

Coffee County School System EL Plan



FY22

LEA Template

**LEA COMPREHENSIVE ENGLISH LEARNER
COFFEE COUNTY SCHOOLS DISTRICT PLAN**

Section A: Theory and Goals

It is the policy of the Coffee County Schools that no student will be excluded from participation in, be denied the benefit of, or be subjected to discrimination in any program or activity on the basis of sex, race, color, creed, religion, belief, national origin, ethnic group, or disability. The Coffee County School System is committed to providing all students equal opportunity to benefit from educational programs and services. Specifically, students from limited English-speaking families are challenged to learn a language as well as new academic skills simultaneously. These students, English as a Second Language (ESL), require services that will enable them to benefit from instruction. ESL services shall be provided to students for whom English is a second language and who have been identified as being EL (English Learner), regardless of immigrant status.

Program Goals:

- Certified teachers will provide evidence-based and effective appropriate programs, practices, training, and accountability.
- Students will become proficient in English and achieve the state's academic content and student academic achievement standards.
- To assist all English Learners in acquiring fluency in English language skills of listening, speaking, reading, comprehending, and writing without replacing or negating the student's primary home language.
- To assist English Learners to master academic content instruction at each grade level.
- To provide English Learners with equal access to all school programs.
- To provide quality professional development to teachers, administrators, and other school or community-based personnel.

Program Objectives:

- To increase the English proficiency in listening, speaking, reading, and writing of English Learners by providing quality language instruction educational programs.
- To create a learning environment that will provide for cognitive and affective needs.
- To increase the academic achievement of English Learners in the core academic subjects.
- To improve the instruction of English Learners by providing quality professional development to teachers, administrators, and other school personnel in instruction and assessment strategies that address the cultural and language needs of ELs.
- To improve the coordination between elementary/secondary language instruction educational programs and other relevant programs and services.
- To help EL students adjust socially, emotionally, linguistically, and academically to their new school environment

Enrollment Procedures:

Students who are to attend the Coffee County School System and who are homeless, migrant, limited English proficiency, immigrant, foster care or with disabilities will have access to free appropriate education and will not be prohibited from school attendance due to barriers such as:

- Residency requirements
- Lack of Social Security Number
- Lack of Birth Certificate
- Lack of Immunizations
- Legal custody requirements
- Lack of school records or transcripts
- Transportation
- Language barriers
- Disabilities

Section B: Identification and Placement Procedures

1) Procedures for identifying the EL Advisory Committee

The Coffee County Schools will establish an EL Advisory Committee for the purpose of determining program needs, assessment procedures, conducting an evaluation and for developing this comprehensive EL Plan. This committee includes central office administrators, assessment specialists, school-level administrators, school counselors, teachers working with EL students, parents, and community representatives who work with these students and their families in other settings. For Coffee County Schools, these resources will include Coffee County Family Services Center, Coffee County Children's Policy Council, Christian Mission of Enterprise and Elba, Coffee County Public Health Department. This committee will meet at least twice annually to review the plan and make necessary updates. The committee recommendations may include an English language development program, high-quality professional development for staff, parental engagement programs, budget concerns, and EL program evaluation.

2) Methods for identification, placement, and assessment

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

- In the event, a parent cannot produce a birth certificate, social security number, or immunization documentation, the school will continue the enrollment process and provide assistance in securing the necessary documents for enrollment.
- All students enrolled in the Coffee County School System are given a Home Language Survey Form upon enrollment.
- Upon review of the completed Home Language Survey Form, there is a specification that English is the primary language of the student, the Language Survey Form is filed in the student's cumulative folder and the procedure ends.
- Upon review of the completed Language Survey Form, there is a specification that English is not the primary language of the student and/or the home, the student's school history is reviewed by the school's guidance counselor, administrator, and teacher. If a review of the student's school history reveals that this student has achieved success in an English language instructional environment without additional support from Title I and/or Title III services, as evidenced through above-average class grades and above-average scores on mandated assessment, then the process ends.
- In the event that a language other than English is indicated on the Home Language Survey, the student's school history is reviewed by the school's guidance counselor and/or

administrator to determine 1) enrollment in a prior US school, 2) previous identification and/or eligibility for EL services, and 3) level of academic and/or language proficiency progress reported.

