

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 Piedmont City School District developed an educational theory and goals through a comprehensive English as a Second Language (EL) Core Program. This program will provide EL students with language assistance that is educationally sound and proven successful, which is consistent with (Castan-eda v. Pickard and the Supreme Court decision in Lau v. Nichols). The EL Plan will further explain the Piedmont City School District's interpretation, and purpose for supporting our EL population and ensure each student an equal and equitable education as in comparison to their non-EL peers. EL Program consists of goals, which are set up to support English learners within their grade level standards within classroom instruction. This support eliminates the barriers of their home language by bridging an understanding when learning English through the use of WIDA Standards and strategies within the instructional domains of listening, reading, speaking and writing of a SDAIE model. Accommodations for support will be used according to each student's I-ELP. Piedmont City School District believes the overall implementation of this plan sets a path for all ELs to become English proficient, which will also ensure success with the challenging state academic standards (Sec. 3102). With this understanding, the Piedmont City School District understands that in the last several decades,

English learners (ELs) have been among the fastest-growing populations in our Nation's schools. Therefore we realize that ELs face significant opportunity and academic achievement gaps compared to their non-EL peers. Therefore with effective, research-based support and access to trained educators, ELs can be just as successful within their grade level standards as their non-EL peers. In addition to our development and understanding, the Piedmont City School District understands the importance of Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA) of 1974, and therefore ensures that all ELs will participate in meaningfully, equally and equitable education. The goal of our district is eliminate any barriers for all students to ensure students' have equal and equitable participation such as: Identify and assess all potential EL students in a timely, valid, and reliable manner, always provide EL students with language assistance through our EL Program, provide sufficiently well prepared and trained staff and support the EL Program, ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities, and always avoid segregation of EL students.

The Piedmont City School District identified members to serve on the EL Advisory Committee through an understanding of the importance of needing members that represented our school system as a whole, along with parents and community members within outreach programs. Therefore the Piedmont City School District EL Advisory Committee consists of LEA, administrators, counselors, instructional coaches, and secretaries from the elementary, middle and high school level, as well as parents and community members. The Advisory Committee served in the development of the EL Program, and meets three times a year to ensure ELs needs are met according to the law. The objectives during those meetings consist of: discussing each EL student and their growth/progress and making recommendation to their instructional, social, and emotional needs if needed. The committee views ACCESS scores and determines each strengths and weakness in an I-ELP and develop appropriate accommodations for students. The committee will also evaluate the EL Program each year. Through the annual evaluation the committee can make recommendations to revise the EL Plan, recommend more support for classroom teachers through professional development. The Committee will also work with the principals to identify strength and weakness from an array of data for the ACIP and develop strategies ensuring growth. When identifying students the Piedmont City School District understands and adheres to the "Plyler vs. Doe, which is the Supreme Court ruling in Plyler v. Doe [457 U.S. 202 (1982)] that undocumented children and young adults have the same right to attend public schools as U.S. citizens and must attend until they reach mandated age. Therefore the EL Advisory Committee and District adhere to the Admission Policy for enrollment (section 6: 1-2c) and (section 6: 8-9) state the following. All homeless, migrant, immigrant and English Learner students and children in foster care shall not be denied or delayed due to any barriers that are specifically prohibited by applicable law, which may include the following: lack of birth certificate, lack of school records or transcripts, lack of immunization or health records, lack of proof of residency, lack of transportation, guardianship or custody requirements, and/or lack of social security card. The EL Advisory Committee and District adheres to the policy Equal Education Opportunities (section 6: 8-9), "No student will be unlawfully excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity offered or sponsored by the Board on the basis of race, ethnicity, color, disability, creed, national origin, sex, immigrant or migrant status, non-English speaking ability, or homeless status."

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®
Identification

Home Language Survey

WIDA Online Screener (Second Semester 1st-12th)

WIDA Screener for Kindergarten and 1st Semester First Grade

Methods of Annual Assessment once identified for the program

WIDA ACCESS for Kindergarten

WIDA ACCESS for ELLs 2.0® (1st-12th)

WIDA Alternate ACCESS for ELLs of Special Needs

Methods for Program Placement and Timeline

Language-minority students identified through the HLS (Home Language Survey) during registration at the beginning of the year must be assessed for English-language proficiency within thirty (30) days of enrollment. Language-minority students who register after the beginning of the school year must be assessed within ten (10) days of enrollment.

I Methods Identification and Procedures

Home Language Surveys: The home language survey shall be administered to all students at the time of registration only and placed in the student's cumulative file once evaluated. The HLS will be the initial identification tool for potential English Learners. The survey will be filled out by the student, parent or guardian for students in pre- kindergarten through twelfth grade, and offered within their primary language. The Home Language Survey will be administered once during the time a student first enters the PCS School District. If the HLS indicates any language other than English, the student is referred to the EL Coordinator within the same day or next school day through an (1) email and also by (2) filling out the EL referral/placement form and including it in an attachment within the email.

Once the EL Coordinator receives the email and placement form, there will be a window for testing depending on when registration occurred during the year for the EL Coordinator to administer the WIDA screener, to determine the student's language proficiency.

