

LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN

Section A: 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)**

The Covington County Board of Education seeks to ensure that every student who has a primary home language other than English and is identified as limited English Proficient (LEP) will be provided with opportunities to participate in an EL program.

The EL program shall strive to enable an EL student 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 the students to participate fully in the total school program.

Section B: Identification and Placement Procedures

1) Procedures for identifying the EL Advisory Committee

The EL Advisory Committee will meet to develop a plan for the LEA. The SDE template will be utilized in the planning. The committee will meet each year to evaluate and adjust the plan as needed. Representatives from each school as well as parent representatives will serve on the committee. Each school's representative will attend ALSDE sponsored EL meetings and lead turn-around training for the faculties at each school.

2) Methods for identification, placement, and assessment

A home language survey will be administered to every student at the time of enrollment and maintained in the student's permanent record. The school system will then identify and assess every limited English proficient student who needs assistance in order to have success in school.

The school system will administer the appropriate WIDA screener to students who are identified as limited English proficient within thirty (30) days of their initial identification—within ten (10) days if the student enrolls after the first day of school. Testing will be done by a trained teacher or administrator. The ACCESS for ELLs will be used for assessing yearly growth for EL students. The EL Committee will review all assessment data when devising EL plans.

3) Methods and procedures for exiting students from the LIEP and for monitoring progress

The Covington County School System will annually test all limited English students using the ACCESS for ELLs. The SDE exiting requirements for ELs will be followed. Limited English Proficient students will be included in the LEP subgroup for the purpose of accountability until they have scored at Level 4.8 (Composite Score) on the ACCESS for ELLs. Students who make the required score to exit from ESL services are placed on monitoring status for four academic years. Upon

successful completion of four years of monitoring, an EL student is classified as a Former English Learner (FEL) and is no longer included in the LEP subgroup for accountability purposes.

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 LIEP

Alabama Courses of Study and World-Class Instructional Design and Assessment English Language Proficiency (WIDA ELP) Standards

Covington County Schools will provide programs and activities that will be developed, implemented, and administered to ensure ELs acquire academic language as part of the core ESL program. Covington County Schools' Core EL program is ESL—a method of teaching language acquisition and core academic content.

Students who are acquiring a new language undergo the following five stages of language development before attaining English proficiency: Entering, Beginning, Developing, Transitioning, and Bridging. By implementing WIDA-ELP standards in the classroom, teachers are able to provide ELs with meaningful access to local curriculum as they progress through the stages of language acquisition. Covington County Schools will use supplemental research-based educational programs to ensure that limited-English proficient students develop English proficiency.

In grades K-5, the system will use the EL component of the reading program *Reading Street*. Other research based supplemental programs will be used at the K-5 level to aide in vocabulary development and language acquisition. These may include but are not limited to the following programs: *Reading Eggs*, *Reading Eggspress*, *Exact Path*, *Savvas SuccessMaker*, and SPIRE.

In grades 6-8, Covington County Schools will utilize the EL component of the literature series implemented. Additionally, other research based supplemental programs will be implemented at the 6-8 level to aide in vocabulary development and language acquisition. These may include but are not limited to the following programs: *Reading Eggspress*, *Exact Path*, *Savvas SuccessMaker*, SPIRE, and AVL.

In grades 9-12, Covington County Schools will utilize the EL component of the literature series implemented. Additionally, other research based supplemental programs will be incorporated at the 9-12 level to aide in vocabulary development and language acquisition. These may include but are not limited to the following programs: *PLATO Courseware*, *Reading Eggspress*, SPIRE, and AVL.

Covington County Schools will utilize a quantitative/qualitative "mixed-methods" research approach to evaluate our ESL program. At the end of the year, all personnel who have worked with EL students will complete open-ended surveys and/or participate in one-on-one individual or focus group interviews as a means of collecting qualitative data to assist with identifying areas for program improvement. Additionally, we will analyze quantitative data from various summative assessments--including the yearly ACCESS for ELLs--to make decisions regarding program improvement.

***Covington County Schools' virtual school option is only available to students in grades 9-12. Any EL student choosing Covington County School's virtual school option will continue to receive all necessary accommodations and services based on the student's English language proficiency level and as indicated in the student's IELP. EL services for virtual students may also include online licenses to English Language Development software programs.

2) How the LIEP will ensure that ELs develop English proficiency

Data from state testing regarding EL students will be provided to each school yearly. This data will be used to develop the EL component of the Continuous Improvement Plan for each school. The LEA will provide the appropriate funding, training, and system level support to implement the school's plan of action.

The LEA will work with each school to ensure that WIDA standards are incorporated and intervention strategies are utilized with AL Course of Study content. All EL students will receive accommodations and "push in" services as needed based on their English language proficiency level as determined by the WIDA screener or ACCESS for ELLs and as indicated in their IELP.

For EL students in grades K-5, an additional 30-45 minute pull-out time will be provided by the district ESL teacher at a minimum of 1-2 times per week where feasible. The focus will be on vocabulary/language development including, but not limited to, instructional materials from *Reading Street*, *Reading Eggspress*, *Savvas SuccessMaker*, *SPIRE*, and Lakeshore Learning resources for English Language Learners.

