

Section I Coversheet, Assurances, Signature Page	
EL District Plan Cover Sheet	Local Education Agency (LEA) Name: Roanoke City Schools
LEA Contact for ELs:	
Name: David Crouse	Signature: <i>David Crouse</i>
Position and Office: Dir. Federal Prog.	Email Address: dcrouse@roanokecityschools.org
Telephone: 334-863-6819	Fax: 334-863-6745
<input type="checkbox"/>	Check box if LEA receives Title III Funds

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 limited-English proficient students 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 language learners (ELs)
<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 apply only to LEAs that receive Title III funds)	
<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 a <b>non-public school participation plan</b> .
<input type="checkbox"/>	Assure <b>timely and meaningful consultation with private school officials</b> regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA

<i>David Crouse</i>	<i>David Crouse</i>	<i>9/11/2012</i>
EL Program Administrator	Signature	Date
<i>Chuck Marcum</i>	<i>Chuck Marcum</i>	<i>9/11/12</i>
LEA Superintendent	Signature	Date

## EL Advisory Committee Signatures

### **Comprehensive English Learner District Plan**

Each LEA in Alabama must develop and implement a Comprehensive EL District Plan, in accordance with Section 3116 of Title III of the *No Child Left Behind Act of 2001*, for serving students who are limited-English proficient 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 LEA's 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 each staff person 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 are encouraged to use 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.alex.state.al.us/ell/](http://www.alex.state.al.us/ell/)

## Roanoke City ENGLISH LEARNER DISTRICT PLAN 2011-2012

### Section A: Introduction and Educational Theory and Goals

All English Learners (EL) will participate in a quality instructional program that supports the development of a positive self-concept as well as fosters pride and intercultural understanding. The district's implemented instructional program is designed to meet the grade level standards for all students and ELs. English language instruction in our system ensures progress from limited English proficient to fluent proficiency. Our goal is for these students to become competent in the comprehension, speaking, reading and writing of the English language. This will be accomplished through identification, assessment, services and monitoring of these students.

### Section B: Identification and Placement Procedures

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

The district EL Advisory Committee may include central office administrators, assessment specialists, school administrators, school counselors, and parents. The district EL Advisory Committee shall make recommendations to the district regarding its ESL program. The EL Advisory Committee will meet at least annually to review the EL Plan and give input regarding the EL program.

#### 2) Methods for identification and placement

##### Home Language Survey

Every student enrolling in Roanoke City Schools is required to complete a Home Language Survey (HLS) as part of the registration process. The HLS will be the initial identification tool for potential English Learners.

If a language other than English is identified in ANY of the HLS responses, the student will be identified as a potential English Learner (EL). If a student is identified as a potential EL upon enrollment, a copy of the HLS will be given to the school counselor for testing within **three days**.

##### WIDA-ACCESS Placement Test (W-APT)

The State Department of Education has adopted the World-Class Instructional Design and Assessment (WIDA-ACCESS) Placement test. The WIDA ACCESS Placement Test (W-APT) is the primary screener utilized to determine the initial level of English language proficiency for program placement and service.

The Roanoke City School System will use the W-APT, administered by a school counselor, trained to administer the W-APT or ACCESS. Language-minority students who are identified by the HLS during registration at the beginning of the school year will be evaluated within 30 days of enrollment. Language-minority students who register after the beginning of the school year will be assessed within ten (10) days of enrollment. Any student scoring an overall composite score of **3.9 or below must** be identified as a limited-English proficient and **will** require placement in an English language instruction program. Teacher judgment, other assessments and extenuating circumstances such as the child's age and amount and quality of previous schooling will be factored into the decision.

### 3) Procedures for exiting students from the ESL Program and monitoring progress

#### **Exiting the Program**

In order to exit the English language instruction educational 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 parent will be notified by the end of August of the school year. The notice to parents will be printed in English and the parents' primary language.

#### **Monitoring**

Exited students are monitored for a period of two (2) years to determine if they are academically successful. Criteria that may be used to determine success will be: subject area grades at "C" or better; review of formal or informal student assessment results; attendance; teacher comments.

### **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 ESL program

Each school includes EL in their Continuous Improvement Plan (CIP) each year. The needs assessment allows the schools and district to set data-driven goals and strategies for meeting EL goals. These results are shared with central office staff, school administrators, teachers, and the district EL Advisory Committee. Adjustments to the EL program, including professional development needs for staff members, are considered based on these results.

The research-based program used by Roanoke City Schools is the Rosetta Stone. Every EL student is provided a laptop computer and the appropriate language program. Under the supervision of the teacher, each student will move at their own pace through the program to English language fluency.