All students will be given a state ID number. A social security number is not required for enrollment or for school lunch forms. All social security numbers are on a volunteer basis only. Parents who wish assistance in obtaining a social security number will be assisted by the school liaison. Application forms to obtain a social security number may be distributed to the parent/guardian, but the decision to complete them is optional and only upon request. This also applies for Driven Licenses as well. Parents are not required to show a license, but the school liaison may assist them as to how to acquire one.

II Assessment Procedures

Kindergarten and 1st grade students taking the WIDA SCREENER

? In the first semester of school, they have a composite score less than 4.5.

? In the second semester of school, scores in Listening & speaking less than 4.5

(4a) WIDA SCREENER: Grade 1 first semester in Listening and Speaking less than 4.5

? First grade students in the second semester of school and students in grades 2nd-12th taking WIDA Screener Online less than 5.0.

Once the student has been tested the EL Coordinator will code the results in PowerSchool and send a confirmation through an email to the secretary, principal, CNP, and the student's grade level teacher/s, along with meeting with the advisory committee and sending notification of results home to parents within 30 days.

Students who are placed in the ESL Program will take the ACCESS for ELLs 2.0 or the Alternate ACCESS depending on their identified level. The ACCESS will show each student's language proficiency level within the four domains of listening, speaking, reading, and writing, and an overall composite score will be given to determine the student's overall English proficiency level of understanding. Student's level of English proficiency will be used to develop instructional lessons under the guidance of the ESL Program and the support standards, strategies, and accommodations mandated by the state. Utilizing the support of the ESL Program bridges the gap and breaks the language barrier for students to learn.

Students who score 4.8 and above as their composite score on the ACCESS will exit the ESL Program. Parents will be notified at the beginning of each year whether their child will be continuing the ESL Program or whether their child has exited the program and therefore will be monitored for a total of 4 years.

III. Program Placement

1. After the WIDA SCREENER Paper or online has been scored, an EL COMMITTEE should convene to

discuss the type of service, amount of time served by EL teacher, instructional accommodations, and

state testing accommodations. Not all students receive the same types of accommodations and should

be individualized based on students' English proficiency assessment data. The final placement is based

on all pertinent records, including any available records from previous school enrollment.

2. Piedmont City Board of Education recommends that EL students be placed age-appropriately in the

mainstream classroom. This provides EL students with access to challenging, grade-level content

instruction and the opportunity to interact with their English speaking peers. It is important that ELs be

placed in the least restrictive educational environment. At the high school level, credits should be

awarded based on transcripts provided by the students/parents, even if the coursework was taken in

another country. If transcripts are in a language other than English, translators will review transcripts, so

that credits can be awarded.

3. The I-ELP needs to be placed in the student's EL file and access be given to classroom teachers for instructional and daily use. Copies of testing accommodations should be given directly to

the building test coordinator to ensure proper accommodations during state testing as well as placed in

the student's EL file.

4. Some EL students will require mid-year EL COMMITTEE meetings to address issues affecting the

academic success of the student. These EL COMMITTEE meetings are scheduled on an as-needed basis,

at the discretion of the EL Coordinator, LEA Federal Programs Director or committee member(s), to discuss the academic needs of the student.

****The EL student's EL status and/or immigrant information should be coded appropriately in POWERSCHOOLS and Special Programs. Counselors should work closely with the EL Coordinator to ensure this information is marked correctly annually.

IV. Parental Notification and Rights

According to ESSA sec. 1112(3)(A) requirements, districts must, not later than 30 days after the beginning of the school year, provide notification to parent(s) of ELs identified for participation in an English language instruction educational program of:

? The reasons for the identification.

? The child's level of English proficiency.

How such a level was assessed.

The status of the child's academic achievement.

? The method of instruction used in the program.

? How the program will meet the educational strengths and needs of the child.

? How the program will specifically help their child learn English and meet age-appropriate academic

achievement standards for grade promotion and graduation.

? The specific exit requirements for such programs, expected rate of transition from such program into

the regular education classroom, and the expected rate of graduation from secondary school.

? In the case of a child with a disability, how the program meets the objectives of the individualized

education program of the child.

? Information pertaining to parental rights that includes written guidance detailing or services and program.

Admission Policy

To ensure that there are no barriers to enrollment of language minority students, immigrant students, homeless students, migrant students, or children in foster care, the DeKalb County Board of Education has an enrollment policy that states that these students can enroll at any school even if they do not have the following:

- birth certificate
- school records or transcripts

- immunization or health records
- proof of residency
- transportation
- social security number
- Proper guardianship or custody requirements

English Learner (EL) Committee

The Piedmont City School District has an EL committee and uses the guidelines from the ALSDE EL Guidebook.

The English Learner (EL) Committee is a school team responsible for guiding and monitoring the placement,

services, and assessment of students who are identified as ELs (not English proficient). The EL Committee may be composed of content-area or general classroom teachers of ELs, assessment specialists or instructional coaches, school administrators, school counselors, EL staff/aides, and other members as appropriate (e.g., parents, central office administrators.. Although there is nothing to prohibit members from the MTSS/PST Team participating on EL Committees, though these committees serve different purposes.

