

ALBERTVILLE

CITY SCHOOL SYSTEM

English Learner (EL) Plan

2025-2026

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Educational Theory and Goals

It is the official policy of the Albertville City Board of Education that no person shall, on the grounds of race, color, sex, disability, national origin, age, migrant status, EL status, homeless status, or immigrant status be subjected to discrimination under any program, activity, or employment and provides equal access to the Boy Scouts and other designated youth groups.

As a member of the WIDA Consortium, the district adheres to evidence-based teacher practices through the implementation of the English Learner (EL) Program. All EL students are placed in their age-appropriate grade level and an Individualized English Learner Plan (IELP) is constructed through the input of the EL Committee.

The core EL program used by Albertville City Schools is Specially Designed Academic Instruction in English (SDAIE). This is a research-based program in which instruction is administered through the general education or grade level teacher, with support from a certified EL teacher and the system EL Instructional Coaches. The program ensures that the teacher provides instruction and accommodations that introduce social and academic language and content through techniques that accommodate the needs of the EL student as aligned with WIDA standards.

Additional resources and equipment are continually sought to enhance the system's EL program.

The District will use technical assistance and support from the State Department of Education, local colleges and universities, community resources, volunteers, and other resources.

It is the goal of Albertville City Schools to ensure that the EL students acquire English proficiency, according to WIDA standards and state requirements, and are able to participate effectively in all eligible district programs.

Identification, Placement, and Assessment of Students

- A Home Language Survey (HLS) must be completed for each student registering for enrollment and placed in the student's permanent record file.
- If any language other than English is listed on the student's HLS, they are a potential candidate for EL services. The Federal Programs office must be notified within three days of receiving the HLS.
- The LEA will gather information on the student and administer the WIDA Screener for Kindergarten or the WIDA Screener Online for grades 1-12. Administration of this assessment must be within **30 days** of enrollment.
- The screening and ACCESS testing of students will be handled by the EL Teachers or individuals trained in the testing procedure.

- o Language proficiency assessments will be the WIDA Screener for Kindergarten and the WIDA Screener Online. The proficiency level for the WIDA Screener for Kindergarten is 4.5 while the proficiency level for the WIDA Screener Online is 5.0.
- If it is determined by the school's EL Committee that the student qualifies as an EL student for the English Learner Program, the parents will be notified in English and/or their native language of their child's eligibility, the type of program at the school, and, if received, their right to waive Title III supplemental services for their child.

Domains for testing will be listening, speaking, reading, and writing. The five levels of English proficiency are: Level 1 - Entering, Level 2 - Beginning, Level 3 - Developing, and Level 4 - Expanding, Level 5 - Bridging.

All students who qualify for the EL Program will be assessed each year with the ACCESS for ELLs 2.0 test. The results of this test will be used to guide instruction based on the proficiency levels of the student in the four language domains as well as determine if the student has obtained a level of English language proficiency necessary to exit the EL Program.

Once a student exits the program, the Former English Learner (FEL) is then monitored for four years. Monitoring will include progress reports, report cards and teacher input. If during that time, it is determined that the FEL is not successful in the classroom, the EL Committee will convene to establish if the student should be assessed using the WIDA Screener Online and, if qualified, returned to EL status.

The EL Committee may be composed of content-area or general classroom teachers of EL students, parents of the student, Federal Programs personnel, school administrators, EL staff, and members at large. A school may choose to use the Problem Solving Team (PST) as the EL committee. The Federal Programs Director will sit in on the meeting whenever possible. A copy of the minutes of the meeting will be sent to the Federal Program Director.

An Individual EL Plan (IELP) will be developed for each student. Students will earn grades according to the WIDA standards with support from accommodations listed in the IELP. Report cards will include comments related to the accommodations provided for each academic class. EL students will be eligible for Title I services.

The school will notify parents within 30 school days of registration in their home language, English, or through an interpreter concerning:

- The reason for the identification
- Level of the child's English proficiency
 - o How the level was assessed
 - o The status of the child's academic achievement
- The method of instruction used in the program
- How the program will meet the educational needs of the child

- How the program will help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation
- The specific exit requirements of the program, expected rate of transition from the EL program to the regular education classroom, and the expected rate of graduation from secondary school
- In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
- Information pertaining to parental rights that includes written guidance detailing:
 - o The right of the parents to have their child immediately removed from supplemental Title III programs upon request
 - o 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
 - o The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

EL Advisory Committees

Each school in the district has an EL Advisory Committee which functions as the assessment/placement committee for EL students in the EL program. This committee is made up of an administrator at the school, a counselor, a general education teacher, and the District EL Instructional Coaches. This committee meets periodically over the course of the year to discuss and make decisions about individual students based on data specific to each EL student.

