA Screener. Students with a composite ACCESS 2.0 score of 3.9 or below will be identified as limited English proficient and will be provided targeted supplemental direct instruction. All students active in the EL program will require an Individual English Learner Plan. Students with an overall score of 4.0 or better may receive services in the regular classroom setting.

Placement: Within 10 days of enrollment, or by the end of the 30 days at the start of the school year, a school level EL committee will meet to review student screening results and other available data to develop an I-ELP. This committee should include core academic teachers, EL teacher, EL Coordinator, and other pertinent staff members. If the student qualifies for the EL Program, he or she will be marked in PowerSchool as EL alongside Ellevation with all records in state testing accommodations marked in both PowerSchool and Ellevation.

3) Include the **method and procedures for exiting students from the English Language Instructional Educational program (LIEP) and for monitoring their progress** for a period of 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.

To exit the EL Program, the student must demonstrate English language proficiency in overall performance on the WIDA ACCESS 2.0. Once a score of 4.8 or higher on ACCESS 2.0 has been achieved, the EL Committee will determine adjustments that should be made to the EL's individual educational plan. Exited students are monitored by the EL Committee for a period of four years to determine if they are academically successful. The first (FEL-1) and second (FEL-2) year the student will be monitored at the end of each grading period. Documentation of monitoring and review meetings will be maintained by local school personnel as designated by the EL Committee and presented as requested by LEA or State officials. An EL Student will remain in the Program until he/she tests proficient, 4.8 or higher on the ACCESS 2.0. There is no time limit for participation in the EL Program although the goal is to attain proficiency within 5-7 years. Need, however, is the determining factor, and a student may participate as long as the EL Committee deems necessary. Re-designating exited students to the EL program is possible when evidence indicates that a student is struggling with academic success due to second language interference. An EL Committee will convene to discuss monitored students as needed. If a student is re-designated to the program, he or she will resume taking the ACCESS 2.0[®]

C. Programs and Instruction

- 1) 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.
 - Process the system uses to conduct a comprehensive needs assessment
 - Rationale for selecting the particular EL program/s and how they are evidence-based

The core instructional program for EL students in Alexander City Schools is English as a Second Language (ELD). The Sheltered Instruction Observation Protocol or SIOP Instructional strategy is the preferred method of delivery using the pull out / push in method of instruction for grades K-4. Inclusion is determined by the EL Committee at each school. In middle and high schools, students receive ESL instruction in an elective class for which they receive credit. In the ESL Program, students receive from thirty to ninety minutes of daily or weekly English language instruction, based upon their individual levels of English proficiency and maturity levels. Upon enrollment, (during the first year in a US school) the student's language proficiency is determined by administering the W-APT or MODEL or ACCESS for ELLs.

In the ESL pull out model, students are pulled out of the regular classroom setting by an ESL teacher, or other intervention personnel to receive instruction in English as a second language. Collaboration between the ESL and classroom teachers is expected. An Elective class period is used in the middle and high school settings. The student receives ESL support during a regular class period and receives elective credit for the course. Student may be grouped according to their level of English proficiency or by grade level. The classroom teacher is the primary teacher for EL students and will work with the ESL teacher to develop an Individual English Learner Plan (I-ELP) to support BICS and CALP development. The ESL teacher or paraprofessional provides supplemental instruction. Collaboration between the classroom and ESL teacher will yield the best instructional outcomes for EL students. ESL teachers are responsible for administering the WIDA Screener online -facilitating EL committee meetings, developing students' IELP with classroom teachers, maintaining EL related documents and records, communicating EL program placement and progress with parents, assisting schools with the implementation and administration of the annual ACCESS for ELLs® assessment, participating on special education IEP meetings of ELs, and assisting Problem Solving Team (PST) where and EL student is involved.

The Alexander City Schools assess potential ELL students to determine which students are EL and in need of a program of services in order to participate meaningfully in the district's regular instructional program.

- 1) The EL Advisory Board will act as the LEA EL needs assessment committee
- 2) The EL needs assessment committee will review and summarize district data to identify the greatest area of need
- 3) Use data to prioritize the goals identified by schools
- 4) Develop evidence based strategies that will be used to strengthen the ESL instructional program.

