

## **COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN**

### **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)

It is the policy of the Troy City Schools that no student will be excluded from participation in, be denied the benefit of, or be subjected to discrimination in any program or activity on the basis of sex, race, color, creed, religion, belief, national origin, ethnic group, or disability. The Troy City School System is committed to providing all students equal opportunity to benefit from educational programs and services. Specifically, students from limited English-speaking families are challenged to learn a language as well as new academic skills simultaneously. These students, English as a Second Language (ESL), require services that will enable them to benefit from instruction. ESL services shall be provided to students for whom English is a second language and who have been identified as being EL (English Learner), regardless of immigrant status.

#### **Program Goals:**

- **Certified teachers will provide evidence based and effective appropriate programs, practices, training, and accountability.**
- **Students will become proficient in English and achieve the state's academic content and student academic standards.**
- **To assist all English Learners in acquiring fluency in the English language skills of listening, speaking, reading, comprehending and writing without replacing or negating the student's primary home Language.**
- **To assist English Learners to master academic content instruction at each grade level**
- **To provide English Learners with equal access to all school programs**
- **To provide quality professional development to teachers, administrators, and other school or community-based personnel**

#### **Program Objectives:**

- **To increase the English proficiency in listening, speaking, reading and writing of English Learners by providing quality language instruction educational programs**
- **To create a learning environment that will provide for cognitive and affective needs**
- **To increase the academic achievement of English Learners in the core academic subjects**
- **To improve the instruction of English Learners providing quality professional development to teachers, administrators, and other school personnel in instructional and assessment strategies that address the cultural and language needs of ELs**
- **To Improve the coordination between elementary/secondary language instruction education programs and other relevant programs and services**
- **To help EL students adjust socially, emotionally, linguistically, and academically to their new school environment.**

#### **Enrollment Procedures:**

Students who are to attend the Troy City School System and who are homeless, migrant, limited English proficient, immigrant, or disabled will have access to a free appropriate education and will not be prohibited from school attendance due to barriers such as:

- Residency requirements
- Lack of Social Security Number
- Lack of Birth Certificate
- Lack of Immunizations
- Legal custody requirements
- Lack of school records or transcripts
- Transportation
- Language barriers
- Disabilities

## **B. IDENTIFICATION AND PLACEMENT PROCEDURES**

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

The Troy City Public School System will establish an EL Advisory Committee for the purpose of determining program needs, assessment procedures, and conducting an evaluation and for developing and/or revising the comprehensive EL Plan. The committee includes representation from central office supervisors, assessment specialists, school level administrators, school counselors, general education teachers, instructional support personnel, parents, and community members. The committee meets at least once a year to review data and revise the plan as necessary. The committee recommendations may include English language development programs, high-quality professional development for staff, parental involvement programs, budget priorities, and completing an evaluation of the EL core program.

### **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
- WIDA-ACCESS Placement Test (W-APT) for Kindergarten
- WIDA Measure of Developing English Language (MODEL) for Kindergarten
- ACCESS for ELLs 2.0®

The Troy City School System is committed to the identification and the provision of services to all students identified as limited English proficient. The system is equally committed to providing supportive responses to barriers which may hinder a student's school enrollment and success in their educational experience. In response to these commitments, the following procedures will be utilized:

- In the event a parent cannot produce a birth certificate, social security number, or immunization documentation, the school will continue the enrollment process and provide assistance in securing the necessary documents for enrollment.
- A required component of the enrollment process for students to enter the Troy City School System includes completion of a Home Language Survey.
- In the event that English is indicated as the primary language of the student and of the home, no action for the purpose of beginning the EL identification process are required, enrollment process is completed, and the Home Language Survey Form is filed in the student's cumulative folder.
- In the event that a language other than English is indicated on the HLS, the student's school history is reviewed by the school's guidance counselor and/or administrator to determine 1) enrollment in a prior US school, 2) previous identification and/or eligibility for EL services, and 3) level of academic and/or language proficiency progress reported.
- Enrollment process is completed.

- Guidance counselor notifies the principal, notifies the system's EL Coordinator, and sends a copy of the HLS to the EL Coordinator to begin the evaluation process.

The evaluation of a student's level of English proficiency and placement in our school system's English Learner (EL) program will include the following:

-Within thirty days after the beginning of school or within ten days of a student's new enrollment after the beginning of the school year, the WIDA-ACCESS Placement Test (W-APT) will be administered.

-The school counselor will record the registration date as "original entry date" in INOW or "date first enrolled" when completing the demographics page of the ACCESS for ELLS English proficiency test.

-The school-based EL committee will convene. During this meeting, parents/guardians will be notified of the school's recommendation regarding their child's eligibility for enrollment in the school's EL program. This recommendation will be based upon: a review of the student's school history, an interview of the family and the student, and the results gained from administration of the W-APT to the student.

-Any student scoring an overall composite score of 3.9 or below on the W-APT must be identified as an English Learner and will require placement in an EL program.

-Any student scoring an overall composite score of 4.0 or above on the W-APT may be identified as EL and may require placement in an English Learner program. Further assessment of the student's English language proficiency is needed to determine placement.