Each school-based committee works in conjunction with the system-wide EL Advisory Committee. This committee is made up of the Federal Programs Director, District EL Instructional Coaches, Curriculum Director, at least one teacher, counselor, and administrator from a school, at least one parent of an EL student, and members of the community at large. Those members of the community are chosen based on their relationships and communication with the EL population in settings outside the normal school day.

Meetings with these stakeholders are held periodically to collect input as to the effectiveness of the schools' EL program, as well as to conduct a comprehensive needs assessment of the EL program.

EL Advisory Committee Duties

The duties of the EL Committee are to:

- Ensure full consideration of each student's language background before placement in alternative language programs. Only the EL Committee is authorized to make a determination that a student's lack of academic progress is not affected by his/her limited English proficiency.
- Ensure that systematic procedures and safeguards are in place related to the appropriateness of the identification, placement, assessment, instructional, and support programs and program exits.

- Make recommendations to school decision makers on professional development for staff and parents regarding EL student progress.
- Review the EL student's progress in language acquisition on an annual basis.
- Continuously monitor and review the progress of EL students who have been identified as being at-risk or in greatest need of additional academic supports.
 - o EL students that are making adequate progress towards English language proficiency should not be referred to the EL Committee for continuous monitoring and review.
- Determine referral to the school's PST Committee if needed. Referrals to the PST for EL students can only be made by the EL Committee and only after the EL Committee makes the determination that English language proficiency is not contributing to a student's lack of academic progress.

Program Components

All EL students will be placed in their age-appropriate grade level.

The goal of the Albertville City Schools EL Plan is to integrate the EL student as much as possible into the regular program through the English Learner Program.

Students will be placed in regular physical education, elective, and/or enrichment classes and shall not be denied participation in extracurricular activities based on language proficiency level.

Albertville City Schools utilizes the Ellevation software platform to track and monitor English Learner students. All forms used to develop the students' plans and communicate with school staff and parents are generated through Ellevation.

The EL student's plan may include any or all of the following components:

- Title I services (pull-out and/or in-class)
- Tutoring
- EL teacher support (push-in or pull-out support)
- Intervention Services
- Supplementary aids such as but not limited to computer software, iPad language apps, flash cards, peer tutoring, small groups, frequent comprehension checks, Illustrations, videos, etc.
- Other appropriate educational practices

To participate in programs such as technical school, gifted and talented, and special education, the same criteria will be utilized as required for the fluent-speaking English students. Any accommodations that are needed will be made so that the EL student is not excluded from participation based on limited English proficiency.

The EL Committee will determine the amount of services the EL student requires. All EL students will take state and local mandated standardized tests. Accommodations can be made following the state directives involving testing requirements/guidelines for EL students.

Because it may not be appropriate to use standard grading procedures for EL students, teachers are encouraged to accommodate and adapt lessons and assignments, based on the WIDA Standards, so that EL students make progress toward learning the standards. The lack of a student's English language proficiency should not be a basis for an "F" in the class or retention in a grade. An EL student should not fail a subject or grade without full documentation of accommodations that have been made to assure the student full access to the content.

- Regular classroom teachers will grade EL students in the content areas utilizing the WIDA "Can Do Descriptors - Key Uses Edition" for each student to determine that each student is taught and assessed at their language proficiency level.
- An EL student may not fail a class due to a lack of English language proficiency.

Staffing

All teachers who work with EL students in Albertville City Schools are state certified. Most EL Teachers are EL certified and at least one teacher at each school is EL certified. Teachers are encouraged to obtain EL certification and newly hired EL Teachers are required by Albertville City Schools to obtain EL certification prior to accepting a position as an EL Teacher or EL Instructional Coach. The Federal Programs Director assists with EL compliance and ensures current and accurate data in PowerSchool and the ALSDE AIM Portal. Staff development is delivered by several methods. The faculty at each school receives training throughout the year on Title III and the laws supporting Title III, WIDA standards and student profile, EL Committee responsibilities in each school, and the ACCESS test and results. In addition, teachers of EL students participate in available trainings multiple times a year to receive updates and instructional strategies from the system EL Instructional Coach.

