EL District Plan Cover Sheet	Local Education Agency (LEA) Name: Lauderdale County Schools
LEA Contact for ELs: John Mansell	
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☐ **Check box if LEA receives Title III Funds**	

Assurances

The LEA will:

- ☑ 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
- ☑ 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 **fluent in English**, including having written and oral communication skills
- ☑ Assure that all schools in the LEA are in compliance for serving English language learners (ELs)
- ☑ Assure that all individuals used as **translators or interpreters are fluent** in the language they are translating.
- ☑ Assure ELs **have equal access to appropriate categorical and other programs** and are selected on the same basis as other children

(The following assurances apply only to LEAs that receive Title III funds)

- ☐ Assure that the LEA has a process for parents to **waive Title III** Supplemental Services.
- ☐ Assure that the LEA has a **non-public school participation plan.**
- ☐ Assure **timely and meaningful consultation with private school officials** regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA

John Mansell	John Mansell	9/9/16
EL Program Administrator	**Signature**	**Date**
Jennifer Gray	Jennifer Gray	9/9/16
LEA Superintendent	**Signature**	**Date**

EL Advisory Committee Signatures

- Secondary Curriculum Director

- ESL Coordinator

parent

Amanda Hasseock - ESL Teacher

- Federal Programs Director

Jennifer Hay - Superintendent

ECSE Teacher

Lauderdale County Schools EL Plan

Introduction:

Theory:

The Lauderdale County Board of Education recognizes that the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, therefore the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to students.

Goals:

Limited-English Proficient (LEP) students shall be taught to become competent in the comprehension, speaking, reading, and writing of the English language. The program shall emphasize the mastery of the English language skills and content area concepts and skills so students are able to participate effectively in the regular academic program to reach their full potential. Students shall not be retained or unfairly academically labeled due to language barriers.

Identification and Placement Procedures:

EL Advisory Committee:

Each school shall form an EL Advisory Committee consisting of a school administrator, a content area teacher, an ESL teacher, the school counselor, and others as designated by the principal. The EL student's parents or guardians mush be invited to participate in the EL Advisory Committee decisions. The committee shall review all relevant information and determine appropriate placement and exit from the ESL program.

Methods for Identifying and Assessing:

- Home Language Survey: The Home language Survey shall be administered to the parents of all students at the time of registration and placed in the student's permanent record file. The survey shall be signed by the parent or guardian of students in grades K-5 and by the student or parent in grades 6-12.
- W-APT: Home Language Surveys, which include any language other than English on any question, must be referred to the school's counselor immediately. The school counselor shall notify the EL Coordinator who will then set up a day for the W-APT to be administered to the new student within 30 school days of enrollment prior to the first day of school, or 10 school days of enrollment after the first day of school.
- EL Committee Placement: Once the W-APT is administered, scores from the test shall be reviewed. If a student in grades 1-12 scores below a 4.0, services will be available to the student. When a Kindergarten student is given the W-APT, they will first only be given the listening and speaking portion. If the student scores 24 points or higher, the test shall end.

I-ELP

All ESL students will have an Individual English Language Plan. These plans are written specifically to each student's needs. Accommodations are marked for regular classroom and state testing and are updated annually.

Methods and Procedures for Exiting and Monitoring Students:

A student may exit from the program upon recommendation by the EL Committee when the student scores and overall score of 4.8 on the ACCESS test.

Written notice shall be provided to the parents within the first 30 school days after receiving the scores over the summer. The notice shall be printed in English and, if possible, the parents' primary language.

The EL Committee shall monitor the progress of the exited student for four years. If the student is not academically successful, or does not pass required coursework, they may receive additional services and/or placed on PST for support. If continued help is needed, the process may begin again with re-screening using the W-APT. The student may be re-enrolled in the ESL program. Students who are being monitored will be marked FLEP 1, 2, 3, or 4. After 4 successful years of monitor, the student will be marked FLEP.

Programs and Instruction:

Comprehensive Needs Assessment

A Comprehensive Needs Assessment is conducted annually by the LEA and each individual school. The data collected and used for this assessment include:

- ACT Aspire
- Performance Series
- ACT Plus Writing
- ACCESS for ELLs

The evaluation of this data is used to determine the support for EL students.

Rational for selecting Evidence-Based ESL Programs

The EL program in the Lauderdale County School system implements the Wida English Language proficiency (ELP) standards. English is taught through the content areas in the classroom. Teachers make use of visual aids and background knowledge to teach vocabulary etc. The LEA also uses Finish Line for ELs along with supplemental components of text books, and the Can Do descriptors.