-Parents/guardians grant permission for entrance in the EL Program or may choose to waive services.

-In the event a parent/guardian chooses to waive EL services, it is the responsibility of the remaining EL Committee members to inform parent/guardian of all possible instructional implications.

Upon determination of enrollment in the EL program, the school-based EL Committee will facilitate the placement, services and assessment of the English Learner. Members of this committee will include a general education teacher, someone knowledgeable about assessment procedures, school counselor, school administrator, and others as appropriate, such as parents, instructional support personnel, central office administrators, and the student.

**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 evaluated annually using ACCESS for ELLs. Upon scoring 4.8 or greater composite score, English learners will be exited from the EL program and placed on monitoring status for four academic years. During the monitoring period, the EL Committee will review data to track the student's progress. The committee will review the data at progress reporting and report card dates. Any needed support that is indicated by the data review or teacher request will be planned, implemented and monitored by the committee. Students will be classified as Former English Learner (FEL) - Monitoring Year 1/Year 2/Year 3/Year 4 (FEL Monitoring Year 1, 2, 3, 4) for the first four years of monitoring. Following two successful years of monitoring, EL students are classified as Former English Learner (FEL), no longer being included in the LEP subgroup for accountability.

## **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 population of EL students changes each school year. In order to address the needs of our students, Troy City Public Schools will conduct a needs assessment annually to determine the services and activities needed. The EL Advisory Committee will collect and analyze data from a variety of sources and use the data to determine goals and strategies for the enrolled students. The sources for the needs assessment will include

student assessment results from state assessments as well as locally developed standards based assessments along with formative assessment results, attendance records, discipline records, teacher interviews, grades, records of students from former placements, family interviews, response to instruction data, and survey results.

With the results of the needs assessment the advisory committee will proceed to select the appropriate programs and activities. The committee will review scientifically research based materials, seek guidance from SDE consultants, and provide training for the faculty and staff involved in delivering the services.

The core Language Instruction Education Program for Troy City School System is based on an ESL approach which focuses on instruction in English as the primary method of helping ELs acquire language and to meet academic standards. The program is based on research-based models of instructional services including Specifically Designed Academic Instruction in English (SDAIE). Additional supplemental services include pull-out services. This model for instruction was selected for use in the system based on several factors including an EL population that is diverse in age and grade levels as well as background experiences.

ESL instruction begins at the student's individual level of English language knowledge. Many different strategies are used to teach English skills in the four language domains of listening, speaking, reading, and writing. Specific classroom level practices recognize ELs unique needs as second language learners and support learning and comprehension. These include the use of ESL and SDAIE programs that integrate language and specialized content instruction. Examples of specialized instruction for ELs include the following: use of visuals, repetition, rephrasing, and reiterating of instructions and content, slower speech, hands-on activities, student-centered activities, chunking and webbing, primary language support if available, use of scaffolding techniques, use of a variety of grouping configurations, and modeling.

Faculty and staff members have attended the SAMUEL trainings that have been offered to date. Staff will also attend SAMUEL and Regional trainings offered this school year. The Federal Programs Director will attend available EL professional development sessions.

## **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

The student's EL committee will continually monitor progress of language acquisition and use the data gathered to improve/modify instruction. Training for faculty and staff will be provided, reflecting the needs identified in the data analysis. Teachers are encouraged to utilize instructional strategies daily across all disciplines that allow students to be actively engaged in learning by talking, writing, investigating, reading, and listening. The district will integrate the World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards as they are aligned within the Alabama College and Career Readiness Standards that our curriculum is based on. By using these standards, teachers will be able to provide EL students with the necessary skills to successfully achieve within general education curriculum as they progress through the stages of language acquisition: entering, beginning, developing, expanding, bridging.

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

Retention and grading for EL students will be addressed through the individual EL plan (I-ELP) with the input of the student's EL committee. Retention will not solely be based on English language proficiency. The team will gather and analyze data from a variety of sources in order to make the most effective decisions for the student's grading, promotion, and retention. Some items that will be considered in this process include the student's current level of English language proficiency, results of implementation of modifications as outlined in the I-ELP, accommodations such as lesson delivery, homework, formal and informal assessment results,

individual English language instruction received daily, need for an alternate grading strategy, and teacher training. Current district promotion and retention policies will also be considered by the EL committee.