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

The Rosetta Stone program is a computer assisted learning program that documents the mastery of student as they move through the program. Data and reports from the program will document the student's progress toward English proficiency.

#### 3) Specific components of the LEA's ESL program

All ELs will receive classroom instruction by certified teachers in the academic program. Students who are EL will receive accommodated content instruction. In addition to core academic language acquisition, students will use self paced language software. The regular classroom teacher will incorporate time for using the software into the school day.

Appropriate accommodations and/or modifications will be implemented as needed. The amount of service will be based upon the individuals needs as demonstrated by their language proficiency and academic progress. The law requires effective instruction that (a) leads to timely acquisition of proficiency in English and (b) provides teaching and learning opportunities so that each student can become proficient in the state's academic content and student academic achievement standards within the specified time frame that is expected for all students. With adequate instruction and support, many students can advance one proficiency level (based on ACCESS Proficiency Test) per academic year.

#### 4) 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*).”

##### **Grading Procedures**

**Traditional:** Procedures for assigning grades may not be appropriate for English language learners due to their lack of English language proficiency. High expectations should be maintained for student learning and lessons and assignments should be adapted to accommodate EL students so they can progress while they are becoming more proficient in English. An LEP student should not fail a subject or grade level without full documentation of accommodations that have been made to assure student full access to the content. The key to appropriate grading of LEP students is appropriate instructional accommodations.

**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.
- Classroom accommodations are determined by the EL committee and 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.

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

Existing certified staff will be used to provide the necessary instruction and support. Members of the community, if possible, will be hired to provide support to the program.

#### 6) Method for collecting and submitting data

Roanoke City Schools will collect and submit required data to the Alabama State Department of Education in a timely and accurate manner. Data submission is the ultimate responsibility of the Federal Programs Coordinator. Technology staff provides annual orientation and training on the use of iNOW to all new teachers and office staff, including the proper coding for ELs and the reliable and accurate entering of data. New teachers are also assigned a mentor to assist them with learning iNOW. E-mail reminders are sent by the Federal Programs Coordinator and/or Technology Coordinator periodically to school counselors, school secretaries, and school bookkeepers regarding the correct coding of ELs in iNOW.

#### 7) Method for evaluating the effectiveness of the ESL program

Roanoke City Schools collects information annually in order to assess the effectiveness of its English language program. This information includes, but is not limited to, the student's previous level of English proficiency, the student's most current level of English proficiency, and academic progress as measured by state assessments, grades, teacher input, and earned credits (at the high school level).

## 8) Method of identification and referral of ELs to the Special Education Program

“The education of ELs with disabilities raises several concerns about the legal requirements of LEAs. Among the concerns are identification, eligibility, and service provision for ELs suspected of having a disability. Special education programs and services must be provided in accordance with the *Individuals with Disabilities Education Act of 2004* (P.L. 108-446). All LEAs are required to include a description for communicating with non-English speaking students/parents in their Individual Education Plan (IEP). All students with disabilities are guaranteed the right to a free, appropriate public education; an IEP with related services, if needed, that meet their specific needs; due process; education in the least restrictive environment; tests that are not culturally discriminatory; and a multidisciplinary assessment. Public Law 108-446 requires that state and local education agencies ensure that the students are assessed in all areas related to the suspected disability. The materials and procedures used to assess a limited-English proficient student must 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. The limited-English proficient student with disabilities has a right to the same individual special education services as other students with disabilities. Note that ELs must be provided English language acquisition services that are an integral part of their IEP. ELs are eligible to receive special educational services on the same basis as all other students. Care should be exercised or used to ensure that limited-English proficiency is not the basis of a referral. In situations where it is not realistic to test in the native language or mode of communication for an EL, the LEA must consider information that will enable the eligibility team to make a decision as to whether the child has a disability and the effects of the disability on educational needs. 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 whose Primary Home Language is Other Than English (NOMPHLOTE). 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, 2011).

### Section D: Assessment and Accountability

#### 1) Method for holding schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program

The EL Coordinator and the System Test Coordinator work closely together to ensure that all ELs are assessed annually using the ACCESS, or other state approved English language proficiency assessment, and that all ELs participate in all other required state assessments in which all students participate. Decisions regarding the need for testing accommodations are made individually by the student's EL committee. The system test coordinator attends annual professional development sponsored by the Alabama State Department of Education regarding assessment and accountability requirements. These requirements are shared annually with the EL Coordinator and other central office personnel, principals, and building test coordinators.

