

***EL Advisory Committee Signatures**

Member	Signature
Eddie Armstead	<i>Eddie Armstead</i>
Crystal Ruffin	<i>Crystal Ruffin</i>
Marcus Dent	<i>Marcus Dent</i>
Nona Anderson	<i>Nona Anderson</i>
Tammy Lewis	<i>Tammy Lewis</i>
Paula Sullivan	<i>Paula Sullivan</i>
Jonathan Johnson	<i>Jonathan Johnson</i>
Judy Jenkins	<i>Judy Jenkins</i>
Vol Newsome	<i>Vol Newsome</i>
Cecelia Bonner	<i>Cecelia Bonner</i>
Leslie Alexander	<i>Leslie Alexander</i>
Regina Davis	<i>Regina Davis</i>
Leslie Gibbs	<i>Leslie Gibbs</i>
Anjelica Gibson	<i>Anjelica Gibson</i>
LaMareshia Johnson	<i>LaMareshia Johnson</i>
Rhonda Johnson	<i>Rhonda Johnson</i>
Angela Phillips	<i>Angela D. Phillips</i>

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.**

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)**

Choctaw County values diversity among its learners and is committed to providing quality education for all students. It recognizes the need to tailor educational experiences to meet varying needs of a diverse population and has developed a plan to ensure that English Learner needs are met. The system's goal is to equip each student with the necessary skills to meet or exceed challenging state and national content standards. The school system understands that students acquiring a second language often require additional assistance in the acquisition process. To ensure that EL are not deprived of full participation in educational programs of the system, the district requires the development and implementation of an Individual English Learner Plan (I-ELP) for each student. I-ELPs are designed to help ELs adequately comprehend and become competent speakers, readers, and writers of English.

The educational approach to language development held by the school district borrows from the work of Jim Cummings. The district agrees with Cummings (2000) in that "...conceptual knowledge developed in one language helps to make input in other languages comprehensible. If a child already understands the concepts of honest and justice in her own language, all she has to do is to acquire the label for the term in English." To that end, the school system does not insist that ELs abandon their first language outside of the school setting. It does, however, provide instruction in English in the school setting. It is generally held that it takes the average EL from one to three years to acquire social language needed to function on a daily basis and five to seven years to acquire language skills necessary to function in an academic setting. Therefore, the school system offers appropriate levels of support in the acquisition process.

Choctaw County's core program is English as a Second Language where techniques, methodology, and curriculum is designed to explicitly teach ELs English, including academic vocabulary needed to access content instruction, and to develop their English language proficiency in the language domains of speaking, listening, reading, and writing. It is the belief of the school system that the most effective delivery method occurs in the regular classroom. The district understands that individual differences may require additional support in small group or in one-on-one settings.

Section B: Identification and Placement Procedures

1) Procedures for identifying the EL Advisory Committee

Choctaw County's EL Advisory Committee includes representatives from each school with consideration given to population size. Thus, members of the committee includes:

- School Administrators
- Counselors
- ACCESS for ELLs 2.0 Test Administrators
- Curriculum & Accountability Coordinator
- Classroom Teachers

- Library Media Specialist
- Alabama Reading Initiative Coach
- Secondary Instructional Coach
- Federal Programs Director
- Special Education Coordinator
- Technology Coordinator
- Career Tech Director
- Federal Programs Support Specialist
- Parent Representative, as feasible (Due to low incidence parents may not be available.)

2) Methods for identification, placement, and assessment

Enrolling students complete a Home Language Survey (HLS) which serves as a trigger for possible identification when a language other than English used in the home is indicated. A WIDA screener is administered to students with more than one language in the home. Kindergarten students are administered the WIDA ACCESS Placement Test (W-APT) for Kindergarten. Those scoring below 25 are identified as English Learners. Students in grades 1-12 are administered the WIDA Online Screener. Those scoring below 5.0 are identified as English Learners. Schools have 30 days to administer screeners to students who enroll prior to the first day of school and ten (10) days to administer the screener to those who enroll after the first day of school. Each school has a designed test administrator for the screeners. The district does not use the WIDA Measure of Developing English Language (MODEL) for Kindergarten.

