

Section II Checklist

EACH LOCAL DISTRICT THAT DOESN'T RECEIVE TITLE III 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.**

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
- WIDA-ACCESS Placement Test (W-APT) for Kindergarten
- WIDA Measure of Developing English Language (MODEL) for Kindergarten
- ACCESS for ELLs 2.0®

3) Include the **method and procedures for exiting students from the English Language Instruction 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.

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

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

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

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

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

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

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.

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

- 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

E. PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

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

1. The reasons for the identification.
2. The child's level of English proficiency.
 - a. How such level was assessed.
 - b. The status of the child's academic achievement.
3. The method of instruction used in the program.
4. How the program will meet the educational strengths and needs of the child.
5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.
7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
8. 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.

LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN TEMPLATE

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)**

Andalusia City Schools believes that all students can learn and will strive to help EL students develop the knowledge and skills that will enable them to reach their full potential and become productive, educated members of society. The system will accomplish this by providing a student centered program in a safe, caring environment with high academic standards taught by a staff committed to continuous improvement. It is the policy of the Andalusia City Schools that no student will be excluded from participation in, be denied the benefit of, or be subjected to discrimination in any program or activity on the basis of sex, race, color, creed, religion, belief, national origin, ethnic group, or disability.

The goals of the English Learner Program in Andalusia City Schools are as follows:

- Provide EL students with scientifically research-based programs and practices
- Enable EL students to become proficient in English to achieve the state's academic content and student achievement standards as demonstrated by proficiency on the state's required student assessment (ACCESS)

Section B: Identification and Placement Procedures

1) Procedures for identifying the EL Advisory Committee

The English Learner Advisory Committee is made up of representatives from all school system constituency groups including administrators, teachers, parents and community. The selected members are responsible for any decision-making involving but not limited to: program needs, assessment, evaluation and the development of the Comprehensive EL Plan. Input from parents and community members is actively sought in order to ensure that student needs are identified and that all available community resources are being utilized. Committee representatives were selected because of their interest in the success of English Learners in the Andalusia City Schools.

When Limited English Proficient parents are involved, an interpreter is available if needed and written communication may be translated into the needed native language when feasible. An important component of the planning process is identifying the needs and making reasonable accommodations in order to serve English Learners to meet state proficient and advanced levels of student academic achievement on state content standards.

2) Methods for identification, placement, and assessment

Andalusia City Schools is committed to the identification and proper servicing of all students with English language challenges. Our school system is equally committed to providing supportive responses to those issues/situations that may hinder a student's school enrollment and success and prohibit and/or lessen parents/guardians full and appropriate involvement in their child's educational experience. In response to these commitments, the following procedures will be utilized:

1. All students enrolled in the Andalusia City Schools System are given a Language Survey Form upon enrollment. (Appendix, Page 11)
2. Upon review of the completed Home Language Survey Form and there is the specification that English is the primary language of the student, the Language Survey Form is filed in the student's cumulative folder and the procedure ends.
3. Upon review of the completed Language Survey Form, if there is the specification that English is not the primary language of the student and/or the home, the student's school history is reviewed by the school's guidance counselor, administrator, and teacher. If a review of the student's school history reveals that this student has achieved success in an English language instructional environment without additional support from Title I and/or Title III services, as evidenced through above average class grades and above average scores on mandated assessment, then the process ends.
4. Upon review of the completed Language Survey Form, if there is the specification that English is not the primary language of the student and/or the home, and the student's school history reveals below average classroom performance and below average performance on mandated assessments or if the student's school history is incomplete or unavailable, the process of evaluation begins. Parents will be sent a Consent For Initial Evaluation Form (Appendix, Page 12). Upon receipt of the form, the school will begin the evaluation process.