For EL students in grades 6-12, an additional 30-45 minute pull-out time will be provided by the district ESL teacher at a minimum of 1-2 times per week where feasible. The focus will be on vocabulary/language development including, but not limited to, instructional materials from *Plato Courseware*, *Reading Eggspress*, *Exact Path*, *Savvas SuccessMaker*, *SPIRE*, *AVL*, and Lakeshore Learning resources for English Language Learners.

3) Grading and retention policy and procedures

The failure and retention of any EL student will be determined through substantiating evidence supporting the following criteria:

- A. Accommodations were provided
- B. Consideration was made of the student's level of language proficiency
- C. Progress monitoring and intervention strategies were implemented

A committee consisting of the school principal, the designated ESL teacher, the system EL Coordinator, parents and any other personnel needed will make the determination. No EL student will be retained if the committee determines that language was a barrier to promotion.

4) Specific staffing and other resources to be provided to ELs through the program

All ESL designated teachers, content teachers, and administrators will receive training from the Alabama State Department of Education's English Language Learner Training Sessions and from Covington County Schools' ALSDE Regional EL Specialist as needed. Counselors or other designated faculty will be trained on the ACCESS screening and testing for ELLs from the WIDA Consortium website.

5) Method for collecting and submitting data

School attendance clerks will send EL data to the system attendance clerk who will verify the information. The system data clerk will then send all verified EL data to the SDE on ADM reports.

6) Method for evaluating the effectiveness of the program

Covington County Schools will utilize a quantitative/qualitative "mixed-methods" research approach to evaluate our ESL program. At the end of the year, all personnel who have worked with EL students will complete open-ended surveys and/or participate in individual or focus group interviews as a means of collecting qualitative data to assist with identifying areas for program improvement. Additionally, we will analyze quantitative data from various summative assessments--including the yearly ACCESS for ELLs--to make decisions regarding program improvement. All data will be collected and reviewed by the EL Advisory Committee. A summary of the effectiveness will be made by the committee to address future goals and plans.

7) Method of identification and referral of ELs to the Special Services Program including Gifted Ed

Special education programs and services will be provided in accordance with the *Individuals with Disabilities Education Act of 2004* (IDEA) (P.L. 108-446). Among requirements are identification, evaluation, eligibility determination, and disabilities. Specific procedures concerning the identification and referral of EL students to special services, including gifted education programs, will be followed according to the Alabama State Department of Education's most recent version of the EL Policy and Procedures Manual.

All students with disabilities are guaranteed the right to a free, appropriate public education; an IEP with related services (if needed) that meet specific needs; due process; education in the least restrictive environment; tests that are not culturally discriminatory; and a multidisciplinary assessment. Students will be assessed in all areas related to the suspected disability prior to determining eligibility. Materials and procedures used to assess a limited-English proficient student will be selected and administered to ensure they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English language skills.

The limited English proficient student with disabilities has a right to the same individual special education services as other students with disabilities. ELs will be provided English language acquisition services that are an integral part of their IEP. Care will be exercised to ensure that limited-English proficiency is not the basis of a referral. The IEP for an EL with a disability will include all of the components listed in the Alabama Administrative Code (AAC) and shall consider the language needs of the students as those needs relate to the student's IEP.

LEAs are required to include a description for communicating with non-English speaking students/parents. In accordance, Covington County Schools utilizes ALSDE's TransAct services as well as ALSDE's TransAct-Language Line partnership to assist with all communication needs with the child/parent in the native language.

Additionally, EL students will be considered for the gifted program under the same guidelines as all students in Covington County Schools. Coordination with EL Coordinator and District ESL teachers will be sought to ensure the language proficiency of EL students does not prevent any access to our gifted program.

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 LEA Testing Coordinator will train the Building Test Coordinator from each school on testing procedures for all state required assessments including ACCESS. The LEA Testing Coordinator will monitor the administration of the tests. Results of the testing of EL students will be reviewed by the LEA Testing Administrator and will be shared with the schools.

- 2) Method for holding schools accountable for meeting proficiency in academic achievement

The LEA Accountability Coordinator will monitor the test results in relationship to the schools meeting proficiency and adequate yearly progress.

Section E: Parent, Family, and Community Involvement

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

The LEA will follow the eight requirements of parent notification of placement in an EL program. Within 30 days after identification, the parent will be notified by the school principal or his/her designee of the following:

- A. the need of placement
- B. the English proficiency and academic achievement level of the child
- C. methods of instruction that will be used
- D. how the program will meet the needs of the child
- E. how the program will help the child learn English and meet age-appropriate academic standards
- F. the exit requirements for the program
- G. an explanation of how the program meets the objectives of the IEP (if applicable)
- H. information pertaining to parent rights

- 2) Methods (in a language they can understand) for notification requirements for EL students regarding

- EL identification, placement, exit, and monitoring

*Covington County Schools will utilize ALSDE's TransAct services as well as ALSDE's TransAct-Language Line partnership to assist with communicating all notification requirements regarding EL identification, placement, exit, and monitoring.