

Saraland City (187) Public District - FY 2025 - Consolidated - Rev 1 - Improvement Planning

Section I Coversheet, Assurances, Signature Page

EL District Plan Cover Sheet

Local Education Agency (LEA) Name:

Saraland City Schools

LEA Contact for ELs:

Jeff Ward

Name:

Jeff Ward

Signature:

Jeff Ward

Position and Office:

Federal Programs Director

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Check box if LEA receives Title III Funds

Check box if LEA receives an Immigrant Grant

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 English Learners (ELs) 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 learners

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 an **Equitable Services Implementation plan**, if applicable.

Assure **timely and meaningful consultation with private school officials** regarding services available to ELs in private schools that are located within the geographic boundaries of the LEA, if applicable

Signatures

EL Program Administrator Signature and Date

LEA Superintendent Signature and Date

*EL Advisory Committee Signatures

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.

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

Section II Checklist - ALL LEAS MUST USE THIS PLAN TEMPLATE

A. Required 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)**

B. Identification and Placement Procedures

1) Include the LEA's procedures for identifying members for the EL Advisory Committee.

Saraland City Schools has established an EL Advisory Committee. The committee is responsible for determining program needs, assessment, evaluation and developing the Comprehensive EL Plan. The committee is comprised of central office administrators, CSFO, school administrators, ESL administrator and resource teacher, classroom teachers, CIP chairs, school counselors, School Nurse Supervisor, attendance officer, parents, and community stakeholders.

Saraland City Schools' procedures for EL student identification, placement, delivery of English as a Second Language services and exit from the program were developed from the English Learners (EL) Policy and Procedures Manual: Alabama State Department of Education Division of Federal Programs (2018). The responsibility of implementing these procedures lies with the principal at each school. The responsibility of monitoring the program lies with the English as a Second Language (ESL) Coordinator. This information is shared annually with the EL Advisory Committee and each school's staff.

2) Include the LEA's **methods for identifying, placing, and assessing** the students to be included in the English language instruction educational program. The following components must be explained in the plan.

- Home Language Survey
- WIDA Online Screener (1st-12th Grade)
- WIDA Screener for Kindergarten
- ACCESS for ELLs 2.0®

All language minority-students must be allowed to attend school, regardless of their ability to produce a birth certificate, social security number, or immigration documentation. Children may not be excluded from school because they do not have a social security number (Plyer v. Doe).

Application forms to obtain social security numbers may be distributed, but the option of completing the form must be left to the parents. The school should use procedures described in the Alabama Administrative Code (AAC) to create a student number.

If parents do not have student immunization records, the dates of immunization may be obtained by calling the previous school the child attended. If necessary, the students can begin the immunization series at the local health department. The Supervisor of Health Services is available to assist parents with obtaining immunizations. If appropriate immunization records cannot be obtained within a reasonable period, the student's case should be handled in accordance with state and local board of education procedures.

All schools conduct the Home Language Survey (HLS) {Appendix A}. This form is included with the registration packet and disseminated to the parents at the time of registration. The survey is translated into several languages using TransAct. Trained staff members are available to assist in translation and collection of surveys. The assistance of a translator may be required to complete the HLS and should be provided by the school district. Completed surveys are returned to the Central Office by the end of the second week of school. Language-minority students identified through the HLS during registration at the beginning of

the school year must be assessed within 30 (thirty) days of enrollment. Language-minority students who register after the beginning of the school year must be assessed within 10 (ten) days of enrollment. The LEA will record the registration date as "original entry date" in INOW or "date of first enrolled" when completing the demographics page of the ACCESS for EIs English proficiency test. If the Home Language Survey Indicates any other language than English on any survey question, each school principal is responsible for ensuring that:

- A copy of the Home Language Survey for identified students is sent to the Central Office to the Federal Programs Coordinator. Copies are given to the EL Coordinator.
- The original document is placed in the cumulative folder at the school.

Any student in grades 1 -12 who has any language other than English on the HLS will be administered the World-Class Instructional Design and Assessment (WIDA) Screener Online to help determine the level of English language proficiency. This assessment is used to identify and place students in programs aimed at improving their English skills. Any student in grades 1-12 scoring below 5.0 must be placed in the English as a Second Language (ESL) program and identified as an English Learner (EL). An EL staff member trained in using the instrument will administer the assessment to the student. The EL Committee consisting of the EL staff members, EL Coordinator or designee and the parent reviews results of the placement test.

