

Section I Coversheet, Assurances, Signature Page	
<b>EL District Plan Cover Sheet</b>	<b>Local Education Agency (LEA) Name:</b>
	<b>Pike County Board of Education</b>
<b>LEA Contact for ELs:</b>	
<b>Name:</b> Donnella Carter	<b>Signature:</b>
<b>Position and Office:</b> Deputy Superintendent	<b>Email Address:</b> <a href="mailto:dcarter@pikecountyschools.com">dcarter@pikecountyschools.com</a>
<b>Telephone:</b> 334-566-1850 Ext. 81127	<b>Fax:</b> 334-566-2580
<input type="checkbox"/>	<b>Check box if LEA receives Title III Funds</b>
<input type="checkbox"/>	<b>Check box if LEA receives an Immigrant Grant</b>

Assurances	
The LEA will:	
<input checked="" type="checkbox"/>	Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan
<input checked="" type="checkbox"/>	Assure that all teachers in any language instruction educational program for English Learners (ELs) that is funded with any source of federal funds are <b>fluent in English</b> , including having written and oral communication skills
<input checked="" type="checkbox"/>	Assure that all schools in the LEA are in compliance for serving English learners
<input checked="" type="checkbox"/>	Assure that all individuals used as <b>translators or interpreters are fluent</b> in the language they are translating.
<input checked="" type="checkbox"/>	Assure ELs <b>have equal access to appropriate categorical and other programs</b> and are selected on the same basis as other children
(The following assurances <b>apply only to LEAs that receive Title III funds</b> )	
<input type="checkbox"/>	Assure that the LEA has a process for parents to <b>waive Title III Supplemental Services</b> .
<input type="checkbox"/>	Assure that the LEA has an <b>Equitable Services Implementation plan</b> , if applicable.
<input type="checkbox"/>	Assure <b>timely and meaningful consultation with private school officials</b> regarding services available to ELs in private schools that are located within the geographic boundaries of the LEA, if applicable
<b>Donnella Carter, Ph. D.</b>	<b>9/1/22</b>
EL Program Administrator	Signature
Date	
S. Mark Bazzell, Ed. D.	<b>9/1/22</b>
LEA Superintendent	Signature
Date	

**\*THIS COVER SHEET IS TO BE USED BY LEA'S THAT RECEIVE TITLE III AND THOSE THAT DON'T.**

**\*EL Advisory Committee Signatures**

**Tracey Arnold, Instructional Support Specialist**

**Donnella Carter, Federal Programs/EL Coordinator**

**Rodney Drish, PCES Principal**

**Neana Fountain, PCES Teacher**

**Sharon Harris, Banks Teacher**

**Holley Davis, Banks Counselor**

**Raven Shepherd, PCHS Teacher**

**Jessica Tatum, GES Teacher**

**Hannah Clifford, PCHS Assistant Principal**

**Julia Wyche, EL Coach**

**Comprehensive English Learner District Plan**

Each LEA in Alabama must develop and implement a Comprehensive English Learner (EL) District Plan, in accordance with Section 3115 of Title III of the *Every Student Succeeds Act* (ESSA) for serving students who are English learners and immigrant students, where one or more students are determined to need support. **The LEA is required to have a Comprehensive EL District Plan whether or not the LEA currently has ELs enrolled and regardless of Title III eligibility.**

The Comprehensive EL District Plan should address each aspect of the instructional program for all ELs, at all grade levels, and in all schools in the school system. The Comprehensive EL District Plan should: contain sufficient detail and specificity so that all employees can understand how the plan is to be implemented; and should contain the procedural guidance and forms used to carry out responsibilities under the plan.