ESL teachers are responsible for administering the WIDA online screener placement test , -facilitating EL committee meetings, developing students' I-ELP with classroom teachers, maintaining EL related documents and records, communicating ESL program placement and progress with parents, assisting schools with the implementation and administration of the annual ACCESS for ELLs® assessment, participating on special education IEP meetings of ELs, and assisting Problem Solving Team (PST) where and EL student is involved.

The ACS ESL program encourages appreciation for different cultural and linguistic backgrounds. In addition, Educate Alabama Quality Teacher Standard 4 – Diversity outlines key indicators for consideration of cultural and linguistic diversity. Educators need to understand that assimilation to U.S. culture and the family's reaction to learning English will affect student attitudes toward schooling.

2) 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

- How the LEA supports each school with respect to continuous improvement practices and specific professional development
- How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum

ESL teachers and school level teams annually review all areas of the projected yearly EL target goals. Each school reviews their ACCESS 2.0 Assessment results as part of their yearly comprehensive data review to determine goals and strategies for the Alabama Continuous Improvement Plan (ACIP). The ESL committee and school level ACIP team look for trends in the data that need to be addressed. Goal, strategies and action steps are determined and implemented to help ELs succeed in achieving progress target goals. In addition, each school will convene an annual EL committee meeting to review and develop I-ELPs for each identified EL student in their building. Core teachers with ELs serve on the committee to evaluate and ensure that instruction will be implemented throughout the year to support the development of English Proficiency. The EL committee will meet as often as necessary or as concerns arise to address the needs of EL or FEL students. Core classroom teachers will be trained in strategies for accommodating ELs in the regular content classroom. The ESL and the regular classroom teacher will consult concerning the academic status of the students.

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

Traditional procedures for assigning grades are sometimes problematic for EL students. The same methods and criteria that may be applied to their English-speaking counterparts should not necessarily be used to assess EL students. Teachers will maintain high expectations for student learning and should employ best practices with all students. Lessons and assignments should be adapted so ELs can demonstrate their knowledge and skills.

The Individual English Learner Plan provides guidance for classroom teaches about a student's English proficiency level and appropriate accommodations. The teacher should review any available data regarding the student's English language proficiency level and school history. The teacher must learn about the language and cultural influences as well as any academic history to develop an appropriate plan and inform differentiated instruction for their EL student.

The WIDA Can Do descriptors as well as Goals (Elevation) for improvement in all domains of language are tools that can be used to guide differentiated instruction for a wide range of ELP levels. A student will be assigned a grade based on his accommodated work performance. Training will be available throughout the year on WIDA standards and differentiated instruction for English learners.

Report cards should include a comment indicating accommodations for EL students on assignments and assessments.

A student may not be assigned a failing grade in a content area on the basis of a lack of English language proficiency. The key to appropriate grading of ELs is appropriate instructional accommodations. A student fails when he or she does not complete or meet expectations where the teacher has provided appropriate scaffolding, accommodations, and support throughout instruction and assessment. Contact the ESL Program Coordinator for additional clarification or review the SDE EL Handbook.

Recommendations for Grading EL Students

§ Identify the student's English language proficiency level (ELP).

§ The student should be graded based on the ELP level (see WIDA Performance Definitions)

§ Use alternative grading strategies such as portfolio, checklists, teacher observations and rubrics.

§ Assign a grade and follow it with explanatory comments.

§ Accommodate content work as needed and record accommodations. Accommodations should be determined by the EL committee and teachers should receive a copy of accommodations appropriate for each student. As a student gains English proficiency, the EL committee will make changes to the accommodations.

§ Grading is based on accommodated work.

§ Grades placed in the student's cumulative folder must reflect the student's academic achievement on grade level academic content standards.

§ Describe progress over time in narrative form with samples of the student's work.

Provide written documentation justifying failing grades at each grading period. Include work samples to be presented to the EL committee for review and maintained in the student's EL file. Parental involvement is encouraged at these meetings. The classroom teacher is responsible for notifying the EL teacher so the EL committee meeting can be convened to discuss student concerns. (This documentation is necessary and crucial for all students having academic difficulties due to issues beyond second language acquisition and may be under consideration for retention or Problem Solving Team referral.)

