BULLOCK COUNTY
SCHOOL DISTRICT

Every Student.
Every Family.
Every Day.

LEA COMPREHENSIVE ENGLISH LEARNER

DISTRICT PLAN

2026 - 2027

Ensuring equal access to education and support for English learners to achieve academic success and meet challenging state standards.

Sean Dees
Superintendent

Latashia Jackson
Federal Programs Director

Yvette Robbins
Federal Programs Resource Specialist

Section II Checklist
EACH LOCAL DISTRICT THAT DOESN'T RECEIVE TITLE III 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**.
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 Screener Online ● WIDA Screener for Kindergarten ● WIDA Measure of Developing English Language (MODEL) for Kindergarten ● WIDA ACCESS
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 WIDA ACCESS English language proficiency test.
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
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
3) Describe the **grading and retention** policy and procedures. NOTE: ELs cannot fail or be retained if language is the barrier.
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
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
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 ad challenging state academic standards

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

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

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.

LEA Template

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

The English Learner (EL) Advisory Committee/Problem-Solving Team (PST) discusses issues related to the specific needs of English Learners (ELs) and offers teachers assistance in resolving problems. The team comprises the EL coordinator, EL teachers, regular education teachers, administrators, counselors, students, and parents. Throughout the scholastic school year, school team members will receive training as needed to teach and support English Language Learners (ELs). The EL Advisory Committee/PST schools may call upon the team's expertise to assist when additional support is needed to address specific academic, social, and/or behavioral concerns of ELs.

2) Methods for identification, placement, and assessment

English Learners (ELs) must be identified at the point of enrollment at each Bullock County School. The District follows a consistent enrollment procedure for language-minority students, which includes the use of a Home Language Survey (HLS) to facilitate the entry of English Learners (ELs) into Bullock County Schools. A language minority student is one whose home language is other than English. School counselors and office personnel are trained and dedicated to meeting the diverse needs of students from various cultural backgrounds with varying levels of English proficiency.

Parents/guardians are required to complete a Home Language Survey for each student registering for enrollment into Bullock County Schools. Counselors and office staff interview with the student and/or parents during the enrollment process. Information from the interview may be utilized by the EL committee when considering appropriate placement for the student. The assistance of a translator or translation device is available to complete the survey if needed. The completed survey becomes part of the student's permanent record and should be available for future reference. The Home Language Survey will contain, at a minimum, the following questions:

1. **Is a language other than English spoken at home?**
2. **Is your child's first language a language other than English?**

When all responses on the HLS indicate that English is the only language used by the student and by individuals in the home, the student is considered an English-only speaker. Procedures established by the Bullock County School System for placement in the general student population should be followed. Any student whose registration or HLS indicates a language other than English on any of the survey questions is a language-minority student. Suppose a response on the HLS suggests that the student or an individual in the home uses a language other than English. In that case, further assessment is necessary to determine the student's English language proficiency level.

The WIDA Screener Online/WIDA Kindergarten Screener is a tool used to assess the English language proficiency of English language learners (ELs) who have recently arrived in the District. It can determine whether a child needs English language instructional services and, if so, at what level. The EL teacher/EL Coordinator administers this screener. It is administered within the first 30 days of school to new English language learners (ELs). ELs who arrive during the school year are given the screener 10 days after their arrival date in the system, provided they have attended school in the USA. For English language learners (ELs) who are new to this country, the screening must be completed within 30 days.

Students identified, as English learners from the WIDA Screener must be placed in a sound language instruction educational program. The school's first job of the placement team is to place each student in the proper grade with the right teacher. Some guidelines for placement vary by grade level, but one overriding rule always holds true: ELs must be placed in age-appropriate classes, regardless of their English language skills.

The WIDA ACCESS for ELs will be administered to all English Learners participating in the English Language Instruction Educational program. The test is given from January to March of each year. It assesses the four language domains of Listening, Speaking, Reading, and Writing in English. The results show the student's language proficiency levels.

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

- WIDA ACCESS is administered to EL students in grades K-12 each year until a composite score of 4.8 is achieved. At this point, students will be reclassified as Former English Learner (FEL) year 1 and will be monitored for 4 years.
- The EL Advisory Committee/PST shall review the above criteria, plus other pertinent information, and make a recommendation for exiting a student from the English Second Language (ESL) Program and/or Content-Based English Learner Services. This shall be done each fall unless requested earlier by the appropriate person.
- Written notice shall be given to the parents that their child will exit from the ESL Program and/or Content-Based English Learner Services.
- The counselor, EL Teachers, and the EL Advisory Committee/PST will monitor the student's progress at nine-week intervals for one year, coinciding with the issuance of report cards for the next four years.
- If the student is not academically successful or does not pass coursework without modifications, the student can be recommended for reclassification and enrolled in the ESL modified instructional program and/or other appropriate programs that meet the needs for English Language instruction.