To facilitate LEA compliance and the Alabama State Department of Education (SDE) review of the plan, LEAs will develop the Comprehensive EL District Plan using the template included at the end of the checklist. LEAs may refer to the EL Policy and Procedures Manual when developing and revising the plan for a clear understanding of the requirements for serving ELs. The EL Policy and Procedures Manual was developed by the Alabama State Department of Education and is available for downloading at [www.alsde.edu/departments/offices/federalprograms](http://www.alsde.edu/departments/offices/federalprograms).

**\*THIS SIGN-IN SHEET IS TO BE USED BY LEAS THAT RECEIVE TITLE III AND THOSE THAT DON'T.**

<b>Section II Checklist</b>
<b>EACH LOCAL DISTRICT THAT DOESN'T RECEIVE TITLE III MUST USE THIS PLAN TEMPLATE</b>
<b>A. Required Theory and Goals</b>
The LEA's educational <b>theory and goals</b> for its program of services – <b>to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)</b>
<b>B. IDENTIFICATION AND PLACEMENT PROCEDURES</b>
1) Include the LEA's procedures for <b>identifying members for the EL Advisory Committee.</b>
2) Include the LEA's <b>methods for identifying, placing, and assessing</b> the students to be included in the English language instruction educational program. The following components must be explained in the plan. <ul style="list-style-type: none"> <li>• Home Language Survey</li> <li>• WIDA Online Screener</li> <li>• WIDA-ACCESS Placement Test (W-APT) for Kindergarten</li> <li>• WIDA Measure of Developing English Language (MODEL) for Kindergarten</li> <li>• ACCESS for ELLs 2.0®</li> </ul>
3) Include the <b>method and procedures for exiting students from the English Language Instruction Educational program (LIEP) and for monitoring their progress</b> for a period of at least four years ( <i>new in ESSA</i> ), 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.
<b>C. PROGRAMS AND INSTRUCTION</b>
1) Describe the programs and activities that will be <b>developed, implemented, and administered to ensure</b> that ELs acquire academic language as part of the core LIEP. <ul style="list-style-type: none"> <li>• Process the system uses to conduct a comprehensive needs assessment</li> <li>• Rationale for selecting the particular EL program/s and how they are evidence-based</li> </ul>
2) Describe how language instruction educational programs will <b>ensure</b> that ELs develop English proficiency: <ul style="list-style-type: none"> <li>• How data is used to improve the rate of language acquisition for ELs</li> <li>• How the LEA supports each school with respect to continuous improvement practices and specific professional development</li> <li>• How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum</li> </ul>
3) Describe the <b>grading and retention</b> policy and procedures. NOTE: ELs cannot fail or be retained if language is the barrier.

<p>4) Include details on the <b>specific staffing and other resources</b> 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.</p> <ul style="list-style-type: none"> <li>• Qualified personnel (state certification and/or ESL licensure)</li> <li>• ESL staff development</li> <li>• Content teacher and administrator staff development</li> </ul>
<p>5) Describe how the LEA will <b>collect and submit data</b> in accordance with SDE requirements.</p> <ul style="list-style-type: none"> <li>• How schools are trained to use the state system/database to code ELs and enter reliable and accurate data</li> </ul>
<p>6) Include the LEA’s method for <b>evaluating the effectiveness of its program</b> for English learners</p> <ul style="list-style-type: none"> <li>• LEA engagement in the continuous improvement cycle</li> <li>• In relation to English proficiency and challenging state academic standards</li> </ul>
<p>7) Include LEA’s <b>method of identification and referral of ELs for special services (including Gifted Ed)</b>  Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language.</p>
<p><b>D. ASSESSMENT AND ACCOUNTABILITY</b></p>
<p>1) Describe how the LEA will encourage and hold schools accountable for <b>annually measuring the English proficiency</b> of ELs and for participating in the state-administered testing program.</p> <ul style="list-style-type: none"> <li>• Including coordination with the LEA Test Coordinator/Director</li> <li>• Including communication of assessment and accountability requirements to schools</li> </ul>
<p>2) Describe how the LEA will <b>hold schools accountable</b> for meeting proficiency and long term goals.</p> <ul style="list-style-type: none"> <li>• Monitoring and evaluating school engagement with continuous improvement plan</li> </ul>
<p><b>E. PARENT, FAMILY, AND COMMUNITY ENGAGEMENT</b></p>
<p>1) Describe how the LEA will inform EL <b>parents using information and notification</b> in the following format:</p> <p>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....</p> <ol style="list-style-type: none"> <li>1. The reasons for the identification.</li> <li>2. The child’s level of English proficiency. <ol style="list-style-type: none"> <li>a. How such level was assessed.</li> <li>b. The status of the child’s academic achievement.</li> </ol> </li> <li>3. The method of instruction used in the program.</li> <li>4. How the program will meet the educational strengths and needs of the child.</li> <li>5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.</li> <li>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.</li> <li>7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.</li> <li>8. Information pertaining to parental rights that includes written guidance detailing:</li> </ol>