Ensuring English Proficiency

Each year data from ACCESS is collected, analyzed and compared to scores from previous years. The LEA considers scores in each of the 4 domains in writing the I-ELP. The LEA uses this data along with other data in writing a CIP (Continuous Improvement Plan) for each school. The data from the ACCESS is used in determining AMAOs. The AMAOs and ACCESS scores are used in identifying needs and writing goals. Data meetings are held regularly.

Teacher integration of WIDA ELP standards

Each classroom teacher shall work closely with the EL Teacher in implementing the ELP standards in the classroom. Each classroom teacher shall follow the I-ELP designed specifically for the student. This practice will enable the ESL student to develop English proficiency in a timely manner.

The ESL Teacher will use a Pull Out program, where a schedule is set and the teacher pulls the student from the mainstream classroom and works to provide supplemental English language development instruction. Paraprofessionals are provided on an as needed basis.

Program Components

The classroom teacher is provided with scores from the most recent ACCESS test. These scores are discussed and matched with the Can Do descriptors in order that the teacher may provide instruction according to the student's language proficiency.

Grading and Retention

.06 PROMOTION/RETENTION Elementary Grades K-6: The decision regarding the promotion or retention of a student in grades K-6 is based upon multiple criteria. A student's progress towards mastery of grade-level standards will be measured by:

- Curriculum-embedded assessments
- standardized district assessments (Performance Series, ACT Aspire, benchmark/baseline (from adopted textbooks)
- Current grade-level achievement
- Pupil Support Team (PST) recommendation

Parents/guardians will be notified of potential lack of progress toward academic standards by way of PST form letters. Potential retention means that students have a nine week or semester average below the level to be promoted in the subject. The letters will be sent to parents/guardians of students who meet the retention guidelines of this policy.

In grades K-6, PST letters will be sent after each school PST meeting (every 4.5 – 6 weeks). The signed copy of each letter sent, as well as letters returned to the school, will be filed in each student's PST folder. In the event a signed copy isn't provided, a note should be documented on the letter and filed. Retaining a student for all subjects for an entire year is a decision that impacts a student for the rest of his/her academic career. Therefore, retention is a last resort. Often, a child merely needs additional assistance through specific remediation or intervention strategies to attain success. Retention decisions will never be made based on a single indicator, such as the child's reading level or a score that the child received on a formative or summative assessment.

Grading Scale A = 90-100 S = Satisfactory B = 80-89 I = Improving C = 70-79 N = Needs Improving D = 60-69 U = Unsatisfactory F = Below 60 •

Kindergarten: To be promoted to grade 1, a student must:

o demonstrate mastery of Reading standards

o demonstrate mastery of Mathematics standards

• Grades 1 – 3: To be promoted to the next grade level, a student must:

o receive a passing grade in Reading

o receive a passing grade in Mathematics

• Grades 4 – 6: To be promoted to the next grade level, a student must:

o receive a passing grade in Reading

o receive a passing grade in Mathematics

o receive a passing grade in Science or Social Studies

Junior High - Grades 7 and 8: Junior high students will pass/fail based upon the yearly average of both semesters in each class. A student that fails one or two core subjects must attend summer school and receive a passing grade in that subject in order to be promoted to the next grade. A student that fails three or four core subjects will be retained. Students will take the subject that was failed in summer school based upon the following:

One subject failed – one session of summer school (approximately 2 weeks)

Two subjects failed – two sessions of summer school (approximately 4 weeks)

A student that fails three or four core subjects may attend summer school for remediation only at his/her expense. If a student has spent two years in the same grade, his/her parent may request summer school for the student. A committee composed of the principal and counselor will recommend the summer school program for the student.

High School - Grades 9-12: Students begin earning credits in the secondary grades except for 8th graders who are allowed to earn one credit in Algebra I and .5 credit (1/2 credit) in the following courses: Art Survey, Career Preparedness, and Health. Grade 10 – 5 credits Grade 11 – 11 credits Grade 12 – 18 credits Students may change from a 9th, 10th, or 11th grade homeroom to a 10th, 11th, or 12th grade homeroom at the end of the first semester if the student has enough credits.

*Furthermore, ELs may require accommodations. Grading and assessment shall be based upon work and assessments with accommodations. Classroom teachers shall keep documented evidence of this. An EL student may not be assigned a failing grade in a content area based on their lack of English proficiency. This does not mean that an EL student cannot be retained. Rather, the classroom teacher must keep documented evidence that the EL student has had full access to the content and has been able to participate meaningfully in all instruction. Tests must be accommodated to allow students to demonstrate what they know according to their proficiency level. It is against the law to fail a student because he or she is not proficient in the English language.

Staffing

The Lauderdale County Board of Education currently employs an ESL Coordinator, 1 ESL Teacher and numerous paraprofessionals. The LEA assures that the ESL Teacher

and paraprofessionals are proficient in the English language, and that the ESL Teacher holds an ESL certification.