Any student scoring an overall composite score of 5.0 or above on the WIDA Screener Online may be identified as an EL and may require placement in an English language instruction education program. Further assessment of the student's English language proficiency is needed to determine placement.

Kindergarten students and students in first semester of first grade who have any language other than English on the HLS will be administered the WIDA ACCESS Placement Test (W-APT). A score of 25 or above (out of 30) is considered proficient. The student may not need EL services, but their academic progress may be monitored in case rescreening is needed in the first grade to determine reading and writing proficiency.

The WIDA Online Screener (grades 1- 12) and W-APT (kindergarten) should be considered as only one piece of evidence in the decision-making process regarding placement. Teacher judgment, other assessments, and extenuating circumstances, such as the student's age and amount and quality of previous schooling, should be factored into the decision.

If a student does not qualify for services, a Determination of Eligibility form (Appendix B) Indicating that the student will not be served is provided to the parent. A copy is maintained in the student's cumulative folder and at the Central Office. If the State's English proficiency test and EL committee determines the student qualifies for English language instruction education program the student is immediately placed in the program. The EL staff member serving the school will send a translated letter (Appendix C) to the parent inviting them to attend the EL Committee meeting to discuss student placement. At this EL Committee meeting an Eligibility Determination form (Appendix B), an English Learner Placement Program form (Appendix D) and the EL Committee Documentation for Alabama Student Assessment Program (Appendix E) are to be filled out and signed by the appropriate persons. If the parent does not attend the meeting, the EL Committee meeting will be held and the Eligibility Determination form, a Notification of English Language Development Program Placement form, an 1-ELP and the EL Committee Documentation for Alabama Student Assessment Program will be filled out and signed by the appropriate persons. Copies of the forms will be provided to the parent in their native language, Central Office and maintained in the student's cumulative folder.

Information is provided to the parents in their native language using TransAct, interpreters and translated materials.

As a result of, of Castaneda v. Pickard and No Child Left Behind Act of 2001, each student identified as EL will have an I-EL (Individual English Language Plan), which will be updated annually until the student achieves Former EL (FEL) status.

After completing all required forms, the EL staff member will check the EL student's cumulative folder for the required forms, complete the ESL Documentation Checklist (Appendix F), and place it in the cumulative folder.

3) Include the **method and procedures for exiting students from the English Language Instruction Educational program (LIEP) and for monitoring their progress** for a period of at least four years (new in ESSA), 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.

All EL students are assessed annually. In the second semester of each year, all students enrolled in the ESL program are retested to assess progress in English and re-evaluate placement. The State's criteria for an EL student to exit the program are as follows: Students must score proficiency level of 4.8 on the ACCESS 2.0.

Once a student fulfills these requirements, he/she exits the program. An Exit Letter (Appendix G) is sent home to the parents with a copy being placed in the student's cumulative file and a copy sent to Central Office. The exited student is placed on monitoring status for four (4) academic years. The student is coded Former English Learner (FEL) Monitoring Year 1 during their first year of monitoring, FEL2 Monitoring Year 2 during their second year of monitoring, FEL3 Monitoring Year 3 during their third year of monitoring and FEL4 Monitoring Year 4 during their fourth year of monitoring. EL's on monitoring status do not take the ACCESS test. During the monitoring period, EL staff will collaborate with classroom teachers and complete an ESL Monitoring Form (Appendix H) no less than each nine (9) weeks during their first two years of monitoring and at least once each semester during their third and fourth years of monitoring. Upon successful completion of four years of monitoring, ELs are classified Former English Learners (FEL). At any time during the four year monitoring period, it is determined that the student is in need of additional English language instruction services, appropriate changes can be made to the student's program. This does not mean that the student will be placed back in the EL program, it may mean the student is need of other services. Any student who has met the exit criteria, but begins having academic difficulty may again receive EL services upon the recommendation of the EL committee. If it is determined that the student re-enter the program, the student should be re-tested using the WIDA Screener Online or the W-APT. An Eligibility Determination Form and an English Learner Program Placement form. Copies of the forms are provided to the parents, placed in the cumulative folder and sent to Central Office.

C. Programs and Instruction

1) Describe the programs and activities that will be **developed, implemented, and administered to ensure** that ELs acquire academic language as part of the core LIEP.

