

Escambia County Schools



EL Plan

2022-2023

EL Advisory Committee Membership

The EL Advisory Committee of Escambia County Schools is comprised of a cross-representation of Central Office leaders, school administrators, counselors, classroom teachers, parents, and community partners.

Method for Identification, Placement and Assessment of EL Students

Identification: The Home Language Survey shall be administered to the parents of all students at the time of initial registration and placed in the student's permanent record file. The survey shall be signed by the parent or guardian. Home Language Surveys which include any language other than English on any question must be referred to the school's EL instructor and to the EL Program Supervisor within three (3) school days. The registrar should give a copy of the Home Language Survey to the EL Coordinator.

Placement and Assessment: The EL Coordinator or designee will gather information on the student and administer the W-APT or the WIDA Screener (depending on student age) to determine the level of English language proficiency. If student meets the requirements, an EL committee meeting with the student's parents will convene within ten (10) school days. Interpreters may be available from the EL Coordinator's office upon request. The information will be provided to the EL committee for review and possible placement of the student in the English language instruction educational program. (The English language instruction educational program will be referred to as the EL program hereafter in this document.)

Methods and procedures for exiting students from the I-ELP and for monitoring progress

Students will be exited from the EL program upon demonstrating overall proficiency on the ACCESS for ELs (Composite score of 4.8 or higher).

When a student exits the EL program, the EL teacher will monitor the student's progress for a period of four years. The student will not be monitored after the fourth year unless he/she is referred back to the EL Committee.

There is no time limit for participation in the EL program.

Criteria for Exiting:

ACCESS for ELs score indicating overall proficiency (Composite score of 4.8 or higher).

Steps for Exiting:

1. The EL Committee meets and exits a student from the EL program based on the above stated criteria.
2. The I-ELP (EL Student Referral and Placement Form) marked for exit will be completed and filed in the student cumulative folder.
3. Written notice shall be provided to the parents within five (5) school days by the EL committee that their child is exiting from the EL Program.
4. After a student is exited from the EL program, a follow-up review will be made within the first two weeks to verify that the student can compete academically and to check on the student's

social and psychological adjustment. Further formal monitoring occurs at the end of each grading period.

5. If the student is not academically successful, or does not pass course work without accommodations after exiting from the EL program, the student can be recommended for reclassification, re-screened, and re-enrolled in the EL program and/or other appropriate programs which meet the need for English language instruction upon recommendation by the EL committee.

Programs and Instruction

Programs and activities that will be developed, implemented, and administered to ensure ELs acquire academic language as part of the core I-ELP

ELs will be assigned to a regular class in which the classroom teacher has received training in teaching ELs. The district EL staff is available to provide training in support of effective instruction of ELs as well as federal guidelines mandating specific instructions and services that must be offered. No EL certified instructors are employed by Escambia County School System to date, creating the need for the use of English as a Second Language as the core program adopted by Escambia County Schools.

EL instruction at all levels is a combination of SDAIE and sheltered instruction.

All teachers providing instruction for ELs should use a variety of approaches in organizing the classroom, designing a curriculum, and presenting lessons. There are several basic elements underlying all good language instruction:

- Versatility and flexibility.
- Interactive lessons with hands-on activities and cooperative learning.
- Encouragement and support of the mainstream or regular curriculum.
- Opportunities for all students to feel successful by providing appropriate modifications and accommodations for the needs of students' different levels of ability.
- Integration of language skills, thinking skills, and content knowledge.

The following methodologies are promoted as good teaching strategies for ELs as well as all students:

- Cooperative Learning
- Language Experience
- Dialogue Journals
- Learning Centers
- Sheltered Instruction

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

Each year, EL students will participate in the Access 2.0 for EL's. This annual assessment provides specific data for teachers regarding the student's language acquisition. This data is analyzed each school year, and progress is measured by the rate of improvement from year to

year. Additionally, the LEA provides training, materials and resources for both EL students and their teachers throughout the school year.

How the I-ELP will ensure that ELs develop English proficiency

The I-ELP focuses on individual needs of each student and the plans are shared with and reviewed by the student's classroom teachers.

Once the I-ELP has been developed and certain needs are identified a combination of strategies is used to teach language: whole language, phonics, oral language skills, cooperative learning, and integrated reading. Emphasis is placed upon the development of the four language domains: listening, speaking, reading, and writing. A variety of materials and equipment is used in instruction. These include textbooks, technology, videos, listening stations, games, purchased programs and materials, and language development activities. Additionally, World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum for EL students in order to promote the study of academic language.