Professional Development

The Lauderdale County School System provides various professional development opportunities. Some of the topics include, but are not limited to:

- SAMUEL
- Technology
- Special Education
- RTI/PST, Dyslexia
- Behavioral awareness
- CPR
- At Risk
- ARI
- School Improvement
- Curriculum (EL Components of our Language Arts Program)
- ACT Aspire

Collecting and Submitting Data

The ESL Teacher shall work closely with the counselors at each school in order to assure that the EL students are being coded correctly in INOW. The Lauderdale County School System shall follow the SDE coding system:

LEP1- Limited English Proficient students who are in their first academic year in US schools.

LEP2- Limited English Proficient students who are in their second or more academic year in US schools.

FLEP1- Former Limited English Proficient students who are in their first academic year of monitoring.

FLEP2- Former Limited English Proficient students who are in their second academic year of monitoring.

FLEP3- Former Limited English Proficient students who are in their third academic year of monitoring.

FLEP4- Former Limited English Proficient students who are in their fourth and final academic year of monitoring.

FLEP- Former Limited English Proficient students who have successfully completed 4 years of monitoring.

LEP Waived Services- Students who are LEP, but whose parents have refused supplemental ESL services.

NOMPHLOTE- National Origin Minority student whose Primary Home Language is Other Than English is a student who was given the WAPT, but did not qualify for services.

Program Evaluation

Each fall the Lauderdale County School System shall conduct an evaluation of its ESL program by using data from the spring ACCESS test to examine the following:

- AMAOs
- Number and percentage of students who made APLA
- Number and percentage of students who attained proficiency at 4.8

This information shall be compiled into a report and shared with other personnel. The LEA will submit the EL Main Data Collection annually to the ALSDE.

Referral of ELs to Special Education

ELs are eligible to receive Special Education Services. The LEA should take care to ensure that the lack of English proficiency is not mistaken for a learning disability. ESL students are to be tested in their native language with an interpreter available. When there is a circumstance that an interpreter is not available, the student should be given a non-verbal test. Parent interviews should be conducted, along with classroom teacher input.

Assessment and Accountability

The Lauderdale County School District uses the following state and local assessments for accountability purposes:

- ACT Aspire (grades 3-8)
- ACCESS for ELLs (grades K-12)
- Performance Series (grades K-12)

ELs for whom it is their first year in US schools are required to take all assessments, however, they will be exempt from the reading portion of the ACT Aspire and the reading portion of the Performance Series.

ELs for whom it is not their first year in US schools are required to take all portions of all assessments. All ELs identified as LEP in INOW are required to take all portions of the ACCESS for ELLs. Participation in the ACCESS test will satisfy the reading participation requirement for the other assessment when they are not taken by first year ELs.

AMAOs

AMAO-A: Making annual increases in the percentage of students making .5 progress on the overall score on the ACCESS for ELLs.

AMAO-B: Making annual increases in the percentage of students attaining English proficiency as defined by the State of Alabama at a 4.8 on the overall score on the ACCESS for ELLs.

AMAO-A

The following table shows the percentage of students in a district or subgroup of a district (each school that has more than 10 students tested) that must make the gain of .5 on the overall score on ACCESS for ELLs.

2015	53%
2016	55%
2017	57%
2018	59%
2019	61%

AMAO-B

The following table shows the percentage of students in a district or subgroup of a district (each school that has more than 10 students tested) that must meet proficiency (4.8 overall score) on ACCESS for ELLs.

2015	19%
2016	21%
2017	22%
2018	24%
2019	25%

Parental Involvement

In the Lauderdale County School System all parents, including those that speak a language other than English, are invited and encouraged to participate in any and all school events, including, but not limited to Parent-Teacher conferences, PTO, sporting events, special programs, classroom parties, etc.

In compliance with state and federal laws, the Lauderdale County School System, will, no later than 30 days after the beginning of the school year, provide notification to parents of ELs identified for participation in the ESL program of:

1. The reasons for the identification.
2. The student's level of English proficiency.
   (a) How such level was assessed
   (b) The status of the student'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 student.
5. How the program will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for the ESL 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 IEP of the student.
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 if available.
(c) The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

Separate Notification Regarding Accountability for AMAOs

Each LEA and/or school that is using Title I or Title II funds to provide a language instruction educational program and that has failed to make AMAOs for any school year shall separately inform parents of children identified for participation in the program, or children currently enrolled in the program, of such failure not later than 30 days after such failure occurs.

If a child enrolls in school after the beginning of the school year, the LEA will notify parents of the failing school's language instruction educational program within 10 school days of the child being placed in such a program. Parent notifications will be communicated in a language and/or manner that the parents can understand. Parent notification forms are available in 22 languages at www.transact.com.

Title III

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