The Federal Programs Director will serve as the EL Coordinator and is responsible for the total program and conducts all aspects of the program in cooperation with school administrators, faculties, and the system EL Instructional Coaches.

Bilingual Aides will be provided to assist teachers when needed to ensure appropriate understanding and communication between the teacher and the EL students. Bilingual Aides will receive training each year concerning their role in the EL Program and how they can assist students in increasing English language proficiency.

Additional resources will include:

- State Department of Education EL Regional Coaches
- Professional Development on Ellevation and other EL-specific programs
- Various sections within the State Department of Education
- TransAct

Transition and Exiting the Program

A composite score of 4.8 or higher exits the EL student from the program.

The English Learner (EL) student then transitions and is identified as a Former English Learner (FEL). Monitoring of the FEL student takes place for four years. Monitoring will include progress reports, report cards, and teacher input. If during that time, it is determined that the FEL is not successful in the classroom, the EL Committee will convene to establish if the student should be assessed using the WIDA Screener Online and, if qualified, returned to EL status.

The EL student will be evaluated on an annual basis by the school. Data should be maintained and updated annually in PowerSchool and the student's permanent record.

EL students cannot be referred to the Problem Solving Team (PST) if language is the barrier to achievement. If an EL student is being discussed for possible special education issues and language is clearly not the issue, then PST is the appropriate vehicle, provided an EL Committee member is part of the team.

Written notice shall be provided to the parents, notifying them of the transition from EL to FEL within 30 of the first day of school after ACCESS results have been received. Written notice will again be provided to the parents when full exiting is completed and the student is no longer identified as a FEL student.

Identification and Referral for Special Services

EL students are only referred for Special Services, such as Special Education testing, based upon the recommendation of the EL Committee that a student's English language proficiency is not a barrier to student learning. If it is determined that English language proficiency is not a barrier, students are referred to the Problem Solving Team (PST) for intervention services and monitoring. The PST will then make a recommendation based upon PST procedures for student referrals.

All 2nd grade students in Albertville City Schools are screened for Gifted services using a non-verbal screener that eliminates any potential issues with a language barrier and allows for EL students to be identified for Gifted services if they are eligible.

Foreign Exchange Students

There are no special exceptions for Foreign Exchange or F-1 Visa students. They will follow the same assessment, program, transition, and exit components as any other student who lists a language other than English on the Home Language Survey. Foreign Exchange or F-1 Visa students who qualify as an EL student shall receive EL services.

- If the Foreign Exchange student is also an EL student he/she would be included in a LEA's count of EL students.
- If the Foreign Exchange student meets the definition of being an immigrant student under section 3301(6) of Title III, he/she would also be included in the LEA's count of immigrant children and youth.
- Also note that under the Elementary and Secondary Act (ESEA), a foreign exchange student would not be exempt from any Title I required assessment, specifically, in the case of the EL assessment.