INDIVIDUAL ENGLISH LANGUAGE PLAN (I-ELP)

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

1. Ensure full consideration of each student's language background before placement in an English language instructional program.
2. Ensure implementation of systematic procedures and safeguards related to appropriateness of identification, placement, and assessment, instructional and support programs, and program exit.
3. Review student's progress in language acquisition and academic achievement annually.
4. Convene as needed to discuss changes or adjustments to the ELs instructional services.
5. Identify accommodations needed on state assessments. Additional classroom strategies and accommodations should be identified as appropriate.
6. Communicate in a timely manner the student's I-ELP with faculty and staff who interact with and provide instruction for the child.
7. Ensure the I-ELP is communicated with the student's parents in their native language.

8. Please note that the distinction between "date first enrolled" (which is the date of registration) and date

to establish "length of time in LEP/EL Program" (which is the date students are first determined to be EL)

are two different dates.

*If the child's parent is unable to attend, arrangements will be made to accommodate the parents' input of the

development of this plan.*

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. In order to exit the EL Program, the student must achieve a composite score of 4.8 on the ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) test. When the student achieves the exit composite score (4.8), the EL Coordinator will provide written notice to the parent at the beginning of the new school year indicating the student had achieved a 4.8 score on ACCESS, therefore the student as Exited the program, but will be entering the exit status criteria of the monitoring process which will be for a period of four years. During this time the students are coded in PowerSchool as FEL Exited Year 1 Monitoring, and continue through year 2, 3, and 4. A notice to parents will be printed in English or the parents' primary home language for communication each year. Exiting does not mean the students won't need support in the classroom at times just as their peers need support, so through proper training teachers will be aware of each student's possible weaknesses, if any. Classroom teachers, principal, and EL Coordinator will monitor students, who have exited for a period of four (4) years, to determine if they are academically successful without WIDA support. During the first four years the student will be monitored and throughout the conclusion of each grading semester. The student's grades are used to determine success will be: academic grades at "C" (70) or better; review of formal or informal student assessment results, attendance, behavior, and teacher input. After successfully completing the four (4) years of monitoring, the student will have met the criteria and the student will be coded NOM-PHLOTE. If the data for students who are FEL-1, 2, 3, 4 - Exited Year Monitoring indicate that the student is experiencing difficulty in a classroom content subject area, the EL Coordinator will be notified immediately through an email by the classroom teacher, aid, counselor, or principal, and a meeting will be held with the collaborative school staff and EL Committee for a discussion, and review of all information and data available, while making a determination as to the reason(s) for lack of success. Also a walkthrough of classroom observations will be performed for more insight on the problem. Furthermore, if needed the school administrator/counselor/grade level teacher/parent/aide/EL Coordinator, and/or the PST will make recommendations of strategies and skills through a tiered intervention/tutoring program within the core content subject area of weakness, consisting of traditional/tech programs, (blending learning). Please note: Students who are FEL- 1,2,3,4 - Exited Year Monitoring have exited the program according to ACCESS, and are all considered English Proficient and not a part of the EL Program. These students are FEL Com., former English Learners and monitored for four years. It is important to track student data of FEL Com due to some student's ACCESS scores may reflect a weakness in some areas, therefore EL strategies are encouraged for continuation as teachers differentiate tier instruction for students who have exited the program as well as for all English Proficient students who might indicate a lack of understanding. The continuation of differentiating instruction is practiced in all Piedmont City School Classrooms according to a student's cognitive learning style, as well as any weaknesses a student indicates within English Proficiency understanding, indicating a gap within a content area, especially vocabulary and/or writing skills are highly recommended, which enhances other areas such as math, science and social studies. This helps to ensure student success while narrowing the gap for all struggling students next to their grade level peers

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
Section C: Programs and Instruction

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

The EL Advisory Committee meets annually for the purpose of program needs, assessment, and evaluation.

The Advisory committee also reviews the district comprehensive EL Plan and makes suggestions for amendments. The committee reviews longitudinal data from each EL students data in, Reading and Math state assessments, and other grade level district data as well as other pertinent information to be able to fully evaluate the effectiveness of the EL program and therefore suggest amendments if needed. The Committee will note strengths and weaknesses within EL student data to improve the program as a whole according to needs. The needs may determine professional development needs and/or help in planning parental involvement activities.

The Piedmont City School District provides a language instruction educational program that is English only. The district's EL Program is implemented through a Specially Designed Academic Instruction in English, (SDAIE) mode, which is structured for English immersion. An EL students instructional programs and activities will implement WIDA standards, Can Do Descriptors, and SDAIE strategies as well as accommodations to bridge the gap using the student's English language proficiency level to ensure EL's acquire academic language as well as the social language. PCSD sets individualized goals for EL students to build their English language skills necessary to become English Proficient both socially and academically in and out of the classroom, ensuring a successful English-speaking student. Through the comprehensive core EL Program, which in compliance with , Title 1, as well as ESSA proficiency in the English Language is our district goal, as well as student success within their core content grade level standards. These goals also empower EL students to overcome challenges of state assessments. Instruction for EL students within the core academic classrooms is provided by Certified Teachers. Teachers have been trained through professional development within a core EL Program consisting of instructional strategic models SIOP/SDAIE, WIDA standards, Can Do Descriptors, along with use of accommodations within each student's I-ELP. Paraprofessionals are always under the guidance of the classroom teacher within the classroom through a push-in EL program. Therefore, all certified teachers are ELD teachers. Alabama has a standard-based curriculum, emphasizing academic and social language proficiency for students who are English Learners. The EL coursework for strategies is based upon WIDA: English Language Development Standards, and CCRS Anchor Standards. Classroom teachers integrate the ELD standards with the Alabama CCRS, while finding commonality across core subjects, as well as unpacking/unwrapping the College Career Ready Standards while lending and adhering to professional development training for teachers and staff. Instructional planning according to each individualized EL student will take place within all educational classes. Classroom instructional strategies within the content area are implemented for EL students and accommodations are made if needed. Also, The SDAIE is our core instructional model because it focuses more within the content of the CCRS. EL students are placed in classrooms with regular education students for core instruction and the SDAIE model is used to differentiate the language while focusing more on the content being taught, The Piedmont City School District has a core reading program K-5, as well as research based reading tech components, with an EL component that classroom teachers may use as a resource.