4) 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)
- ESL staff development
- Content teacher and administrator staff development

The number of staff employed in the district in the English as a Second Language will be based on the following criteria: number of ELs, the level of English proficiency of the ELs, the achievement level of the students, the grade level of the students, and other programs in effect at the individual schools.

§ All teachers and instructional aides in the English language instruction educational program are fluent in English. Certified teachers in the area of ESL will be recruited. Non-ESL certified teachers will be encouraged to work toward the attainment of ESL certification.

§ ESL class pupil-to-teacher ratio average must meet the State's recommendation for staffing classrooms. ESL services are provided in five school sites for approximately 3,000 total students for the system. Teachers receive regular ESL training, and the system includes ESL language instruction at each school. One Title III Coordinator is responsible for the total program and conducts all aspects of the program in cooperation with the school administrators, and system level administrators.

§ ESL staffing will meet the Alabama Department of Education's requirements, with an emphasis on building knowledge of ESL instruction throughout the system while encouraging teachers to pursue outside educational opportunities. Also, our system will adhere to Every Student Succeeds guidelines in all

circumstances, specifically herein are those that require Title III personnel to be supplemental; whereas, providing instruction for ELs will be part of the system's core program. The ESL staff provides assessment, tutoring, and monitoring to ELs as needed. All ELs will receive their core instruction from certified teachers through the regular academic program.

Professional development is available for all schools and classroom teachers to assist with implementation of best practices for English learner.

5) Describe how the LEA will **collect and submit data** in accordance with SDE requirements.

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

Data will be collected and submitted according to SDE requirements. The administrators and registrar at each school will receive training in the use of PowerSchool during summer institutes and continuing throughout the school year as necessary. These measures will enable them to properly code EL information, thus entering reliable and accurate data. Additional training will be provided by the system Technology expert as well as representatives from PowerSchool. Upon identification and placement students will be given a student code in PowerSchool. The following codes will be utilized for data collection and data submission:

- EL 1 = Students who are in their first year in a U.S. school;
- EL 2 or more = students who are in their second year or more in a U.S. school;
- FEL 1 = Students who have exited the ESL program and are in their first year of monitoring. (No ACCESS 2.0);
- FEL 2-4 = Students who have exited the ESL program and are in their second year of services or monitoring is no longer required;
- EL Waived Services = Students who are EL and parents have refused supplemental services (assessed on ACCESS 2.0 for ELLs);

NOM PHLOTE = Students whose primary home language is other than English, are fluent in English and do not require EL services.

6) Include the LEA's method for **evaluating the effectiveness of its program** for English learners

- LEA engagement in the continuous improvement cycle

- In relation to English proficiency and challenging state academic standards

The Effectiveness of the ESL program is monitored using Title III and Title I compliance checklists, results of standardized assessments, cumulative growth data, surveys, SDE EL data collection and ongoing input from EL committee members, parents and other interested parties. In addition, each year schools complete the ACIP which includes a comprehensive review of student data including ACCESS for ELLs® results, curriculum and personnel review, and parent engagement.

7) 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.

English Learners (ELs) served by the system's ESL Program are eligible to receive special education services on the same basis as all other students. When a student experiences persistent academic difficulty despite implementation of the I-ELP and other interventions, the EL committee will convene to complete an EL Case Study. The EL committee will revise the I-ELP or rule out language as the barrier to academic progress. When language is ruled out, then the student may be referred to the Problem Solving Team (PST).

ELs who demonstrate normal developmental patterns for learning a new language SHOULD NOT BE REFERRED. ELs, because of their cultural and linguistic backgrounds, have special instructional needs. These needs are not to be confused with disabilities nor should they serve as a basis for referral for a special education evaluation.

Prior to the acceptance of a referral for a special education evaluation for an EL student, efforts must be made to meet the student's needs within the regular education program including English as a Second Language classes and documentation of assessments, accommodations, and interventions.