- The enrollment process is completed.
- The guidance counselor notifies the principal, notifies the system's EL Coordinator, and sends a copy of the Home Language Survey to the EL Coordinator to begin the evaluation process. Parent notification will be sent home to parents.

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

- Within thirty days after the beginning of school and within ten days of a student's new enrollment, parents/guardians will be notified of the school's recommendation that their child will be enrolled in the school's EL program. This recommendation will be based upon: 1) a review of the student's school history; 2) an interview of the family and the student; 3) the administration of the WIDA-ACCESS Placement Test (W-APT) to the student.
- The school counselor will record the registration date as "original entry date" in PowerSchool or "date first enrolled" when completing the demographics page of the ACCESS for ELs English proficiency test.
- The school-based EL committee will convene. During this meeting, parents/guardians will be notified of the school's recommendation regarding their child's eligibility for enrollment in the school's EL program. This recommendation will be based upon: a review of the student's school history, an interview of family and the student, and the results gained from the administration of the W-APT to the student.
- Any student scoring an overall composite score of 3.9 or below on the W-APT must be identified as limited-English proficient and will require placement in an EL program.
- Any student scoring an overall composite score of 4.0 or above on the W-APT may be identified as LEP and may require placement in an EL program. Further assessment of the student's English language proficiency is needed to determine placement.
- Parents/guardians grant permission for entrance in the EL program or may choose to waive services.
- In the event a parent/guardian chooses to waive EL services, it is the responsibility of the remaining EL Committee members to inform the parent/guardian of all possible instructional implications.

Upon determination of enrollment in the EL program an EL Committee will be convened. This committee will facilitate the placement, services, and assessment of the English Learner student. Members of this committee will include general education teachers, someone knowledgeable about assessment procedures, school counselors, school administrators, and others as appropriate, such as parents, instructional support personnel, central office administrators, and the student.

3) Methods and procedures for exiting students from the English Learner Instructional Program & Monitoring Progress

All EL students are evaluated annually using ACCESS for EL's. Upon scoring 4.8 or greater (composite score) on ACCESS for ELs, English Learners will be exited from EL services and placed on monitoring status for four academic years. During the monitoring period, the EL Committee will review data to track the student's progress. The committee will review the data at progress reporting and report card dates. Any support that is indicated by the data review or requested by the teacher will be planned, implemented and monitored by the committee. Students will be classified as Former English Learner (FEL)-Monitoring Year 1/Year 2/Year 3/Year 4 (FEL Monitoring Year 1, 2, 3, 4) for the

four years. Following four successful years of monitoring, EL students are classified as Former English Learner (FEL), no longer being included in the LEP subgroup for accountability.

Section C: Programs and Instruction

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

The population of EL students changes each school year. In order to address the needs of the current students, Coffee County Schools will conduct a needs assessment to determine the services and activities needed. The EL Advisory Committee will collect and analyze data from a variety of sources and use the data to determine goals and strategies for the enrolled students. The sources for the needs assessment will include student assessment results, attendance records, discipline records, teacher interviews, grades, records of students from former placements, family interviews, Response to Instruction (RtI) data, and survey results.

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

Currently, the Coffee County School System implements an English as a Second Language (ESL) or content-based program. The core Language Instruction Education Program for Coffee County Schools is based on the EL approach which focuses on instruction in English as the primary method of helping ELs acquire language and to meet academic standards. The program is based on evidence-based models of instructional services including Specifically Designed Academic Instruction in English (SDAIE). Additional supplemental services include pull-out services. This model for instruction was selected for use in the system based on several factors including an EL population that is diverse in age and grade levels as well as background experiences. The program combines the expertise of the classroom teacher, the support of family and community members, and current evidence-based reading strategies and EL supplementary materials.

EL instruction begins at the student's individual level of English language knowledge. Many different strategies are used to teach English skills in the four language domains of listening, speaking, reading, and writing. Specific classroom-level practices recognize ELs' unique needs as second language learners and support learning and comprehension. These include the use of ESL and SDAIE strategies that integrate language and specialized content instruction. Examples of specialized instruction for ELs include the following: use of visuals, repetition, rephrasing, and reiterating of instructions and content, slower speech, hands-on activities, student-centered activities, chunking and webbing, primary language support if available, use of scaffolding techniques, use of a variety of grouping configurations, and modeling.

Faculty and staff members have attended the EL training that has been offered to date. Staff will also attend local and regional training offered this school year. The family liaison and Federal Programs Coordinator will attend available EL PD sessions.