Each school has an English Learner Committee (ELC) to guide and monitor the placement, service, and assessment of ELs. The committee meets within 10 days of enrollment and may be comprised of the following personnel:

- Principal
- Counselor
- Parent/Guardian
- Classroom Teachers of ELs
- Special Service Teachers (gifted, special education, etc.), as warranted
- Test Administrator (screener and/or *ACCESS for ELLs 2.0*), as warranted
- Curriculum & Assessment Coordinator
- Federal Programs Director
- Translator, as warranted
- Other district/program administrators, as warranted.

The ELC determines placement and develops and Individualized English Learner Plan (I-ELP) for students who enter the English Language program. It reviews pertinent information (HLS, language proficient test results, student achievement data, and other scholastic/diagnostic data) in designing the plan and ensures age appropriate placement in cases where receipt of student records are not timely received for transferring student.

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

Choctaw County adheres to the State exit criteria. Students in the EL program take the ACCESS for ELLs 2.0 on a yearly basis until they exit the program. A composite score on the test of 4.8 is required to exit the program.

Students who meet exit criteria are no longer identified as EL and corresponding service year in PowerSchool. They are identified as Former English Learner and year in the system (e.g. FEL-1). The ELC monitors academic progress of exited students for four consecutive years to ensure continued success. The committee meets quarterly to review formative data and determine if supports are needed. If a student is not making sufficient progress, the committee may recommend re-enrollment in the program.

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

Choctaw County analyzes enrollment and assessment data along with curricula resources to develop a comprehensive needs assessment. The result of the needs assessment are utilized in the implementation and evaluation of the ESL program. English as a Second Language serves as the instructional program. It correlates with instructional beliefs and practices of the district. Evidence-based core materials are used in instruction along with supplemental supports.

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

Teachers use formative assessments to guide instructional decisions. Lesson development and delivery incorporates WIDA-ELP Standards and Can Do Descriptors. The LEA requires documentation of standards and descriptors in lesson plans and conducts walk-throughs and Continuous Improvement Plan (CIP) reviews to monitor implementation. Building administrators review lesson plans weekly and conduct regular walk-throughs to monitor use in addition to district efforts.

The district supports professional learning of teachers of EL, counselors, and administrators. As a proactive measure, each school participates in SAMUEL training regardless of the existence of an EL population on its campus. Participants share training information with fellow teachers in turnaround sessions.

3) Grading and retention policy and procedures

Grading of ELs is based on students' level of English proficiency. Teachers use accommodations and assessments according to a student's I-ELP. Appropriate instruction and differentiation is adjusted according to language proficiency levels in order to appropriately accommodate student learning. Classroom teachers maintain supporting documentation in the form of lesson plans, work samples, and formative assessments.

ELs **will not** be retained in cases where language is a barrier to performance. Prior to considering retention of an EL, the following points will be addressed by the ELC:

- student’s level of English language proficiency,
- supporting documentation of I-ELP implementation,
- classroom accommodations made in the areas of lesson delivery at student’s level of English proficiency, activities and assignments, informal assessments (e.g., quizzes and tests),
- the amount of individual English language development instruction the student receives during the school day,
- use of alternate grading strategies (e.g., a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives),
- classroom teacher’s staff development in the area of EL instructional and assessment strategies specifically designed for students learning English, and
- whether or not reports cards indicate that the student was graded according to his/her I-ELP.

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

There are no ESL teachers in the district. Core instructional teachers are properly licensed and certified. Content teachers attend SAMUEL while administrators participate in EL Regional and/or Administrators Meetings to increase their knowledge of unique needs and federal regulations regarding ELs. Each elementary school employs an ARI Coach and secondary schools share an Instructional Coach to assist with instructional strategies and resources. These coaches receive training in their areas of services. The Instructional Coach along with the ARI coach serving ELs participate in SAMUEL training.