The evaluation of a student's level of English proficiency and placement in the school system's English Learner (EL) program will include the following:

1. Within thirty days after the beginning of school and within ten days of a student's new enrollment, parents/guardians will be notified of the school's recommendation that their child is enrolled in the school's EL program. This recommendation will be based upon: a review of the student's school history, an interview of the family and the student, the administration of the WIDA-ACCESS Placement Test (W-APT) to the student.
2. The school counselor will record the registration date as "original entry date" in INOW or "date first enrolled" when completing the demographics page of the ACCESS for ELs English proficiency test.
3. Any student scoring an overall composite score of 3.9 or below on the W-APT must be identified as limited-English proficient and will require placement in an EL program

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

Upon scoring 4.8 (composite score) on ACCESS for ELs, English Learners will be exited from EL services and placed on monitoring status for two academic years. During the monitoring period, the EL Committee will review data to track the student's progress. The committee will review the data at progress reporting and report card dates. Any support that is indicated by the data review will be planned, implemented and monitored by the committee. Students will be classified as Former Limited English Proficient Monitoring Year 1/Year 2 (FLEP Monitoring Year 1/Year2) for the first two years of monitoring. Following two successful years of monitoring, EL students are classified as Former Limited English Proficient (FLEP), no longer being included in the LEP subgroup for accountability.

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

The population of EL students changes each school year. In order to address the needs of the current students, the Andalusia City Schools will conduct a needs assessment to determine the services and activities needed. The EL Advisory Committee will collect and analyze data from a variety of sources and use the data to determine goals, strategies and program revisions for the enrolled students. The sources for the needs assessment will include the annual EL Main Data Collection Report, AMAO Title III Report, Spring ACCESS Assessment Data, and informal feedback from the schools.

With the results of the needs assessment the advisory committee will proceed to select the appropriate programs and activities. The committee will review scientifically research based materials, seek guidance from SDE consultants, and provide training for the faculty and staff involved in delivering the services.

Currently the Andalusia City Schools implements a pull-out program for elementary students and middle school students. EL students are mainstreamed in a regular grade level classroom and are scheduled to receive EL instruction by the Title I Resource Teacher at the elementary school and Highly Qualified teachers at the middle school on a daily basis. Classroom teachers will be responsible for implementing Tier II and III intervention in reading and math as needed. This program combines the expertise of the classroom teacher, the support of family and community members, current SBR reading program, and EL supplementary materials/programs.

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

The student's EL committee will continually monitor progress of language acquisition and use the data gathered to improve/modify instruction. Training for faculty and staff will be provided, reflecting the needs identified in the data analysis. The district will integrate the World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards with the curriculum as well as teachers will integrate the standards into lesson plans. All school staff members will be responsible for teaching EL students the academic vocabulary aligned with the WIDA standards. By using these standards teachers will be able to provide EL student with access to the local curriculum as they progress through the stages of language acquisition: entering, beginning, developing, expanding, bridging.

3) Grading and retention policy and procedures

Retention and grading for EL students will be addressed through the individual EL plan (I-ELP) with the input of the student's EL committee. Retention will not solely be based on English language proficiency. The team will gather and analyze data from a variety of sources in order to make the most effective decisions for the student's grading, promotion, and retention. Some items that will be considered in this process include the student's current level of English language proficiency, results of implementation of modifications as outlined in the I-ELP, accommodations such as lesson delivery, homework, formal and informal assessment results, individual English language instruction received daily, need for an alternate grading strategy, teacher training. The following general guidelines should be considered by regular classroom teachers when grading EL students:

- The student's current level of English Language Proficiency
- WIDA proficiency standards

A grade of "F" cannot be assigned to an EL student without full documentation of accommodations having been made to assure the student's full access to content. The lack of ability to read and write in English is not the basis for an "F".

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

Highly qualified teachers using SBR materials will teach EL students. Teachers will receive appropriate professional development in order to support their instruction of EL students. Community members and family will assist the schools in providing services and activities for EL students as they make progress in language acquisition. Tutors and translators will be utilized as appropriate. Foreign language instructors at district high schools and local universities will provide support. All faculty and staff working with EL students will be fluent in English.

5) Method for collecting and submitting data

School faculty and staff are trained to use INOW to code ELs as well as enter reliable data regarding enrollment, attendance, health, grades, discipline, and demographic data. School counselors are responsible for securing school records. District student assessment personnel will follow procedures as outlined by the SDE for collecting and submitting data regarding EL students. School based data reviews are conducted each quarter to ensure accuracy of reports. Also, district personnel will follow procedures for reviewing EL reports online as required by SDE.