Specific indicators, which validate the need for special education evaluation are:

- Poor communicative proficiency in the home as compared to siblings and age peers in bilingual environments, especially when parents notice this discrepancy;
- English language development that appears to be significantly different than that of peers who are also learning English as a Second Language;
- Noted developmental delays or other at-risk conditions.

Pre-Referral steps should be followed and forms completed before a Special Education referral is turned over to the Problem Solving Team. Based on the review of the submitted documentation, the Problem Solving Team and the ESL committee will recommend the referral of a student to special education for evaluation, after all other avenues have been explored, and it has been determined that the student's needs cannot be met by the regular education program. Referral information may indicate that a structured developmental history is needed to assist in the evaluation of a student's issue. The information from this history would be helpful in determining that a student's eligibility for special education services was not determined by the student's limited English proficiency or a lack of instruction in reading and math. The information recorded should remove all doubt that socio-cultural factors are the primary contributors to learning or behavior problems. Essential factors needed to make this determination may be beyond the referral information required for non-EL students. Additional information that should be addressed on the EL referral form may include but is not limited to:

- Identification of a proficient use of native language (e.g., Home Language Survey/Identification, Oral Language Proficiency Assessment);
- The extent to which the EL has received native language instruction and/or English language instruction prior to the referral;
- Experiential and/or enrichment services for students for diverse cultural and experiential backgrounds.
- The school's efforts to involve parents prior to referral;
- The amount of time and extent of services in an academic program for students who have had little or no formal schooling;
- Length of residency of the referred student in the United States and prior school experience in the native country and in an English language school system;

- Attempts to remediate the student's performance prior to referral, including any supplementary aids or support services provided for this purpose.

Tests, administered to the ELs, will be determined by the Individualized Education Program Team (IEP) Committee. The test may be presented in the native language of the student when such a test format is available and appropriate. An interpreter will be provided, if needed. Trained personnel will administer all tests. Upon completion of all evaluative information, the IEP Team will meet to establish whether the student qualifies for special education services. ELs are may take advantage of all special education services for which they are eligible on the same basis as the native English-speaking students. The Special Education Coordinator is responsible for providing services to all special education students who qualify.

A. Procedures for a New Referral

- Follow ESL procedures for identification, including documentation of Pre-Referral forms and steps. (See Appendix for Pre-Referral Form for steps and meeting.)
- Typically, student should have participated in an appropriate ESL program for a minimum of one year.
- Documentation of assessments, accommodations, and interventions will be submitted to the Problem Solving Team
- The Problem Solving Team will submit collected, documented information to the system ESL Program Area Specialist or ESL Resource Teacher for review and recommendations for additional support or intervention strategies.
- Recommendation of the EL Team and/or Problem Solving Team will be submitted to the system Director of Special Education after additional support or intervention strategies have been documented.
- The IEP Team will review the referral with ESL staff providing input to the team.
- All IDEA procedures will be followed for the referral and evaluation process.

B. Criteria for assessment

- The IEP Team will determine, with input from the ESL staff, evaluations to be administered and secure parental permission for evaluation.

Other evaluations will be presented in the native language of the student when such a test format is available and appropriate. Testing with the use of an interpreter is also an option.

C. Eligibility for Special Education

ESL staff will participate at the IEP Team meeting to determine eligibility.

D. Development of the Individual Education Program (IEP)

ESL staff will participate in the initial development of the IEP and in subsequent IEPs until the student is exited from the ESL Program.

The Individualized Education Program (IEP) for a limited-English proficient student with a disability must include all of the components as listed in the Alabama Administrative Code. The IEP team shall consider the language needs of the student as those needs relate to the IEP. Parent participation is a required part process. Accommodations must be made at all meetings and in written communications for the non-English speaking parent. When appropriate, these accommodations will include a translator for oral communication, and written communication will be in the parent's native language,

E. GIFTED PROGRAM

English Learners (ELs) are eligible for participation in the gifted program, as are native English-speaking students.