5) Method for collecting and submitting data

The System Test Coordinator ensures proper state testing of ELs, collects and submits all assessment related data to the State Department of Education (SDE). The Federal Programs Director collects and submits program data to the SDE. Office personnel (enrollment/data clerks, secretaries, assistant principals, counselors, and principals) participate in special populations training where coding in the system data base is addressed.

6) Method for evaluating the effectiveness of the program

The LEA provides CIP professional development for schools to assist them with tools and strategies for improving instruction and measuring the impact of their efforts. District coordinators and administrators conduct CIP mid-year reviews to monitor plan implementation. The EL Advisory Committee reviews assessment data and makes plan adjustments. The Federal Programs Director analyzes ACCESS for ELLS 2.0 results to determine individual student growth. Program effectiveness is gauged by the amount of student progress.

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

ELs are eligible to receive Special Education Services on the same basis as all other students. Care is given to ensure that limited-English proficiency is **not** the basis of a referral. The ELC considers the following variables when making special education, services referral, decisions:

- students level of language proficiency,

- implementation of the students I-ELP and documentation of classroom accommodations,
- whether or not classroom accommodations are made in the areas of teacher lesson delivery, activities and assignments, formal and informal assessments, and homework,
- the amount of English language instruction the student receives during the school day,
- whether or not an alternative grading strategy has been implemented (e.g. portfolio, checklists, teacher observations, rubric assessment on content and language objectives, etc.),
- whether or not the student’s classroom teacher has been properly trained with instruction and assessment strategies specifically designed for students learning English, and
- whether or not the student’s report cards indicate grading according to his or her I-ELP.

ELs with disabilities will be provided English language acquisition services as determined appropriate by the ELC, IEP Team and Special Education Coordinator. This information will be included as part of the Individualized Education Program (IEP) on the Profile Page. Eligible EL students may receive both special education and English language acquisition services concurrently.

Gifted screening is conducted for all students in second grade, including ELs. Additionally, parents and teachers of ELs may refer a student for gifted testing. Eligible ELs participate in the gifted program.

Section D: Assessment and Accountability

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

The System Test Coordinator ensures that ELs participate in the state assessment program. All ELs participate in the program for accountability purposes. ELs who are in the first twelve months of enrollment in the United States have some flexibility in some assessments. ELs who are not in their first twelve months of enrollment in a United States school must participate in all state assessments for their grade level. Annual training sessions are conducted with school personnel to ensure communication of assessment and accountability requirements.

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

Choctaw County School System requires schools with EL populations to develop and implement an EL Goal in their Continuous Improvement Plan. The LEA monitors and evaluates CIPs at least three times, yearly, to ensure that schools implement procedures and document implementation.

Section E: Parent, Family, and Community Involvement

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

Choctaw County seeks to partner with all of its parents and to assist them in helping their children achieve academic proficiency on state assessments. It recognizes that parents of ELs may face challenges that are unique needs. Schools have freedom to identify strategies to engage their parents, families, and communities according to exhibited needs. Examples of outreach efforts include but are not limited to:

- developing relationships with parents through face-to-face contact,

- offering classes and opportunities for parents of ELs to meet and fellowship,
- organizing cultural awareness events,
- asking parents to volunteer in areas that coincide with their expertise, talent, or comfort level,
- providing parent-child homework assistance sessions,
- posting information around the school in multiple languages, and
- providing staff development on working with parents of ELs.

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

Choctaw County will notify parents not later than 30 days after the beginning of the school year, or the following program information:

1. The reasons for the identification
2. The child's level of English proficiency
 - a. How the 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)

These requirements will be addressed during I-ELP meetings to facilitate comprehension. In addition, schools will provide parents written notification in their native language. TransACT documents will be used to convey the information in the appropriate format.