- 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.

# PIKE COUNTY COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN

## Section A: Theory and Goals

The LEA's educational **theory and goals** for its program of services – **to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)**

### Vision

Pike County Schools strives to provide ELLs in PCS with quality teaching and learning experiences to ensure they meet state content standards expected of all children. Moreover, PCS ensures they receive the respect, encouragement, equal opportunities to benefit from educational programs, and supplemental instruction to build the knowledge, skills, and attitudes to be successful students and future contributing members of society.

### Mission

Pike County Schools seeks to develop English Language Proficiency and Cognitive Academic Language Proficiency (CALP) in ELLs so that they can function and participate effectively and meaningfully in the regular classroom setting and in the community. We endeavor to communicate with their families to ensure family and student understanding of school culture and rules, parental involvement, instructional goals, as well as student progress and achievement. Pike County Schools intends for every student in the school system whose primary language is one other than English and who is identified as Limited English Proficient be provided with the opportunity to participate in the English Learner (EL) program. English Learners in Pike County Schools will be provided with high-quality and appropriate instruction and learning experiences to ensure they have adequate opportunities to meet the same challenging state content and student performance standards that are expected of all children.

### Goal

The goal of EL instruction shall not be to replace the student's primary home language. Rather, the EL program will strive to enable EL students to substantially improve language acquisition by becoming competent in listening, speaking, reading, and writing in the English language. Instruction will emphasize mastery and command of English to enable EL students to participate fully in the benefits and opportunities of public education. EL students will not be denied an opportunity to participate in other programs (in which they otherwise qualify) offered in the school system.

## Section B: Identification and Placement Procedures

### 1) Procedures for identifying the EL Advisory Committee

The Pike County Schools EL Advisory Committee is comprised of Central Office administrators, school administrators, EL coach, school counselors, teachers, and EL parents. These individuals were identified either because of their roles, experience, and/or expertise in serving EL populations.

### 2) Methods for identification, placement, and assessment

The Home Language Survey is administered to all parents and legal guardians and should be completed and signed by the parent at the time of registration. The form, available in English and Spanish, identifies the first language spoken by the student, the language spoken by the parents of the child, and the language the child speaks most often. The home language survey will be filed in the permanent record and EL file of the child.

If the home language survey indicates a response other than "English" on any of the three questions presented, the counselor and EL coach will plan to administer the WIDA Online Screener/ACCESS Placement Test (WAPT). The test helps determine eligibility for placement in Pike County's EL program. All student's in the EL program are assessed using ACCESS 2.0 during spring of each year.

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

In order for a student to “exit” the EL program, a student must score at least 4.8 on ACCESS for ELLs 2.0.