**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

EL students will be taught by certified teachers using evidence based materials. Teachers will receive appropriate professional development in order to support their instruction of EL students. Teacher and students are supported within the general classroom by system level support staff such as EL Coordinator, curriculum coordinator, technology personnel, and school psychometrist and by school level support staff such as EL paraprofessionals, instructional coaches, counselors, speech language pathologists, Tier II and Tier III instruction providers. Tutors and translators will be utilized as appropriate. Foreign language instructor, bilingual paraprofessionals, and Interpreters provided through the Department of Human Resources serve as translators as necessary. All faculty and staff working with EL students will be fluent in English

**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

School faculty and staff members are trained to use INOW to code ELs as well as enter reliable data regarding enrollment, attendance, health, grades, discipline, and demographic data. School counselors are responsible for securing school records. District student assessment personnel will follow procedures as outlined by the Alabama State Department of Education (SDE) for collecting and submitting data regarding EL students. School based data reviews are conducted each quarter to ensure accuracy of reports. Also, district personnel will follow procedures for reviewing and submitting EL reports online as required by SDE

**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

Each school develops and reviews a Continuous Improvement Plan (CIP) throughout the school year. The leadership team at each school maintains the CIP with accurate, current information. Through this process the EL program will be evaluated. Results of the CIP process at each school as well as district-wide data will be combined and reviewed. The data will be analyzed and reviewed to determine if the goals of the EL plan have been attained, what adjustments are indicated, and what resources should be allocated. This process will include analysis of school staff surveys that address the state program evaluation guidelines as well as the goals set forth in this plan regarding professional development needs, a self-assessment to determine program compliance, input from stakeholders, student assessment results, and local school data regarding discipline, attendance, and grades. The evaluation template provided by the SDE will be used to summarize the findings and plan for future activities.

**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.**

The Troy City Schools System's Program for Students with Disabilities and the Troy City Schools EL Program will work together to identify students who are eligible for services as students with disabilities. The identification, eligibility and service provision for these students will be provided in accordance with the Individuals with Disabilities Education Act of 2004. In order to support these procedures the EL Program will

help with securing the services of someone to administer the test or other evaluations in the native language. These accommodations will include a translator for oral communication and written communication in the parent's native language. The materials used to assess a limited-English proficient student will 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. Also, the EL Program will maintain a contact list of resources in the area for providing communication with the parent in the native language. The EL

Program and the Program for Students with disabilities will work together to ensure the EL student is provided English language acquisition services as an integral part of the IEP. A student will not be determined to be eligible for special education if the determinant factor is the child's lack of English proficiency. All required procedures as outlined in the Alabama Administrative Code will be followed for referral, eligibility, evaluation, and services (IEP) for EL students. Also, EL students will be considered for the gifted program under the same guidelines as all students in Troy City Schools. The EL students will be part of the second-grade gifted screening. Cooperation with the EL Program will be sought to ensure the language proficiency of EL students does not prevent equal opportunity to gifted program participation.

#### **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

The district student assessment coordinator and the EL program coordinator will work together to ensure that EL students participate in state-administered assessments. EL student testing accommodation needs are assessed and determined by the local school EL committee and appropriate forms are completed and provided to the building test coordinator and system test coordinator upon request for assessment planning purposes. Through the district's accountability program, results of the assessments will be shared with schools, teachers and parents in a timely manner. These same results will be incorporated into each school's Continuous Improvement Plan. Technical assistance will be sought through the SDE as needed to adequately address the needs of the EL students in the ACIP. The

student assessment results will be reviewed and incorporated into the goals and activities of the school's ACIP. Professional development opportunities will be made available to the faculty and staff of the school as identified through the ACIP needs assessment and the ESL Core Program evaluation in cooperation with the central office staff, SDE, and local in-service center.

##### **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 Troy City Schools EL program coordinator, accountability coordinator, system supervisors, and school administrators will meet to review the AYP results when these are received from the SDE. All schools are Schoolwide Projects. If it is determined that a school has not met the AMAOs, an improvement plan will be developed through the ACIP process with the support of the central office staff and school leadership team. Troy City Schools do not receive Title III funds and thereby AMAO-C requirements do not apply to our system at this time, however, we do track the performance of our students on state assessments. If it is determined that a school has not met the AMOs and AMAOs, an improvement plan will be developed through the ACIP process with the support of the central office staff and school leadership teams. Each school's ACIP is available for review on the district's website.

#### **E. PARENT, FAMILY, AND COMMUNITY ENGAGEMENT**

##### **1) Describe how the LEA will inform EL parents using information and notification in the following format:**

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.
  - 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:
  - 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.

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

Troy City Schools will provide notification to parents of EL students identified for participation in the English language instruction program, no later than 30 days after the beginning of the school year, regarding the following:

1. The reasons for the identification.
2. The child's level of English proficiency.
  1. How such level was assessed.
  2. 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.

If appropriate, the district will provide a separate notification to parents regarding failure of the district or school to meet Annual Measurable Achievement Objectives (AMAO).

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

-EL identification, placement, exit, and monitoring

The EL committee for each student will serve as a resource for communication with parents. The committee will include translators when needed. The EL program coordinator will monitor all required communication for parents through the team process. Parents of EL students will receive notification of identification and placement in a language they understand. Through the use of TRANSACT and local resources (translators, family members, staff, community partners) oral and written communication will be made available. If the school fails to meet AMAOs, the separate notification will be made available to parents in their native language. An opportunity to review this communication, ask questions and receive clarification will also be scheduled through the EL committee process with support of the EL program coordinator. This notification will be separate from other notices and not later than 30 days after such failure occurs. If a child enrolls in school after the beginning of the school year, the district will notify parents of the failing school's language instruction educational program within 2 week of the child being placed in the program.