Grading and retention policy and procedures

The EL Committee should review each student's progress each grading period to determine if changes need to be made to the I-ELP. In addition, meetings are called as needed throughout the year.

EL Students cannot fail or be retained on the basis of limited English proficiency. Written documentation justifying failing grades at each grading period, including student work samples with proof of accommodations being made, must be presented to the EL committee for review and maintained in the student's EL portfolio. Verbal discussion with parents in a conference or by phone and appropriate documentation must be on file.

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

An EL "liaison" is selected at every school to ensure that the needs are being met and learning accommodations are being offered by classroom teachers. The liaison also ensures that resources are available as needed by the student, i.e. translation dictionaries, translated school forms, etc.

Method for collecting and submitting data

Documentation of monitoring is maintained by local school personnel as designated by the EL Committee and presented as requested by LEA or state officials. Minutes from review meetings are maintained. Documentation of EL student monitoring is maintained in each ELs' folder in the local school.

The EL Committee reviews each student's progress each grading period to determine if changes need to be made to the I-ELP. In addition, meetings are called as needed throughout the year.

Exited students are monitored by the EL Committee for a period of four years to determine if they are academically successful. The student will be monitored at grading periods coinciding with the issuance of report cards. Documentation of monitoring shall be maintained by local school personnel as designated by the EL Committee and presented as requested by LEA or state officials. Minutes from review meetings should be maintained. Documentation of exited student monitoring will be maintained in each student's purple folder in the local school.

Method for evaluating the effectiveness of the program

Overall effectiveness is evaluated at the end of each school year and can be gauged through I-ELP plans and ACCESS test scores by the Federal Programs Advisory Committee and the school EL liaisons.

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

EL students can be referred for and placed into Special Education and Gifted Education programs by following the same procedures used for all students.

Students who are experiencing academic and behavioral difficulties not related to their EL status are initially referred to the RtI team at their school. The EL committee reviews student's progress and performance on a regular basis. In the event that concerns beyond language acquisition arise, the EL committee can take the role of the RtI for the EL or can refer the student to the RtI. If the strategies and interventions set forth by the RtI are not successful, the student may be referred for special education services.

Prior to a referral to RtI or for a special education evaluation, efforts must be made to meet the student's needs within the context of the regular education program including 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 this deficiency is noted by parents.
- 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.

Based on the review of the submitted documentation, the RtI and the EL committee will recommend the referral of a student to special education for evaluation after all other avenues have been explored, and after a conclusion has been reached 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 problem. The information gained 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 the student's learning or behavior problems. Essential factors needed to make this determination may be beyond the referral information required for non-LEP students. (NOTE: Parents may need assistance in completing the developmental history ranging from translation to understanding the criteria being evaluated).

Additional pertinent information that should be addressed on the EL referral form may include but not be 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 EL student will be determined by the IEP team. The tests 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. Personnel who are trained in their administration will administer all tests.

Upon completion of all evaluation material and information, the IEP team will meet to determine if the student qualifies for special education services. ELs are eligible for all special education services, including the Gifted and Talented Program, on the same basis as the native English-speaking students. The Special Education Specialist is the primary administrator responsible for the provision of services to all special education students.

Assessment and Accountability

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

On an annual basis, the school EL committee will systematically maintain and evaluate the following data which will also be reviewed by the LEA:

Student I-ELPs

Assessment Data (Standardized tests as well as ACCESS scores)

Academic data (courses taken, grades, attendance, promotion/retention)

Classroom Observations taken by teachers

Method for holding schools accountable for meeting proficiency in academic achievement

Schools will be monitored for acceptable and measurable student achievement in classes and standardized tests (if applicable).

Parent, Family, and Community Involvement

Methods for promoting parent involvement activities to help improve student achievement

Parents who speak a language other than English are invited and encouraged to participate in all programs and activities as native-English speaking parents in local schools as well as district offerings. These include parent-teacher conferences, parent workshops, Parent-Teacher Organization, and a wide range of other special activities. We will continue to offer annual workshops for EL parents on ways to help their children achieve success in school.

Parents are encouraged to offer their input to the local school and to the EL program Supervisor for suggestions to improve the overall EL program that will generate success for their children in school.

Methods (in a language they can understand) for notification requirements for ELs students regarding EL identification, placement, exit, and monitoring.

The notifications and information sent home to the parents and families in Escambia County will be provided in a format and language that parents can understand. Translated documents can be obtained from the TransAct system, as well as the translation of local documents through CTS Language Link translation services. Interpreters can also be provided for parents as needed.