- Process the system uses to conduct a comprehensive needs assessment
- Rationale for selecting the particular EL program/s and how they are evidence-based

The goal for ELs is that they attain proficiency in English, master the state's academic content standards as demonstrated by performance on the state's required student assessments, and pass any other current state required tests. Each year a comprehensive needs assessment (Appendix I) is conducted to determine English proficiency goals for ELs. ACCESS data is reviewed and strategies are developed to improve academic performance and achievement of

content standards. A combination of evidence-based strategies is used to teach English, with emphasis on reading, writing, speaking and listening. Services will be provided to ELs based on their individual needs. All ELs are placed in the regular classroom at the age-appropriate grade level and receive instruction on grade level academic standards. EL students receive instruction by highly qualified teachers. The EL staff collaborates with the general education teachers to incorporate the WIDA ELD (English Language Development) Standards into instruction to advance academic language development and academic achievement.

Saraland City Schools provides an English as a Second Language (ESL) program to teach ELs about the English language, help them acquire academic vocabulary and develop their English language proficiency in all four-language domains. The decision to place a student in an ESL program is made by the EL Committee consisting of the EL staff member, teachers, EL coordinator or designee and the parent. The EL Committee determines the type and amount of ESL services. Instruction in grades K - 12 consists of pullout, push-in models, and collaboration with the general education teacher to provide suggestions for accommodations for differentiated instruction, activities and assessments. Instructional time and accommodations will vary based on the student's individual level of English Proficiency.

2) Describe how language instruction educational programs will ensure that ELs develop English proficiency:

- How data is used to improve the rate of language acquisition for ELs
- How the LEA supports each school with respect to continuous improvement practices and specific professional development
- How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum

A combination of evidenced based strategies is used to teach English, with emphasis on reading, writing, speaking and listening. A variety of materials and equipment are used in instruction. This includes textbooks, computers, games and language development activities. Curriculum and instructional materials used in the ESL program are aligned with the Alabama Course of Study and are evidenced based. The WIDA ELD Standards were developed to facilitate the design of language development activities that support, guide, and develop content knowledge and skills at the appropriate level of English proficiency. According to WIDA, students go through five stages of language development: Entering, Emerging, Developing, Expanding and Bridging. Level 6, Reaching, represents the end of the continuum rather than another level of language proficiency. By implementing the WIDA ELD Standards in the classroom, teachers are able to provide ELs with meaningful access to local curriculum as they progress through the stages of language acquisition. The WIDA ELD Standards are designed as a curriculum planning and assessment preparation tool.

Each EL student is assigned to a regular class in his/her home school. The classroom teacher receives input from the EL staff on strategies to utilize when instructing an EL student. Primary instructional methodologies recommended for the classroom teacher to employ in working with the EL student include, but are not limited to:

- Individualized instruction
- Graphic organizers
- Cooperative learning
- Dialogue/journals

- Accommodations utilizing a variety of strategies and materials
- Versatility and flexibility
- Interactive lessons with hands-on-activities and cooperative learning
- Encouragement and support of the mainstream curriculum
- Integration of language skills, thinking skills and content knowledge
- Extended time
- Bilingual glossaries and texts
- Preferential seating
- Electronic learning aids

3) Describe the **grading and retention** policy and procedures. NOTE: ELs cannot fail or be retained if language is the barrier.

Els enrolled in the ESL Program may not be failed solely based on their lack of English proficiency. Els must receive accommodation of content work and assessment when needed. According to the student's 1-ELP, appropriate instruction and differentiation must be adjusted according to the language proficiency level in order to appropriately accommodate the student. Grading is based on accommodated work and should be documented by the classroom teacher. If an EL student is currently receiving ESL accommodations, the content-area teacher should indicate that the student has received ESL accommodations by selecting comment #79 on the computerized grade report. This indicates that the grade reflects the student's mastery of the subject matter at his or her level of English proficiency. The EL teacher sends home a translation of the Report Card Comments, which includes an explanation of the procedures for grading Els.

Retention of Els shall not be based entirely upon level of English language proficiency (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 proficiency?
 - Has an Individual English Language Plan (1-ELP) been implemented to document classroom modifications and student progress?
 - Are classroom accommodations being made in the area of lesson delivery, activities and assignments, homework and formal/informal assessments?
 - How much English language instruction is the student receiving during the school day?
 - Has an alternate grading strategy been implemented (checklist, portfolio, observation, etc.).
 - Has the student's teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?
- Do the report cards indicate that students were graded according to their 1-ELPs?

4) Include details on the **specific staffing and other resources** 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.