Once a student exits the ESL program, it is necessary to conduct and document a follow-up review on the student within the first two weeks after the exit date. Thereafter, periodic monitoring should be conducted and documented as to a student’s progress each nine week progress reporting period for four academic years. Once students are classified as FLEP and are on monitoring status, they no longer take ACCESS for EL’s. Exited students will progress from Former LEP Monitoring Year 1 (FLEP Year 1) to Former LEP Monitoring Year 2 (FLEP Year 2) and so on until they reach FLEP 4 as long as they continue to perform at grade level each year. If Former LEP Year 4 students continue to be successful academically, they will then be classified as Former LEP (FLEP) and are no longer on monitoring status.

Students who exit the EL program may be referred back to the program if the regular education teacher and EL Coach deem it appropriate in order for the student to achieve educational success in the classroom. If a student is struggling in the regular education classroom, the regular classroom teacher should notify the EL Coach as soon as possible. A student who is referred back and re-enters the ESL program will once again be classified as LEP until they have again met exit criteria. It is not necessary nor recommended that a teacher delay the status of a student until the nine weeks progress report if a student is experiencing academic difficulty and needs to receive EL services.

### 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

Pike County’s uses the program, English as a Second Language (ESL). Teachers use English to provide content area instruction and adapt their language and academic vocabulary to the proficiency level of the student. The goal of this program is to provide students techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing). Instruction focuses on teaching content to English Learners in strategic ways that make the subject matter concepts comprehensible while promoting the students’ English language development. Teachers use simplified language, demonstrations, technology, adapted texts, and visual aids to teach vocabulary for concept development in Language Arts, Mathematics, Science, Social Studies, and other subjects.

After the W-APT has been scored, an ELC, or English Language Learner Committee will convene to discuss the type and amount, if any, of EL services that are appropriate for each student assessed. At a minimum, the ELC will include a building administrator, counselor, and classroom teacher.

Some EL students will require mid-year ELC meetings to address issues affecting the academic success of the student. These ELC meetings are scheduled on an as-needed basis, at the discretion of the EL teacher or committee member(s), to discuss the academic needs of the student. During the ELC meeting, all forms concerning EL students should be filled out in completion. Copies of all required forms are in Appendix A of this plan.

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

The classroom teacher will implement daily opportunities for EL students to develop skills in listening, speaking, reading, and writing. In addition, the following will be executed:

- ACCESS data will be analyzed and compared annually to determine progress of EL students
- The EL Coach will offer pull-out services as needed
- The EL Coach will share plans and suggestions with classroom teachers
- The EL Coach will offer PD to teachers on how to effectively instruct EL students
- Rosetta Stone will be used as needed as a supplemental resource

### 3) Grading and retention policy and procedures

If an EL student is being considered for retention, discussion regarding the retainment should be addressed in an ELC/PST meeting so all documentation from all participants can be presented to ensure that all ELC committee members are in agreement. 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*). Prior to considering retention of an EL, the following points should be addressed by the EL Committee.

- What is the student's level of English language proficiency?
- Has an Individual English Language Plan (I-ELP) been implemented to document classroom modifications 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?
- Do the reports cards indicate that students were graded according to their I-ELPs?

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

Pike County Schools employs one EL Coach whose duties are as follows:

1. Coach / model appropriate instructional strategies for teachers.
2. Provide school based English as a Second Language professional development.
3. Provide supplemental Language Arts instruction to Limited English Proficient and Non-English Proficient students when appropriate.
4. Provide awareness activities for school faculties and community groups.
5. Provide assistance to the EL System Coordinator in initial assessment and evaluation of new students for placement eligibility.
6. Update all EL files.
7. Assist in the staffing of LEP students, including the completion of instructional plans.
8. Assist in the collection of required data for local, state, federal and educational agencies.
9. Maintain a portfolio for each student.
10. Provide for his/her professional growth through reading, workshops, seminars, conferences, membership in appropriate professional organizations, and advanced course work.
11. Organize and meet with the EL Committee.
12. Provide communication with parents of LEP students in their home language when feasible.
13. Survey and assesses students for the purpose of reclassification.
14. Monitor students exited.
15. Extend learning opportunities for LEP students.
16. Communicate effectively with students, staff, and parents.
17. Complete other responsibilities as assigned by supervisor.