6) Method for evaluating the effectiveness of the program

Each school develops and reviews a Continuous Improvement Plan throughout the school year. The leadership team at each school maintains the CIP with accurate, current information. Through this process the EL program will be evaluated. Results of the CIP process at each school as well as district-wide data will be combined and reviewed. The data will be analyzed and reviewed to determine if the goals of the EL plan have been attained, what adjustments are indicated, and what resources should be allocated. This process will include a self-assessment to determine program compliance, input from stakeholders, student assessment results, and local school data regarding discipline, attendance, and grades. The evaluation template provided by the SDE will be used to summarize the findings and plan for future activities.

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

The Andalusia City Schools' Program for Students with Disabilities and the Andalusia City Schools EL Program will work together to identify students who are eligible for services as students with disabilities. The identification, eligibility and service provision for these students will be provided in accordance with the Individuals with Disabilities Education Act of 2004. In order to support these procedures the EL Program will help with securing the services of someone to administer the test or other evaluations in the native language. These accommodations will include a translator for oral communication and written communication in the parent's native language. The materials used to assess a limited-English proficient student will be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English language skills. Also, the EL Program will maintain a contact list of resources in the area for providing communication with the parent in the native language. The EL Program and the Program for Students with disabilities will work together to ensure the EL student is provided English language acquisition services as an integral part of the IEP. A student will not be determined to be eligible for special education if the determinant factor is the child's lack of limited-English proficiency. All required procedures as outlined in the Alabama Administrative Code will be followed for referral, eligibility, evaluation, and services (IEP) for EL students.

Also, EL students will be considered for the gifted program under the same guidelines as all students in Andalusia City Schools. The EL students will be part of the second-grade gifted screening. Cooperation with the EL Program will be sought to ensure the language proficiency of EL students does not prevent any access to the 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 district student assessment coordinator and the EL program coordinator will work together to ensure that EL students participate in state-administered assessments. Through the district’s accountability program results of the assessments will be shared with schools and parents in a timely manner. These same results will be incorporated into the school’s CIP. Technical assistance will be sought through the SDE in order to adequately address the needs of the EL students in the CIP. The student assessment results will be reviewed and incorporated into the goals and activities of the school’s CIP. Professional development opportunities will be made available to the faculty and staff of the school through the CIP in cooperation with the central office staff, SDE, and other available local and state resources.

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

The Andalusia City Schools EL program and accountability coordinators will meet to review the AYP results when these are received from the SDE. Currently, all schools made AYP; the N count does not exceed 40 for ELs; all schools are School wide Projects. If it is determined that a school has not met the AMOs and AMAOs, an improvement plan will be developed through the CIP process with the support of the central office staff and school leadership team.

Section E: Parent, Family, and Community Involvement

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

Andalusia City Schools makes provisions for the involvement of English Learner parents in all system and school level parent involvement activities. The school system Parent Involvement Plan and the local school’s Parent Involvement Plan (section VI of the Continuous Improvement Plan) both contain methods for promoting parent involvement activities to help improve student achievement for EL students.

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

Andalusia City Schools will provide notification to parents of EL students identified for participation in the English language instruction program, no later than 30 days after the beginning of the school year, regarding the following:

1. The reasons for the identification.
2. The child's level of English proficiency.
 1. How such level was assessed.
 2. The status of the child's academic achievement.
3. The method of instruction used in the program.
4. How the program will meet the educational strengths and needs of the child.
5. How the program will specifically help their children learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. 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.
7. In the case of a child with a disability, how the program meets the objective of the individualized education program of the child.
8. Information pertaining to parental rights that includes written guidance detailing:
 1. The right of the parents to have their child immediately removed from supplemental Title III programs upon request.
 2. 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.
 3. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

The EL committee for each student will provide a resource for communication with parents. The EL program coordinator will monitor all required communication for parents through the team process. Parents of EL students will receive notification of identification and placement in a language they understand. Through the use of TRANSACT, translate.google.com and local resources (translators, family members, staff, community partners) this oral and written communication will be made available. If the school fails to meet AMAOs, the separate notification will be made available to parents in their native language. An opportunity to review this communication, ask questions and receive clarification will also be scheduled through the EL committee process with support of the EL program coordinator. This notification will be separate from other notices and not later than 30 days after such failure occurs. If a child enrolls in school after the beginning of the school year, the district will notify parents of the failing school's language instruction educational program within 2 week of the child being placed in the program.