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

The student's EL committee will continually monitor the progress of language acquisition and use the data gathered to improve/modify instruction. Training for faculty and staff will be provided to address the needs identified in the data analysis. Teachers are encouraged to utilize instructional strategies daily across all disciplines in order to allow students to be actively engaged in learning by talking, writing, investigating, reading, and listening. The district will integrate the World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards with the curriculum as well as have teachers integrate the standards into lesson plans. By using these standards teachers will be able to provide EL students with access to the local curriculum as they progress through the stages of language acquisition: entering, beginning, developing, expanding, bridging.

Specific Components:

The Coffee County Schools EL Program will employ a variety of activities and services in order to meet the unique and individual needs of the EL student, focusing on the acquisition of academic language proficiency and literacy. These will include modeling, access to reading material in their native language for classroom and homework assignments, availability of bilingual books, meaningful hands-on activities, and use of native language in writing and speaking activities, even if the teacher does not know this language. WIDA ELP standards will be used to guide the choice and implementation of activities. This will enable the teachers to provide the EL students access to the curriculum as they make progress in acquiring language skills.

3) Grading and retention policy and procedures

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

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

EL students will be taught by certified teachers using evidence-based materials. Teachers will receive appropriate professional development in order to support their instruction of EL students. Administrators, counselors, classroom teachers, and members of the EL Committee will attend EL workshops and regional meetings provided by the SDE. Community members and families will assist the schools in providing services and activities for EL students as they make progress in language acquisition. Tutors and translators will be utilized as appropriate. Foreign language instructors at district high schools and local universities will provide support if needed. All faculty and staff working with EL students will be fluent in English.

5) Method for collecting and submitting data

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

6) Method for evaluating the effectiveness of the program

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

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

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

<p>Section D: Assessment and Accountability</p>
<p>1) Method for holding schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program</p>
<p>The district student assessment coordinator and the EL program coordinator will work together to ensure that EL students participate in state-administered assessments. EL student testing accommodation needs are assessed and determined by the local school EL committee and the appropriate forms are completed and provided to the building test coordinator and system test coordinator upon request for assessment planning purposes. Through the district's accountability program, results of the assessments will be shared with schools, teachers, and parents in a timely manner. These same results will be incorporated into the school's ACIP. Technical assistance will be sought through the SDE in order to adequately address the needs of the EL students in the ACIP. The student assessment results will be reviewed and incorporated into the goals and activities of the school's ACIP. Professional development opportunities will be made available to the faculty and staff of the school through the ACIP in cooperation with the central office staff, SDE, and local in-service center.</p>
<p>2) Method for holding schools accountable for meeting proficiency in academic achievement</p>
<p>Coffee County Schools utilizes both formal and informal evaluations of the program in order to determine progress in meeting goals. The evaluation is an ongoing process. The progress of the EL student is assessed at the midpoint using progress reports at the end of each nine-week period using the report card. Progress Reports are used to determine if changes need to be made in the student's EL instructional program.</p> <p>The system's EL program coordinator, accountability coordinator, system supervisors, and school administrators will meet to review ACCESS results when received from the ALSDE. All schools are School-Wide Projects. If it is determined that a school has not met the interim progress requirement, an improvement plan will be developed through the ACIP process with the support of the central office staff and school leadership team. Each school's ACIP is available online for review on the district website.</p>
<p>Section E: Parent, Family, and Community Engagement</p>
<p>1) Methods for promoting parent engagement activities to help improve student achievement</p>
<p>Coffee County Schools will provide notification to parents of EL students identified for participation in the English language instruction program, no later than 30 days after the beginning of the school year, regarding the following:</p> <ol style="list-style-type: none"> 1. The reasons for the identification. 2. The child's level of English proficiency. <ol style="list-style-type: none"> a. How such level was assessed. b. The status of the child's academic achievement. 3. The method of instruction used in the program. 4. How the program will meet the educational strengths and needs of the child. 5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. 6. The specific exit requirements for such program, the expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school. 7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child. 8. Information pertaining to parental rights that includes written guidance detailing:

- a. The right of the parents to have their child immediately removed from supplemental Title III programs upon request.
- 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 is available.
- c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

If appropriate, the district will provide a separate notification to parents regarding the failure of the district or school to meet interim progress requirements.

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

- o EL identification, placement, exit, and monitoring

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