5) Method for collecting and submitting data

Data for each student is collected and analyzed when state assessment (such as ACCESS 2.0 and Scantron) results are reviewed. Local assessments include STAR Reading and Math, Performance Series, and teacher-made tests. In addition, work samples may be kept on file. For EL students on monitoring status, progress reports and checks are used. This data is reviewed to determine and trends that may contribute to low performance and interventions needed to reverse negative trends.

6) Method for evaluating the effectiveness of the program

Data for each student is collected and analyzed when state assessment (such as ACCESS 2.0 and Scantron) results are reviewed. A huge factor in the academic success of EL students can be attributed to retraining personnel to adequately interpret and analyze data for the purpose of targeting instruction / interventions to insure data informs teaching.

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

EL students experiencing academic difficulty may be referred to PST once language is ruled out as a barrier to academic success. The PST will utilize the following SPED referral process:

- Problem Solving Team (PST) verifies that student has been through a minimum of 8 weeks of Tier II AND Tier III interventions with documentation of continued lack of progress and results of vision and hearing screenings.

In addition to the above, the PST must provide:

1. documentation that the student was provided appropriate instruction in regular education settings and
  2. documentation that instruction was delivered by qualified personnel
  3. data – based documentation of repeated assessments of achievement at reasonable intervals reflecting formal assessment of student progress during instruction and
  4. documentation that the above was provided to the parent
- PST completes referral form to include above information as well as copies of any standardized test results and cumulative record and forwards referral to IEP team. IEP team reviews data and discusses need for evaluation.
  - IEP Team determines if student should or should not be evaluated for special education eligibility
  - Student either proceeds through special education evaluation or is returned to PST to determine need for additional interventions

Note: Accommodations checklists, including classroom accommodations and testing accommodations, are integral parts of the student EL plan. Not all students receive the same types of accommodations. Accommodations for the regular education classroom as well as for state-mandated testing are approved during placement of services at the initial ELC meeting and are signed off by all committee members.

**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

EL students will have access to the same curriculum and learning experiences as all other students and will participate in the state-mandated testing programs. The results of these tests will help determine if students have met proficiency and achievement goals. If it is determined EL students are failing to make progress toward established goals, a plan for improvement will be developed.

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

Schools will be held accountable in the following ways:

- Data will be reviewed annually to insure increases in the number of EL students making progress in learning English.
- Data will be reviewed annually to insure increases in the number of EL students meeting the benchmark goal of 4.8 on ACCESS for ELLs 2.0.
- Teacher documentation of intervention efforts with all EL students will be examined.

## **Section E: Parent, Family, and Community Involvement**

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

Pike County Schools strives to provide meaningful opportunities to involve all parents in their child's education both at school and within the community by working diligently to:

- Consult with and encourage parents to participate in building level accountability, planning, or other committees and in district committees as may be appointed from time to time by the Board of Education for a specific purpose.
- Help parents to understand the educational process and the important role they have in promoting it with their children and the community.
- Inform parents of educational options.
- Provide opportunities for parents to be informed about their child's academic progress and progress toward state and district standards.
- Provide summer/after school programs to foster student learning and educational development, including remedial/enrichment activities.

In addition, parent conferences are scheduled on report card pickup days two times a year for parents to talk with teachers about the progress of the students. An annual Parent Expo is offered with a booth dedicated to parents of EL students. The EL Coach makes home visits and often accompanies parents to school, medical, and social service meetings for the purpose of translating for parents. To the extent possible, notices of school meetings will be sent to the EL student's parents in their native language.

### **2) Methods (in a language they can understand) for notification requirements for ELs students regarding**

- EL identification, placement, exit, and monitoring are available in Spanish
- Additional forms and notices can be converted to parent's native language using the TransACT program.
- The EL Coach translates as necessary