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

Bullock County Schools' LIEP (Language Instruction Educational Program) is the District's English as a Second Language (ESL) core program. Within our district, classroom teachers are the primary educators of ELs and are responsible for developing their students' English language skills while engaging them with academic content. Classroom teachers of ELs provide core instruction that incorporates WIDA standards in their daily lessons. Our program is entirely inclusive for all grade levels. Students may receive additional core instruction during a literacy intervention pull-out or a designated period or block. The EL Coordinator collaborates with teachers to select and implement high-leverage strategies, accommodations, and best practices, ensuring that ELs are on an upward trajectory for achieving both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Additionally, the EL Coordinator is responsible for administering the appropriate WIDA screener based on the student's grade level and entry date, facilitating EL committee meetings, collaborating with classroom teachers, administering WIDA ACCESS, maintaining EL-related documents, providing training, and offering general support to EL students and their parents. Bullock County School System encourages and supports diverse cultures and language backgrounds.

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

- The K-12 English language proficiency standards developed by the WIDA Consortium are carefully crafted to meet the compliance requirements of Titles I and III of the Every Student Succeeds Act (ESSA) of 2015. These standards can serve as a starting point for the education of English Language Learners in elementary, middle, and high schools.

- In grades kindergarten through third grade, the Open Court Reading Series is being implemented. This comprehensive reading program is designed to help students develop into fluent, independent, and highly skilled readers. The teacher teaches concepts and skills in small steps to ensure success. Students have ample opportunities to practice all concepts and skills, enabling them to achieve mastery and develop efficient learning strategies. Entry-level assessments and continuous progress monitoring allow the quick identification of students who require specialized instruction.

- The classroom teachers and reading specialists will provide individualized instruction in the classroom. Project-based content is provided through the systems reading program. In our content-based instruction, EL teachers utilize simplified language, physical activities, visual aids, and the environment to teach vocabulary and promote concept development in mathematics, science, social studies, language arts/reading, and other academic subjects.

- Elementary, Middle, and High School English learners will receive Tier III instruction using Edgenuity, Read 180, Math 180, and i-Ready software programs. These programs help teachers provide instruction to students based on their Reading and math levels. It provides each student with the most appropriate instruction and support to achieve state standards.

- EL teachers have been employed in schools to provide additional support to English learners in the areas of reading and math through the use of I-Ready and small-group instruction.

- Teachers will include the WIDA standards and language objectives in their lesson plans. Can Do Descriptors will assist teachers with planning and lesson delivery.

- Administrators, EL teachers, content teachers, and EL Coordinator will analyze test data for all identified English language learners (ELs). This data will be discussed and used to address the individual needs of the students. English Language Learners (ELs) will be allowed to participate in after-school and summer enrichment programs. The student's progress will be continually monitored.

3) Grading and retention policy and procedures

- Traditional procedures for assigning grades to English Learners may not be appropriate. The same methods and criteria applied to their English-speaking age and/or grade peers cannot always be used to assess English language learners (ELs).

- For the first nine weeks of the grading period, it may be appropriate for beginning English language learners (ELs) to receive alternative progress monitoring grades, such as "S" for satisfactory, "I" for improvement, or "N" for needs improvement. Implementation of alternative assessments includes, but is not limited to, asking students to prepare portfolios, present projects, make oral reports, create lists, present PowerPoint activities,

and use rubrics or any other activity that allows English Language Learners (ELs) to express what they have learned.

- English Language Learners (ELs) in grades 9-12 must be allowed to earn credits toward graduation. Teachers must keep in mind that while they are requested to provide accommodations, they are responsible for the content of the state courses of study and for preparing students to be college or career-ready. Thus, ELs are working under a dual burden: learning a new language and learning new content in a language they have not yet mastered.

Teachers are to follow these guidelines:

  - ELs must receive accommodations for content work when needed.
  - Grading is based on accommodated work.
  - EL must not fail based on English language proficiency.

- Grades on the ELs report cards and those placed in their cumulative folders must reflect the student's academic achievement on grade-level academic content and student academic achievement standards.

- All Bullock County's elementary and secondary English Learners who can demonstrate knowledge and skills in a particular academic subject are to be assigned an achievement grade.

- Bullock County School System's teachers are encouraged to maintain high expectations for all students learning. However, they are to accommodate and adapt lessons and assignments so that English Learners can progress. Likewise, assessments should be tailored to accommodate students, allowing them to demonstrate their knowledge and skills. *A student* may not *be assigned a failing grade in a* content *area* solely due to a *lack* of *English language proficiency.* The key to accurately grading English Language Learners (ELs) is providing appropriate instructional accommodations.