The Piedmont City School District will ensure that EL's develop English proficiency by implementing the following in a Tier I, Tier II classroom setting and instructing only in English and implementing WIDA, SDAIE strategies, and I-ELP accommodations within PES, PCMS and PHS: By implementing the WIDA ELD standards in the classroom, teachers are able to provide ELs with meaningful access to the curriculum as they progress through the stages of language acquisition, along with the implementation of CCRS while adhering to the student's language actuation. The Piedmont City School District integrates the World-class Instructional Design and Assessment (WIDA) English Language Development (ELD) standards into the curriculum. English Learners must simultaneously learn English and content. The WIDA ELD Standards facilitate the design of language development objectives that support, guide, and develop content knowledge and skills at the appropriate level of English proficiency. Educators must go beyond teaching ELs survival English by developing their academic English through the context of all content areas. Teachers have the dual task of helping these students advance their proficiency in English while also working toward mastery of content standards. The WIDA standards are specifically designed to further this objective. Teachers can adapt the WIDA standards to deliver instruction that will most accurately address the language needed to comprehend and achieve in content areas. All teachers will be given a folder with these standards for that student's grade level and the English Proficiency Level of the student as it relates to these standards. The EL teacher and the content teacher will work together to align instruction to deliver these standards. Professional development is provided yearly to form a better understanding of instruction within the classroom for EL students by implementing a more structured EL Core Program.

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

The Piedmont City School District completes and implements a CIP to not only list strengths with areas but to also list weakness and areas of needed growth. Piedmont City also analyzes ACCESS for ELs data to improve the rate of language acquisition, the attainment of proficiency, and Reading and Math proficiency. Administrators, Coaches, and the EL Coordinator work with the district CIP teams to develop goals, strategies, and action steps that

meet the needs of the school's EL population. For additional information, see PHS individual schools' CIPs. Each

school is supported in the CIP development process. Classroom teachers are trained annually on how to incorporate the WIDA ELD standards into their daily instruction so EL students may access content and academic vocabulary while developing all 4 language domains of listening, speaking, reading, and writing. The students' primary language may be used as support. Teachers use the students Can Do descriptors, ACCESS for ELLs teacher reports, and the WIDA ELD standards to prepare lessons for EL students in the general education classroom.

Specific Components of the LEA's EL Program

ELD (English Language Development) Core EL Program

The Piedmont City School District understands adheres that school systems are required by federal law to provide appropriate language acquisition services for students who are limited-English proficient. The language acquisition services are considered an integral part of a free and appropriate public education for all students. Title I funds may be used to coordinate and provide direct services to EL's students who are failing or are at risk of failing to meet the state's academic standards. Title I funds may be used to pay the salaries of instructional staff to work with students who are experiencing academic difficulties, including limited-English. The Piedmont City School District will ensure that EL's develop English proficiency by implementing the following in a Tier I, Tier II classroom setting and instructing only in English and implementing WIDA, SIOP/SDAIE, and I-ELP accommodations within grade level curriculum standards. The Piedmont City School District implements annually a professional development on WIDA, which covers Language Acquisition for EL students. It was understood that according to the research, it takes time for the English Learner to learn both the social language and academic language. It is understood that Language acquisition takes the average EL student who receives language support in Basic Interpersonal Communication Skills (BICS) one to three years to develop. This includes the language necessary to function in everyday life. It is also understood that Cognitive Academic Language Proficiency (CALP), which is language necessary to understand academic content, takes the average EL student with proper instruction according to their proficiency level approximately five years. The Piedmont City School District will continue to mandate this professional development each year ensuring EL student language acquisition (progression) is understood and scaffold appropriately through instruction as well as appropriate time consideration is understood for student progress. Teachers and administrators understand, that just because an EL student speaks English well after a year or more, this does not mean they speak, nor understand the academic language within the curricula. This takes years of appropriate scaffold instructional strategies provided by the Core ESL Program, as well as other mandated strategies and program/models, which are merged with the core classroom curricula in all subject/content areas.