- Qualified personnel (state certification and/or ESL licensure)
- ESL staff development
- Content teacher and administrator staff development

The EL Director works collaboratively with the principals to allocate EL staff needed based on the number of Els enrolled at each school and the student's level of English proficiency. All EL staff is required to be fluent in English, including written and oral communications skills. ESL teachers are required to meet the certification requirements required by the Alabama State Department of Education. Saraland City Schools will strive to employ personnel who have formal training in teaching second language learners. All Els will receive their primary instruction from a highly qualified, certified teacher in the general education classroom. The EL staff is responsible for English language instruction. In addition, the EL staff will provide additional assessment, tutoring and monitoring to EL students as needed.

Interpreters are provided as needed. The role of the interpreter is to be a conduit for oral and written communication between the families of English Learners and English speaking school personnel. Interpreters will be fluent in English and the language spoken in the student's home.

Professional development opportunities will be provided to EL personnel and classroom teachers to address specific areas of need as required. This will be accomplished by providing the opportunity to attend workshops and view related videos and webinars.

EL staff meetings will be held as needed to coordinate the implementation of the ESL program toward the attainment of the program's goals and objectives. Individual assistance will be provided to the EL and general education teachers as needed.

5) Describe how the LEA will **collect and submit data** in accordance with SDE requirements.

- How schools are trained to use the state system/database to code ELs and enter reliable and accurate data

Upon identification and placement, students should be given a code in the Power School Program. *****

6) Include the LEA's method for **evaluating the effectiveness of its program** for English learners

- LEA engagement in the continuous improvement cycle
- In relation to English proficiency and challenging state academic standards

A program evaluation (Appendix J) is conducted yearly to determine the effectiveness of the ESL program. Evaluation of the program involves collection and analysis of data to determine whether the goals set forth during the comprehensive needs assessment (or previous program evaluation) was met. The data is summarized to illustrate the status of the program and future goals and plans to improve the ESL program.

Els data is reviewed at quarterly CIP meetings. A program evaluation is done at the end of each school year to measure progress of students in the ESL program based on ACCESS test results, grades and the state's required assessments.

Annual data is used to make decisions about professional and instructional approaches.

7) Include LEA's **method of identification and referral of ELs for special services (including Gifted Ed)** Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language.

D. Assessment and Accountability

1) Describe how the LEA will encourage and hold schools accountable for **annually measuring the English proficiency** of ELs and for participating in the state-administered testing program.

- Including coordination with the LEA Test Coordinator/Director
- Including communication of assessment and accountability requirements to schools

All ELs must participate in the Alabama Student Assessment Program. ELs will participate in the ACAP summative, Pre-ACT, ACT Plus Writing. EL students in Grades K-12 must participate in the English language proficiency assessment, WIDA Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS 2.0) or Alternate ACCESS for ELLs for students with significant cognitive disabilities. These students will be counted as participants toward meeting the state requirements for local school and system accountability.

EL students may receive accommodations for testing. The EL committee will determine accommodations needed on an individual basis. Approved accommodations are found on the EL Participation Documentation form, which is included in the Alabama Student Assessment Program Policies and Procedures for Students of Special Populations.

The LEA Test Coordinator meets with the EL staff prior to testing to develop a schedule, review testing policies and obtain signatures for test security, confidentiality and testing procedures. The LEA Test Coordinator notifies each school of the testing schedule and testing policies and procedures.

2) Describe how the LEA will **hold schools accountable** for meeting proficiency and long term goals.

- Monitoring and evaluating school engagement with continuous improvement plan

The LEA will monitor and evaluate school progress with the goals and strategies included in the continuous improvement plan on a quarterly basis.

School districts must meet their Alabama's ESSA Indicators established by the State Education Agency (SEA) for any given year. If the system fails to make progress based on Alabama's ESSA indicators, the system will be required to develop an improvement plan that will ensure they meet their indicators. The plan shall address the factors that prevented the system from achieving their goals. If an improvement plan is written, the SEA will provide technical assistance.

E. Parent, Family, and Community Engagement

1) Describe how the LEA will inform EL parents using information and notification in a language the parents can read and understand.

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:

1. The reasons for the identification.

2. The child's level of English proficiency and how such level was assessed.

3. The status of the child's academic achievement.

4. The method of instruction used in the program.

5. How the program will meet the educational strengths and needs of the child.

6. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

7. 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.

8. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.

9. 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. (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.

Parent notifications must be communicated in a language and/or manner that the parents can understand. Acceptable parent notification forms are available online at TransAct. Other documents are translated through elevation and MasterWord. Interpreters are provided as necessary to communicate with parents about program requirements, placement, and monitoring.