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

The school system has provided two English Language (EL) Teachers, one elementary Reading Coach, and two elementary Math Coaches. The EL Coordinator is responsible for the entire program and conducts all aspects of it in cooperation with school administrators, the Federal Programs Director, the Special Education Coordinator, and other relevant personnel. The district Resource Specialist, who serves as the EL Coordinator and ALSDE EL Regional Coach, will provide teachers with professional development tailored to the program's needs. They are there to assist teachers with best practices and strategies for teaching English learners. In addition, they monitor ELs and FLEP students as needed. All English Language Learners (ELs) will receive their primary instruction from classroom teachers through the regular academic program and pull-out or push-in services from the EL teacher.

5) Method for collecting and submitting data

EL Data will be collected after state and local assessments have been given and scored. The EL Coordinator and EL teachers will closely monitor students' test results. This information will be distributed to schools' administrators and teachers. Additional data, such as grades, attendance, and discipline referrals, will also be reviewed and discussed regularly.

The EL teachers and EL Coordinator will stay informed about what and when EL information should be entered into PowerSchool. The Technology Coordinator has provided EL teachers and counselors with instructions on how to input Home Language Survey information into PowerSchool. The EL Coordinator codes and updates WIDA ACCESS data for EL students, as needed.

6) Method for evaluating the effectiveness of the program

Our English as a Second Language (ESL) program will be evaluated to determine whether it effectively helps English learners achieve language proficiency within a reasonable timeframe. Data will be collected and analyzed to identify the program's strengths and areas for improvement. Teacher observations and WIDA ACCESS data will be used to assess whether the program is being implemented with fidelity or if additional professional development is necessary.

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

- ELs may be referred to the English Learner Advisory Committee/PST, provided they have been and are currently being served with appropriate instructional and assessment strategies determined by the EL Advisory Committee but continue to demonstrate the risk of failure. ELs cannot be referred to the problem-solving team if language is the only barrier to achievement.

The procedure for referring ELs for special education services is as follows:

- The teacher(s) must address concerns to the school's problem-solving team.
- The PST/EL Advisory Committee decides on intervention strategies to be implemented by the teacher(s). If the strategies are successful, the teacher continues to use them. If the methods are unsuccessful, the committee provides additional strategies for implementation by the teacher(s). The teacher must keep documents of all accommodations made in the classroom.
- The teacher reports the student's progress back to the team at the end of the nine weeks. If the problems persist, the student may be referred for special education testing. If the situation improves with the accommodations, the teacher continues to implement the given strategies.
- English Learners who meet the requirements to participate in gifted education programs receive services from the gifted specialist.

SECTION D: ASSESSMENT AND ACCOUNTABILITY

Method for holding schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program

Each school will be held accountable for the following:

- Annual increases in the number or percentage of students making progress in learning English according to WIDA ACCESS
- Annual increases in the number or percentage of students attaining English proficiency by the end of the school year
- Number or percentage of students attaining English proficiency by the end of the school year
- Adequate yearly progress, as defined by the state, for LIEP students
- The percentage of EL students who participate in the state's student assessment system (must have 95% participation of the EL subgroup on state assessments)

2) **Method for holding schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program**

- Data meetings will be held to distribute and discuss students' ACCESS results. Staff meetings will be utilized to provide best practices and strategies for working with English language learners (ELs). Professional development will be available to teachers and administrators.
- Grade /Department level planning sessions to discuss concerns and possible solutions.
- Principals and central office staff will conduct walkthroughs, as well as formal and informal observations, and review lesson plans.

Section E: Parent, Family, and Community Involvement

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

To promote effective engagement of parents, BCSD shall, to the extent feasible and appropriate, coordinate and integrate parent engagement programs and activities with federal programs and conduct other activities, such as workshops, training, and meetings, that encourage and support parents in becoming more involved in their children's education. Workshops and trainings will be geared to the parents' needs. Family Math/Literacy Nights will be held to support parents with reading and math assistance. Data Nights will also be held to fully explain the different types of assessments given and their child's results, as well as to inform parents of their child's results and the learning path. Parents will complete surveys to collect data and understand their opinions, perspectives, attitudes, and perceptions regarding the school, their students, and education in general in order to improve the learning environment. BCSD will make every effort to collaborate with parents in responding to their requests regarding involvement in their children's education.

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

EL identification, placement, exit, and monitoring:

Parent Notification will be sent home in the parent's native language. The BCSD will take the necessary steps to ensure that communications for all parents are in a format and, to the extent practicable, in a language parents can understand. Information for parents will be translated to ensure that all parents have the opportunity to participate in their child's education. The district translator or the use of a translation device will assist with all I-ELP meetings, parent conferences, trainings, and workshops. Master Word translation services will be utilized to support during Parent-teacher conferences.