By implementing the WIDA ELD standards in the classroom, teachers are able to provide ELs with meaningful access to the curriculum as they progress through the stages of language acquisition, along with the implementation of CCRS while adhering to the student's language actuation. The Piedmont City School District integrates the World-class Instructional Design and Assessment (WIDA) English Language Development (ELD) standards into the curriculum. English Learners must simultaneously learn English and content. The WIDA ELD Standards facilitate the design of language development objectives that support, guide, and develop content knowledge and skills at the appropriate level of English proficiency. Educators must go beyond teaching ELs survival English by developing their academic English through the context of all content areas. Teachers have the dual task of helping these students advance their proficiency in English while also working toward mastery of content standards. The WIDA standards are specifically designed to further this objective. Teachers can adapt the WIDA standards to deliver instruction that will most accurately address the language needed to comprehend and achieve in content areas. All teachers will be given a folder with these standards for that student's grade level and the English Proficiency Level of the student as it relates to these standards. The EL teacher and the content teacher will work together to align instruction to deliver these standards. Professional development is provided yearly, but more intensely in 2020 and 2021, due forming a better understanding of instruction within the classroom for EL students by implementing a more structured ESL Core Program, as well as teachers building a better understanding of incorporating the standards.

EL student instructional strategies are not only based on their proficiency level, but like all students their educational backgrounds, personal and cultural experiences, as well as character traits are considered. Teachers will take this into consideration when planning differentiated instructional activities/academic lessons during whole group learning, small group learning as well as independent learning. Like all students in Alabama, EL students must be provided with instruction according to the Alabama courses of study and district curriculum and services. However, they may require alternate pathways to achieve these goals. They require instruction that makes content more comprehensible and accelerates the acquisition of academic language. This can be accomplished through a second and/or third tier within the domains according to students needs. Targeting the students instructional need and implementing a plan of strategic intervention, while monitoring students progress, and making appropriate adjustments within the strategies used, when progress is not being accomplished, therefore a variety of strategic approaches may be utilized throughout the year to meet the needs of English Learner student/s. Strategic approaches will be implemented within a nine week grading period. At the end of each grading period student data will be analyzed and if the student is progressing the same strategic approaches will continue, if the student is not progressing then the strategic approaches will be adjusted according to the students needs for progress to take place. This calls for teachers to become versatile and flexible with their instructional delivery according to the student's style of learning. All EL students in grades K-12 will be provided a Core EL Program to help ensure progression of proficiency both socially and academically. The EL Coordinator will train classroom teachers, administrators, and EL aides on the EL Core Program as well as how to merge the core along with knowledge of student data within regular classroom instruction according to the College and Career Ready Standards. These services will be provided through a classroom setting as a (push in), for EL students and in some cases an in-class tutor and/or bilingual instructional aide may be utilized within the classroom setting providing the most appropriate instruction ensuring the students academic and language needs are met based on the WIDA-English Language Proficiency Standards for English Language Learners in

Kindergarten through grade 12. Appropriate accommodations will be implemented as needed. The amount of instructional need will be based upon the individuals needs I-ELP as demonstrated by their language proficiency and academic progress. EL instructional services are provided daily within the core academic classrooms. It is our understanding that with adequate instruction and support, many students can advance 0.5 proficiency level (based on ACCESS Proficiency Test) per academic year or more according to the state growth chart, and students reaching 4.8 or higher, which exits students from the program. An evaluation of the Core ESL Program will be conducted each year to determine the effectiveness through student data and proficiency level at the end of each academic year. Adjustments will be made within core, as well as more professional development for classroom teachers will be provided in the areas indicated by student weaknesses within the data, which has been collected through a school year. The implementation of merging the CCRS, anchor standards through the curricula was previously addressed above within the plan.

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

Grading and Retention Policy and Procedures

Retention of ELs shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). The EL committee needs to consider the following prior to considering retention:

Level of the students ELD

Are the students receiving EL services?

Has an Individual English Language Plan (I-ELP) been implemented to document classroom accommodations and student progress?

To ensure meaningful participation, are classroom accommodations being made in the areas of:

Teacher lesson delivery

Activities and assignments

Homework

Formal and informal assessments (e.g., quizzes and tests)

How much individual English language development instruction is the student receiving during the school day

Has an alternate grading strategy been implemented (e.g., a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)

Has the student's classroom teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English..

The following guidelines for grading LEP students must be followed to ensure that EL students are not being discriminated against due to a language barrier.

For LEP students, teachers will grade on improvement as well as knowledge of content.

A grade of "F" cannot be assigned to an LEP student without full documentation of implementation I-ELP within lesson plans, accommodations, intervention and tutoring services that have been made to assure the student full access to the content area.

The lack of ability to read and write in English is not a basis for an "F".

When determined through documentation and parent agreement that language is not a barrier to grade "F" and then placing the student within tutoring classes and/or after-school program, to teach academic responsibility and structure, due to behavior problems, and/or maturity.

Guidelines for Grading and Assessing ELs: LEP students must receive accommodations of content work when needed.

LEP students must not be assigned a failing grade due to lack of English proficiency.

Teachers should refer to the Individual English Language Plan (I-ELP) for each EL student and accommodate accordingly.

The EL committee determines classroom accommodations. Each teacher will receive a copy that is appropriate for each student. As a student gains English proficiency, the EL

Committee will make changes to the accommodations through the I-ELP plan.

Written documentation justifying failing grades at each grading period, including student work samples, must be presented to the EL committee for review and maintained in the student's I-ELP.

The lack of ability to read and write in English is not a basis for an "F," therefore an "F" should be clearly addressed to ensure all barriers regarding Language have been removed.