Program Assessment and Accountability

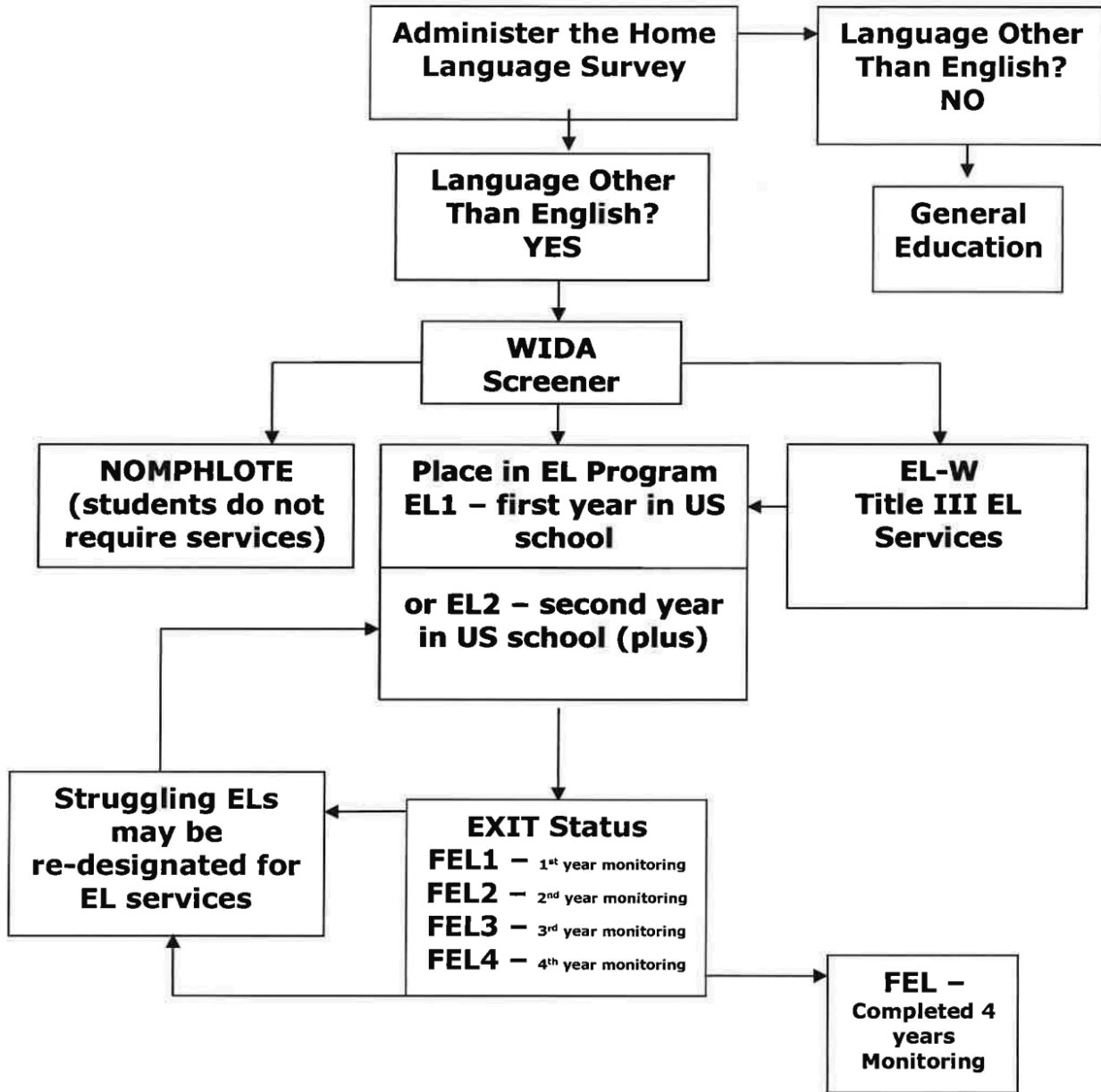
The EL Compilation Data Form is completed once yearly and is submitted to the Alabama Department of Education. The data is a comprehensive collection which measures everything from participation in extracurricular activities, to attendance, to gifted participation, etc. Included in the data is a compilation of ACCESS scores used to measure improvement. The data is collected from each individual school within the system and an evaluation of the EL plan is conducted each school year by the Federal Programs Director. Deficiencies are identified and corrective measures are then put into place. The corrective measures are monitored and changed as needed.

All schools are monitored for meeting proficiency goals on an individual student and grade level basis to determine if students are making adequate progress towards English language proficiency. Each EL student is expected to show growth on the ACCESS for ELLs 2.0 by increasing their composite score by 0.5 each year. The percentage of students per grade level who meet the growth goal is expected to increase each year. The percentage of students per grade level who score a qualifying exit score on the ACCESS for ELLs 2.0 is expected to increase each year. Coordination with the LEA Test Coordinator helps to ensure that the required percentage of students are tested with the ACCESS for ELLs 2.0 assessment each school year. Each school is monitored to ensure these goals are reflected in their annual Continuous Improvement Plans and evaluated on the effectiveness of those plans based on the analysis of EL student data.

Appendix

A. Determination of Student Eligibility for Program Placement (1 page)

ENGLISH LANGUAGE LEARNER IDENTIFICATION, PLACEMENT, AND ASSESSMENT FLOWCHART



ACRONYMS

WIDA Screener: Assessment to determine eligibility for EL services (may include Online Screener, WIDA MODEL, or W-APT)

NOMPHLOTE: National Origin Minority whose Primary Home Language is Other Than English

EL-W: Limited English Proficient - Waived Title III EL Services but still receives supplementary services and assessments.

EL: English Learner whose ACCESS/Screener score falls below state proficiency level.

FEL: Former English Learner who scores above state proficiency level

*Students who transfer from a different district or state and have already exited from an ESL program are not NOMPHLOTES; rather, they are Former English Learners (FEL).