

LEA: Pickens County

PROGRAM: English Learners FY: 2022- 2023

Program Evaluation Planning and Reporting Template

Planning			End-of-the-Year Results
Fund Source(s)	Key Strategies/ Actions (from eGAP)	Performance Measurements (from eGAP) (Short-term, intermediate, long-term impacts – as appropriate)	Impacts; Data Supporting Impacts
Title III, EL funds Local funds	<p>Implement a teaching approach entitled Specifically Designed Academic Instruction in English (SDAIE) for teaching various academic content using the English language to students who are still learning English.</p> <ul style="list-style-type: none"> Requires the student possess intermediate fluency in English as well as mastery of their native language. Method of teaching students in English in such a manner that they gain skills in both the subject material and in using English. <ul style="list-style-type: none"> Increase wait time, be patient. Respond to the student’s message, don’t correct errors (Expansion Simplify teacher language. Don’t force oral production. Demonstrate, use visuals and manipulatives. Make lessons sensory activities. Pair or group students with native speakers. Adapt the materials to student’s language level, maintain content integrity. Increase your knowledge. Build on the student’s prior knowledge. 	<ul style="list-style-type: none"> Minutes from weekly data meetings, monthly assistants/teacher activity reports, and teachers’ surveys Monthly assistants/teachers activity reports and teachers’ surveys 	<ul style="list-style-type: none"> All assistants and teachers report using new strategies and receiving useful support from teachers/assistants. Assistants and teachers report receiving useful resources in data meetings. 45% of the EL population improved in Listening in the REACHING category from the 2022-2023 administration (from 29% to 39% of the students) 33% of the EL population improved in Comprehension in the BRIDGING AND REACHING categories from the 2022-2023 administration (from 13% to 32% of the students)

	<ul style="list-style-type: none"> Support the student’s home language and culture; bring it into the classroom. 		
Title III, EL funds Local funds	<p>To equip each student with the necessary skills to meet or exceed challenging state and national content standards. The school district understands that students acquiring a second language often require additional assistance in the language acquisition process.</p> <ul style="list-style-type: none"> Ensure that ELs are not deprived of full participation in educational programs of the system. Require the development and implementation of an Individual English Language Plan (I-ELP) for each student to help ELs adequately comprehend and become competent listeners, speakers, readers, and writers of English. Offer appropriate levels of support in the language acquisition process. 	<ul style="list-style-type: none"> Monthly assistants/teachers activity reports and teachers’ surveys 	<ul style="list-style-type: none"> All assistants and teachers report using new strategies and receiving useful support from teachers/assistants. 100% of the EL population in grades K-12 in Writing scored in the Entering, Emerging, or Developing categories. None of our students scored at the Expanding, Bridging, or Reaching level. None of our EL population in grades K-12, scored in the Bridging or Reaching categories in Literacy and Overall Score categories
Title III, EL funds Local funds	<p>Utilize Imagine Learning Language and Literacy to accelerate both literacy skills and English language development for students.</p> <ul style="list-style-type: none"> Provide instruction and practice in all four domains of literacy—reading, writing, listening, and speaking. <p>Maximize student engagement and progress, accelerating to match a cognitive leap, or adjusting to accommodate unfinished learning</p>	<ul style="list-style-type: none"> Monthly assistants/teachers activity reports and teachers’ surveys 	<ul style="list-style-type: none"> All assistants and teachers report using new strategies and receiving useful support from teachers/assistants.
Title III, EL funds Local funds	<p>Technology Professional Development</p> <ul style="list-style-type: none"> All EL teachers receive PD on using and supporting technology for instruction. All EL teachers utilize Imagine Learning Language and Literacy program for EL intervention. 	<ul style="list-style-type: none"> End-of-PD Feedback Survey; classroom observations; student grades on classroom learning improves 	<ul style="list-style-type: none"> Teachers’ surveys rated 95% of PD useful and relevant to their work; class observations showed 85% of teachers using

	<ul style="list-style-type: none"> • Purchase technology materials and supplies for use in classrooms for improving student achievement. 	<ul style="list-style-type: none"> • Purchase invoices; all teachers have materials and supplies in their classrooms. 	<p>technology in instruction and student assignments;</p> <ul style="list-style-type: none"> • 100% of the teachers were observed using materials and supplies while working with students in their classrooms.
<p>Title III, EL funds</p> <p>Local funds</p>	<p>Use formative assessments and evidenced-based practices to guide instructional decisions.</p> <ul style="list-style-type: none"> • Use Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) to help ensure acquisition of social language and academic vocabulary across content areas. • Intertwine sensory, interactive, and graphic scaffolds into lesson designs, as appropriate, to support learning. • Develop lessons and incorporate WIDA-ELD Standards and Can Do Descriptors. • Require documentation of standards and descriptors in lesson plans and conduct walk-throughs and Continuous Improvement Plan (CIP) reviews to monitor implementation. 	<ul style="list-style-type: none"> • Each school participates in training on EL services regardless of the existence of an EL population on its campus. • Participants share training information, within ten days, with fellow teachers in turnaround sessions. 	<ul style="list-style-type: none"> • Building administrators review lesson plans weekly and conduct regular walk-throughs to monitor use in addition to district efforts. • Of the EL students who took the 2023 ACAP Summative test, 80% of them improved in Writing proficiency. • Only 40% of the EL students who took the 2023 ACAP Summative test made any improvements.
<p>Title III, EL funds</p> <p>Local funds</p>	<p>Grading of ELs is based on students' level of English proficiency. Teachers use accommodations and assessments according to a student's I-ELP.</p> <ul style="list-style-type: none"> • Adjust appropriate instruction and differentiation according to language proficiency levels in order to appropriately accommodate student learning. • Maintain supporting documentation in the form of lesson plans, work samples, and formative assessments. 	<p>Classroom teachers and assistants</p>	<ul style="list-style-type: none"> • All assistants and teachers report using new strategies and receiving useful support from teachers/assistants.

ELs will not be retained in cases where language is a barrier to performance. Prior to considering retention of an EL, the following points will be addressed by the ELC:

- student's level of English language proficiency
- supporting documentation of I-ELP implementation
- classroom accommodations made in the areas of lesson delivery at student's level of English proficiency, activities and assignments, informal assessments (e.g., quizzes and tests)
- the amount of individual English language development instruction the student received during the school day
- use of alternate grading strategies (e.g., a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives), and
- classroom teacher's professional learning in the area of EL instructional and assessment strategies specifically designed for students learning English.