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 Piedmont City School District does not employ a certified EL teacher. With that being said, to meet state requirements for teaching students that English is a Second Language, we require all certified teachers and administrators to participate in professional development annually and throughout the school year as needed. The professional development trainings are appropriately designed for understanding instructional needs and support for EL students at all levels according to their domain scores as well as their composite score on the ACCESS. All Piedmont City School teachers are fluent in the English both written and oral communication skills. The Piedmont City School District also employs a bilingual paraprofessional to support our EL parents with communication as well as support teachers and students within the classroom. All ELs receive their primary instruction from certified teachers within core academic programs. In collaboration of set procedures the EL Coordinator, principals, and teachers are responsible for monitoring grades of FEL's 1.2.3.4 students. Principals are responsible for emailing a copy of FEL student semester grades to the EL Coordinator, who will analyze the data according to the students I-ELP, and make adjustments in areas of concern, if needed. A follow-up meeting will take place to discuss a plan for implementation for any adjustments within the student's core academics. Teachers are responsible for communicating and collaborating LEP student progress during semesters, especially if a student's grades indicate a failing grade. The EL Coordinator will communicate and collaborate with teachers, students, and parents about any necessary concerns, professional development needs, extra tutoring, behavior problems, attendance, committee meetings and concerns/decisions, as well as analyze collective progress monitoring data and make necessary changes within areas, as needed. The assigned paraprofessional will work closely with the EL Coordinator and teachers to provide additional instructional support to EL students. All EL students receive instruction in English.

Professional development opportunities and training are provided annually for administrators, secretaries, counselors, and regular classroom teachers as well as paraprofessionals and other certified staff, and address specific needs as required. This last year and this year we have been embedded in the new CCRS, which calls for Professional Development. The EL Coordinator will attend state related professional workshops, conferences, and/or in-services. The EL Coordinator is a resource for core curriculum teachers who serve the EL populations.

The EL Coordinator will attend all Samuel meetings and complete a turn around training for all PCS staff members (target audience: teachers, administrators, counselors, secretaries and all other staff/employee members).

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

The EL Coordinator collects all ACCESS reports, W-APT, and WIDA Screener reports, and a copy is placed in each student's cumulative folder. These reports will remain in the students cum folder throughout their education career. Classroom teachers are also given a copy to ensure a baseline for each student's English proficiency level and lessons can be developed. The EL Committee will also have a folder on each EL Student's ACCESS, W-APT, and/or WIDA Screener. Parents will have a copy of their child's report as well each year, and a letter stating their progress to continue the program or exiting procedures due to becoming English proficient. The EL Coordinator/EL Committee keeps all the language proficiency screeners, as well as, the continuation forms, and/or Exiting forms in an extra student file. History of each student's background and language proficiency progression each year on the ACCESS is kept and tracked by EL Coordinator/EL Committee. The screeners each year depending on the student's status within the system set a student's baseline for language proficiency and from this teachers can develop lessons and the EL Committee can develop accommodations within a student's I-ELP. Semester walk-throughs and yearly evaluation of the EL Program and student learning are completed by the EL Coordinator and/or trained administrators who serve on the EL Committee. These walk-throughs and evaluations ensure student's needs are being met and enable adjustments to be made if needed. The EL Coordinator makes the necessary changes PowerSchool according to student data and progress/growth in English Proficiency on the ACCESS or when entering and assessed with the W-APT or WIDA Screener within the EL Program. The EL Coordinator and the Federal Programs Director report data in the state AIMS Portal and submit the EL Committee final yearly evaluation of the EL Program to the state. This analysis is collected over a years period where adjustments within the program are noted to ensure success for all EL students through more professional development, and/or materials and supplies etc..

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 Piedmont City School System EL Coordinator/EL Committee collects information annually from their meetings in order to assess the effectiveness of its Core English as a Second Language Program (EL Program). This information includes, but is not limited to, the student's previous level of English proficiency (ACCESS), the student's most current level of English proficiency (ACCESS), and academic progress as measured by state assessments, grades, intervention/enrichment data, teacher input, and earned credits (at the high school level). This information is compiled and reviewed by the EL coordinator and EL Committee and shared with central office, school administrators. A state evaluation is filled out annual after all data within the Core EL Program is analyzed, then progress on individual student's ACCESS are recorded on their I-ELP, and goal(s) are listed from each school's ACIP, as well as strength and weakness, and accountability according to the state growth chart provided by the SDE, are also reviewed annually by the Federal Programs Director and EL Coordinator. The EL Committee shares in setting/reviewing and making necessary adjustments once an evaluation is completed and a complete needs assessment as to where adjustments were made, therefore creating new goal/s within the Core EL program for the next school year. With this in mind and taking all the above into account an evaluation concerning a summary of effectiveness within the Core EL Program as a whole. This evaluation will be placed within the State Alabama Education website, submission in e-Gap.

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.