SCREENING/REFERRAL OF EL STUDENTS

Before any screening test is administered and/or before submitting the referral when a student, whose native language is not English and whose difficulty in speaking, reading, writing, or understanding English may be an obstacle to successful performance on an English Language based standardized test is referred for consideration as a possible gifted referral:

1. The gifted education teacher must conference with the classroom teacher and check the student's permanent record to determine the degree of English proficiency on the W-APT/ACCESS and /or ELDA;
2. The gifted education teacher must make arrangements for the EL Committee to meet. Participants should include the Classroom Teacher, Counselor, School Administrator, Gifted Education Teacher, Title III Coordinator or ESL Designated Teacher, Gifted Education Psychometrist / Designee, and Other pertinent Individuals;
3. The EL Committee will review information gathered, Determine whether the student needs alternative assessment for screening and/or additional assessment if accepted as a gifted referral, and discusses a plan to provide parents with interpretation of "Notification and Request to Screen" and subsequent (if referral is accepted) "Consent to Evaluate and Rights."

The EL Committee's decision will be stated in writing on "Gifted Screening Checklist" form and EL Committee members will sign and date their recommendation.

D. Assessment and Accountability

- 1) 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 Alexander City Schools follow the expectations set forth by the Alabama Student Assessment Program Policies and Procedures for Students of Special Populations;

All ELs participate in the statewide assessment program. ELs, during their first academic year of enrollment in U.S. schools are not required to participate in the reading subtest of the Scantron, ACT, ACT, and ACT Work Keys. If they choose to participate, their scores will not be used in accountability determination for reading. They are, however required to participate in all other content area assessment.

For purposes of participation, ELs during their first academic year of enrollment in U.S. schools will use the English language proficiency assessment, Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELLs 2.0®).

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

- Monitoring and evaluating school engagement with continuous improvement plan

Each year schools are asked to complete the ACIP which includes a comprehensive review of student data including ACCESS 2.0 for ELLs® results, projected yearly EL target goals, curriculum and personnel review and parent involvement. All certified personnel who administer the ACCESS 2.0 for ELLs ® receive annual training from the system test coordinator and ESL coordinator. In addition, test administrators are required to complete the WIDA modules specific to the test they will administer. They must receive WIDA certification and present a copy to the ESL Coordinator before being allowed to administer the assessment. ACCESS 2.0 for ELLs ® frequency reports and grade level rosters are reviewed to get an overall representation of English language proficiency and to identify students who are not progressing toward their yearly EL target goal. Longitudinal data is also reviewed to observe trends and patterns within the school.

Schools develop goals based for both the system and their individual school. Strategies and action steps are devised to address strengths and weaknesses in meeting standards for making progress.

E. Parent, Family, and Community Engagement

1) Describe how the LEA will inform EL parents using information and notification in a language the parents can read and understand.

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 and how such level was assessed.
3. The status of the child's academic achievement.
4. The method of instruction used in the program.
5. How the program will meet the educational strengths and needs of the child.

6. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

7. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.

8. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.

9. Information pertaining to 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 to 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.

Parents who speak a language other than English are encouraged to participate in all programs and activities in local school as well as district offerings. These include parent-teacher conferences, parent workshops, Parent-Teacher Organization. Parents are encouraged to offer their input to the local school and to the ESL Program Coordinator for suggestions to improve the overall ESL Program thus supporting their child's academic success.

To facilitate parental involvement, the following suggestions should be implemented at the school level:

§ Provide communication to parents regarding school programs, procedures and meetings shared in the parents' native language whenever possible.

§ Parents should be given specific suggestions on how they can best help their children achieve in school in a language they can understand.

§ Parents should be given opportunities to volunteer.

§ Provide interpreters for open house and parent teacher conferences.

Include parents of ELs to the extent practical, in the development of system-wide or individual school Parent Involvement Plans and Title I, School-wide Plans, if possible.

Whenever possible, the school must provide written communication that the parents can understand and/or provide a person who can speak the parent's native language to facilitate understanding. The Lea will ensure that appropriate notification is made to parents prior to placing a student in an English language educational program. If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the EL Committee must carry out the parent notification requirements within two (2) weeks of a student being placed in such a program. According to Title III, Part C, Section 3302(a), each LEA shall, "not later than thirty (30) days after the beginning of the school year, inform a parent(s) of a limited-English proficient child identified for participation in, or participating in an English language instruction program.