All ELs must and will participate in statewide assessments. Title I Section 1111 (b) (7) states that not less than 95% of each school's limited-English proficient students are required to take the state's assessments, unless the number of such students is insufficient to yield statistically reliable

information. ELs during their first academic year in U.S. schools will not be required to participate in the reading subtest of the Alabama Reading and Mathematics Test (ARMT) or the Alabama High School Graduation Exam (AHSGE). ELs in their first academic year of enrollment in U.S. schools must take the appropriate mathematics portion of the ARMT or the AHSGE with accommodations as necessary. However, their scores will not be included in accountability determinations.

**2) Method for holding schools accountable for meeting proficiency in academic achievement (AMOs) and Annual Measurable Achievement Objectives (AMAOs)**

All schools in the district have a Continuous Improvement Plan (CIP). The Title I schools will submit an e-CIP for approval each year. Data analysis of ACCESS scores is completed annually and provided to the ESL teachers and building administrators. Data from this analysis is used in each e-CIP on the designated page devoted to ELs. The data is used when addressing the AMOA section of the LEA Improvement Plan (LIP).

Schools are held accountable for meeting AMO and AMAOs by monitoring each schools e-CIP. The District's school improvement specialist and/or other central office personnel monitor the schools' e-CIPs quarterly. Walk-through's and evidence checks are completed by building administrators as well. This is to ensure compliance with, and offer support for, continuous improvement practices.

**Section E: Parent Involvement**

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

Parental involvement is facilitated through the use of translators/interpreters at school events and for written communication between school and home, and the use of the TransACT program for various written notifications. Schools also refer parents/families to various programs available in the local communities. The district has a Parent Involvement Coordinator who works exhaustively with the administrators in all the schools to promote parent involvement for all students, including EL parents. She offers workshops to parents on a variety of topics building capacity of the parent to improve the achievement of their children.

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

- EL identification and placement and
- Separate notification for the LEA or school's failure to meet AMAOs

According to NCLB Title III requirements, the district 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:

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

8. Information pertaining to parental rights that includes written guidance detailing:
- The right of the parents to have their child immediately removed from supplemental Title III programs upon request.
  - 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.
  - The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

**Section F: Title III (To be completed if the LEA receives Title III supplemental funds)**

1) Use of Title III funds to supplement the core ESL program

N/A We don't receive Title III funds.

2) Method the LEA uses to initiate contact with non-public school officials to engage in timely and meaningful consultation regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA (if applicable)

N/A

**Section E: Appendix** (Required documents are Home Language Survey, Parent Notification Letters, and Title III Supplemental Services Waiver Letter; the LEA may include any other related documents)



Appendix A: Home Language Survey

Sep 23 11 09:00a

Knight Enloe

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APPENDIX A

HOME LANGUAGE SURVEY

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Please check the appropriate answer.

- 1. What is the first language the student learned to speak?  
English \_\_\_\_\_ Spanish \_\_\_\_\_ Other \_\_\_\_\_
- 2. What language does the student most often speak?  
English \_\_\_\_\_ Spanish \_\_\_\_\_ Other \_\_\_\_\_
- 2. What language is most often spoken in the student's home?  
English \_\_\_\_\_ Spanish \_\_\_\_\_ Other \_\_\_\_\_

\_\_\_\_\_  
Student's signature (Grades 6-12)

\_\_\_\_\_  
Parent's signature (Grades K-5)

ENCUESTA SOBRE EL LENGUAJE QUE SE USA EN CASA

Nombre \_\_\_\_\_ Edad \_\_\_\_\_ Fecha \_\_\_\_\_

Escuela \_\_\_\_\_ Maestro \_\_\_\_\_ Grado \_\_\_\_\_

Conteste con la respuesta apropiada.

- 1. ¿Cuál es el lenguaje que el estudiante aprendió a hablar primero?  
Inglés \_\_\_\_\_ Español \_\_\_\_\_ Canjoval \_\_\_\_\_ Otro \_\_\_\_\_
- 2. ¿Cuál es el lenguaje que el estudiante mas habla?  
Inglés \_\_\_\_\_ Español \_\_\_\_\_ Canjoval \_\_\_\_\_ Otro \_\_\_\_\_
- 3. ¿Qué lenguaje se habla mas en la casa de el estudiante?  
Inglés \_\_\_\_\_ Español \_\_\_\_\_ Canjoval \_\_\_\_\_ Otro \_\_\_\_\_

\_\_\_\_\_  
Firma del estudiante (Grado 6-12)

\_\_\_\_\_  
Firma de Padres (Grado K-5)