Students who are experiencing academic difficulties, not related to their language level of English proficiency are initially already a part of the Response to Instruction framework (RTI) within their learning path. Students who continue to struggle and documentation is visual within the student's data that language is not a barrier due to their continued struggles. The students are referred to the Problem Solving Committee who communicates with the EL Committee. The PST committee will have the recommendations, which have been made by the EL committee also, so further support can be identified to improve student learning. Intensive support aids and services and/or classroom modifications may be recommended in an effort to improve the student's academic functioning and growth. If the support is not successful within a 12 weeks period, it may be necessary that the student be referred for possible special education testing and possible services. Referrals are made to the proper Special Education Teacher within the system. The Special Education teacher determines if the referral is to be accepted and what evaluations are needed. All instructional needs have been met and documented before referral sent and that language is not a barrier. The information gained from PST is used to determine if special education testing is needed. The Piedmont City School District contracts with certified educational services for assessing possible special education students. Students are tested for a hearing and eye test by the PCS School Nurse. Once passed then the student is assessed by a specialist for possible special education needs. During testing an interpreter is needed and must be provided. Students in these cases must be tested in their home language ensure fairness. Upon completion of all evaluation material and information, the special education teacher and LEA Special Education Coordinator will meet to analyze the data and the Specialist placement/score stating if the student qualifies for special education services, or not. All EL students who demonstrate special needs or talents are eligible for all special education services, including the Gifted and Talented Program, on the same basis as their English-speaking peers.

Important Note: A child may not be determined to be eligible for special education if the determinant factor is the child's lack of instruction in reading, math, or limited-English proficiency. The IEP for an EL with a disability must include all of the components as listed in the Alabama Administrative Code (see Appendix A, Online Resources, Item 2). The IEP team shall consider the language needs of the student as those needs relate to the student's IEP. Parent participation is a required part of the special education process and to ensure active participation, accommodations must be made at all meetings and in written communications for the non-English speaking parent. This may also be necessary for parents of students who are National Origin of Minority; Primary Home Language is Other Than English (NOM-PHLOTE). These accommodations must include a translator for oral communication, and written communication must be in the parent's native language". (SDE Policy and Procedure Handbook). LEP Students and Special Education Services: The Piedmont City School District understands there is much consideration to take into account as well as steps to follow when making a referral for special education services concerning students who are Limited English Proficient. It is very difficult to determine if the student's difficulties with academics are related to the student's deficits in English proficiency, therefore EL students who are following normal progression for learning a new language, should not be referred due to their pace within core material and learning is at a slower pace. Slow academic language progression and a slow pace within the core content do not indicate a true disability. Cultural and language proficiency needs should not be confused with content learning ability as a basis for referral for a special education evaluation. If an EL student is referred for possible special education services, language must be eliminated as the problem. If language proficiency indicates progression and multiple tired skills and strategies have been implemented within a reasonable amount of time, yet content progression remains low, then a referral is recommended

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
Participation in Statewide Assessment Program

All EL students must participate in the statewide Student Assessment Program for accountability purposes.

EL students, during their first 12 months of enrollment in U.S. schools, will not be required to participate in the state required assessments. EL students in their first 12 months of enrollment in U.S. schools must participate in all parts of the ACT with Writing and the ACT WorkKeys assessments.

The EL Coordinator who has completed the appropriate assessment training and certification by the state for administering the WIDA Model Screener for k and 1st - 12th, and/or the WIDA ACCESS Proficiency Test (k-12). The certification allows the EL Coordinator to assess all potential ELs within a ten day window for entry into the school system and a set state window for annual testing all EL's in the EL Program using state assessment, ACCESS. These assessments measure the level of English Language Proficiency within four domains of: listening, speaking, reading, and writing and then creates an overall composite score to determine the student's level of English proficiency. EL students who have been enrolled for 12 months are longer in the U.S. schools are not excluded from participation in the state required assessments. The EL Committee must make decisions regarding appropriate accommodations for EL students on an individual basis. An approved accommodations checklist is used in making these accommodations and can found "Alabama Student Assessment Program Policies and Procedures for Students of Special Populations: EL Participation Documentation Form. " The EL Committee will consider the content nature of each specific assessment and the level of the student's language proficiency when making decisions about appropriate accommodations for assessments and developing a student's I-ELP.

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
Method for holding schools accountable for meeting proficiency in academic achievement

The Piedmont City School District is accountable for achieving their Interim Progress. When Interim Progress status reports are received and distributed to schools. These reports are used to write goals, strategies, and action steps in each school's Continuous Improvement Plan (CIP). Schools use Interim Program data to reform strategies, action steps, and benchmarks to achieve goals and plan interventions when data necessitates.

Progress in Achieving English Language Proficiency – Cumulative Growth Title I of ESSA requires long-term goals for English learners for increases in the percentage of such students making progress in achieving English Language Proficiency (ELP) as measured by the statewide English language proficiency assessment. Alabama will use ACCESS for ELs to evaluate progress toward English language proficiency.

Cumulative Growth is used to calculate the expected progress ELs make toward English language proficiency.

Cumulative Growth is when the previous year's growth is compared to the current year's growth target to

determine the students expected level of proficiency. Student growth expectations will increase each year so

student's meet the proficiency cut score within seven years after their initial year. The proficiency cut score is a

composite score of 4.8 on ACCESS for ELs.

The number of years to achieve proficiency varies based on the student's initial level of proficiency. Students at

lower levels of English language proficiency will have more ambitious annual growth targets.

Each year a team of stakeholders meet to evaluate data and development of EL students.

