LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN TEMPLATE

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)**

Section B: Identification and Placement Procedures

1) Procedures for identifying the 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 must be invited to participate in the EL Advisory Committee decisions. The committee shall review all relevant information and determine appropriate placement and exit from EL program.

2) Methods for identification, placement, and assessment

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 Pre-K-5 and by the student or parent in grade 6-12.

WIDA Online Screener: Home Language Surveys, which includes 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 WIDA Screener 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.

WIDA Measure of Developing English Language (MODEL) for Kindergarten: We currently use the MODEL as the Kindergarten screener.

ACCESS for ELLs 2.0: This assessment is given in the spring to all EL students.

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

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. Language Line will also be used to communicate with parents when there is not another available resource.

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, the student may be reclassified as EL and re-enrolled in the ESL program or other appropriate programs that meet the needs for English language instruction. Students who are being monitored will be marked FEL 1, 2, 3, or 4. After four successful years of monitoring, the student will be marked FEL.

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 program that Lauderdale County Schools uses for EL students is ESL, which is an option provided by the State.

A Comprehensive Needs Assessment is conducted annually by the LEA and each individual school. The data collected and used for this assessment includes: DIBELS (K-1), Performance Series (2-11), Pre-ACT (10), ACT Plus Writing (11), WorkKeys (12), and ACCESS for ELs.

Rationale: The ESL coursework is based upon the WIDA Consortium English Language Proficiency (ELP) standards. Classroom teachers shall implement these standards along with the Alabama State Content Standards to allow ELs to demonstrate their English abilities on levels that fit with their English acquisition according to their most recent ACCESS score.

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

Each year data from ACCESS for ELLs 2.0 is collected, analyzed, and compared in scores from previous years. The data from the ACCESS is used to determine whether students have reached their individual interim target scores as mandated by ESSA. ACCESS scores are used in identifying needs and writing student goals. The LEA considers scores in each of the 4 domains in writing the I-ELP.

The schools use ACCESS data, along with other data, in writing a Continuous Improvement Plan (CIP).

WIDA standards are integrated into the curriculum in teachers' lesson plans, along with the other required content standards, to be implemented on a daily basis.

3) Grading and retention policy and procedures

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 benchmark assessments (Performance Series, benchmark/baseline from adopted texts), current grade-level achievement, and 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=Need Improving; D=60-69; U=Unsatisfactory; F=below 60

Kindergarten: To be promoted to grade 1, a student must: demonstrate mastery of reading standards and demonstrate mastery of math standards

Grades 1-3: To be promoted to the next grade level, a student must: receive a passing grade in reading and math

Grades 4-6: To be promoted to the next grade level, a student must: receive a passing grade in reading and math AND receive a passing grade in science or social studies

Junior High - Grades 7-8: 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 (approx. 2 weeks); two subjects failed - two sessions of summer school (approx. 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.

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

The Lauderdale County Board of Education currently employs an EL Coordinator, 1 ESL Teacher, and paraprofessionals as needed. The LEA assures that the ESL teacher and paraprofessionals are proficient in the English language and that the ESL teacher holds an ESL certification. The LEA provides various staff 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, and curriculum (EL components of the adopted language arts program).

5) Method for 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 LEA shall follow the SDE coding system.

EL1- English Learners who are in their first academic year in US schools

EL2- English Learners who are in their second or more academic year in US schools

FEL1- Former English Learners who are in their first academic year of monitoring

FEL2- Former English Learners who are in their second academic year of monitoring

FEL3- Former English Learners who are in their third academic year of monitoring

FEL4- Former English Learners who are in their fourth and final academic year of monitoring

FEL- Former English Learners who have successfully completed four years of monitoring

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

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

6) Method for evaluating the effectiveness of the program

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 number and percentage of students who attained their interim target scores. 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.

Lauderdale County Schools uses the following state and local assessments for accountability purposes: ACCESS for ELs (grades K-12), DIBELS (K-1), Performance Series (grades 2-11), Pre-Act (10), ACT Plus Writing (11), and WorkKeys (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 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 EL in INOW are required to take all portions of the ACCESS for ELs. Participation in the ACCESS test will satisfy the reading participation requirement for the other assessment when they are not taken by first year ELs.

The LEA uses data from ACCESS and I-ELP to establish goals and action steps for the district's EL needs assessment/improvement plan.

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

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. EL 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. 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. Language Line will also be used to communicate with parents when there is not another available resource.

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

Interim progress targets are used to measure proficiency annually. Ms. Glasscock, ESL teacher, receives annual certification to administer the ACCESS test to students. Asst. Superintendent, Mr. Joiner, holds annual test training for all administrators to then turn-around and train their faculty/staff.

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

Each school shall form an EL Advisory Committee consisting on a school administrator, content area teacher, an ESL teacher, the school counselor, and others as designated by the principal. The EL student's parents or guardians must 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 EL program. Each school should include a goal and action step(s) in their annual CIP to improve the proficiency of EL students. At this time, the LEA is not sure what will be defined as improvement since this is a baseline year and the scoring criteria has changed. We are currently awaiting the student improvement formula.

Section E: Parent, Family, and Community Involvement

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

Each school shall form an EL Advisory Committee consisting of a school administrator, content area teacher, an ESL teacher, the school counselor, and others as designated by the principal. The EL student's parents or guardians must 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 EL program. Schools that have an EL population should review the EL students' data to determine possible goals and action steps for their CIP.

2) Methods (in a language they can understand) for notification requirements for ELs students regarding
    - EL identification, placement, exit, and monitoring

EL parents are encouraged to participate in all school activities. Our student handbook is provided in Spanish, and other languages, via the district's online registration system - SchoolMint. Parents will receive information in the form of emails, newsletters, or Remind messages informing them of school happenings, how to help their child succeed in the academic setting, and how to be involved in their student's learning. The district's rapid parent notification system, School Messenger, provides the option for translation, as needed.

Please see the Permission for Supplemental Services form provided in the Document Library (attached). If a parents' language is not Spanish, the form will be translated in a language that they understand.
WIDA results are also provided in a parents' native language. Language Line will also be used to communicate with parents when there is not another available resource.