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.
Methods for promoting parent involvement activities to help improve student achievement

Parent involvement begins the minute they enroll their children in the Piedmont City School District. Parents involvement of students who qualify for the ESL Program are encouraged to be active members in the program as well all other programs. Meetings are conducted annually so parents can understand their child's data and where they are in relation to becoming English proficient, as well as where they are within their grade level standards according to grades and summative and formative assessments. Steps are taken to ensure that barriers to communicate are removed and parent participation is encouraged, as open, interactive communication is the foundation of active parental involvement. The Piedmont City School District works to translate all communications home to parents. The District uses state EL Resources such as: TransAct for a tier of translation services. A major goal of our district is to ensure that EL parents' participation mirrors that of parent participation in general. These include parent-teacher conferences, parent workshops, parent teacher organization, extra-curricular events, enrichment activities, and a wide range of other special activities our district offers. One program our district is proud of that offers a multitude of enrichment activities is our afterschool program. Within the program there is an instructional aid that is fluent in Spanish and can offer support in the academics to our Spanish-speaking students. Through this program the aid and the EL Coordinator offer family support and help build our EL parents comfort and confidence in approaching and interacting with the schools and their children's enrichment activities. The afterschool program also helps with outside resources EL families may need with in the community or other needs. The Piedmont City School District is aware the EL can be of any language other than English therefore, the district has an ongoing relationship with Jacksonville State University where we can reach out for further assistance in other languages, if needed. The Piedmont City School District can also utilize "Linguistica International Phone Translation Services" to help with more obscure languages and with more immediate needs of communication. Lastly, EL parents will be asked to participate in the development of system-wide or individual school parent involvement plans and Title 1 targeted assistance plans, this ensures these parents a voice in the child's education.

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

Home Language Surveys: The home language survey shall be administered to all students at the time of registration only and placed in the student's cumulative file once evaluated. The HLS will be the initial identification tool for potential English Learners. The survey will be filled out by the student, parent or guardian for students in pre- kindergarten through twelfth grade, and offered within their primary language. The Home Language Survey will be administered once during the time a student first enters the PCS School District. If the HLS indicates any language other than English, the student is referred to the EL Coordinator within the same day or next school day through an (1) email and also by (2) filling out the EL referral/placement form. Once the EL Coordinator receives the email and placement form, there will be a window within a ten-day period for the EL Coordinator to administer the W-APT screener, which determines the student's language proficiency.

All students will be given a state ID number. A social security number is not required for enrollment or for school lunch forms. All social security numbers are on a volunteer basis only. Parents who wish assistance in obtaining a social security number will be assisted by the school liaison. Application forms to obtain a social security number may be distributed to the parent/guardian, but the decision to complete them is optional and only upon request. This also applies for Driven Licenses as well. Parents are not required to show a license, but the school liaison may assist them as to how to acquire one.

All students during registration will fill out a Home Language Survey: which indicates the student's language spoken first (native language), and language spoken most often in the home. If the HLS indicates any language other than English, the student is referred to the EL Coordinator within the same day or next school day through an (1) email and also (2) filling out the EL referral/placement form.

Once the EL Coordinator receives the email and placement form, there will be a window of a ten-day period for the EL Coordinator to administer the (k) W-APT or (1st-12th) WIDA screener, which determines the student's language proficiency. If the student scores 3.9 and below on the W-APT and 5.0 and below on the WIDA Screener will be coded EL and referred to the committee for recognition and become a part of the EL Program. Student who score English proficient will be coded NOM-PHLOTE in PowerSchool

Once the student has been tested within the same ten days of entry, the EL Coordinator will code the results in PowerSchool and send a confirmation through an email to the secretary, principal, CNP, and the student's grade level teacher/s, along with meeting with the advisory committee and sending notification home to parents.

A parent notification of results will be sent as well within 30 days of testing indicating the results.

Students who are placed in the EL Program will take the ACCESS for ELs 2.0 or the Alternate ACCESS depending on their identified level. The ACCESS will show each student's language proficiency level within the four domains of listening, speaking, reading, and writing, and an overall composite score will be given to determine the student's overall English proficiency level of understanding. Student's level of English proficiency will be used to develop instructional lessons under the guidance of the ESL Program and the support standards, strategies, and accommodations mandated by the state. Utilizing the support of the EL Program bridges the gap and breaks the language barrier for students to learn.

Students who score 4.8 and above as their composite score on the ACCESS will exit the EL Program. Parents will be notified at the beginning of each year whether their child will be continuing the EL Program or whether their child as exited the program and therefore will be monitored for a total of 4 years.

Once a student exits the EL Program they will enter a monitoring criteria of 4 years. Students will be monitored through progress reports and/or report cards, as well as all students are monitored through grade/content area level meetings and monthly data meetings. Students who continue to struggle within their four years of monitoring and be reassessed and placed back into the program. Before placing back into the program all academic, social, and emotional struggles will be discussed and open communication with parent with the parent as well. If situations can be resolved and students improve then we consider this normal and not a language barrier.

Once students end the 4-year monitoring criteria they are coded as NOM-PHLOTE in PowerSchool.

All parents who speak a language other than English will receive translation of school communication forms/documents and/or letters in their native language. Students who are in the EL Program or students who have exited the program and are English Proficient, as well as other students who are coded as NOM-PHLOTE and never entered the program cannot be the interpreter/translator between home and school. The Piedmont City School District recognizes the importance of maintaining communication between the parent and the school.