

Winfield City

COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN

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)

Preface

It is the intent of Winfield City Schools that every student who has a primary language other than English and who is identified as an English Learner (EL) will be provided with an opportunity to participate in an English Second Language (ESL) Program.

The goal of ESL instruction shall not be to replace or to negate the student's primary home language. Rather, the EL Program shall strive to enable EL students to become competent in listening, speaking, reading, and writing in the English language. This instruction shall emphasize the acquisition and mastery of English, to enable EL students to participate fully in the benefits of public education. The program will emphasize Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS) so that English Learners are able to participate effectively in the regular academic program.

EL Plan Synopsis

Purpose of the Program – English Language (EL) shall be taught to enable English Learners (ELs) to become competent in the comprehension, speaking, reading, and writing of the English language. The program shall emphasize mastery of English language skills and content area concepts and skills so students are able to participate effectively in the regular academic program and to reach their full potential. The primary goal of Winfield City Schools' English Language Program is to provide equal educational opportunities to students who have a primary or home language other than English and who are identified as English learners (ELs).

Other goals of the EL Program of Winfield City Schools are:

1. To increase the English language proficiency to the degree necessary to allow successful independent functioning in the regular school program.
2. To enable identified students to participate effectively in the academic courses offered by the school.
3. To promote identified students' self-esteem, cultural awareness and other socially related skills so that they are able to successfully integrate into the school system.
4. To provide identified students with the opportunities to reach their full potential.

The primary objectives of the EL Program of Winfield City Schools are:

1. To identify all students who have a primary or home language other than English.
2. To assess all students who have a primary or home language other than English.
3. To provide instruction to all students who do not understand, speak, read or write English.
4. To develop skills of listening, speaking, reading and writing through an EL intervention program.
5. To assess and monitor the academic progress of language minority students in the school system with an ongoing evaluation process.
6. To provide an opportunity for multilingual students to function comparably with their English speaking classmates after the appropriate level of assistance.
7. To create a learning environment that will provide for cognitive and emotional needs.
8. To exit students from the program when their language abilities are educationally appropriate for the mainstream classroom.
9. To readmit students who demonstrate a continued need for EL support.
10. To support curriculum and instruction of the regular classroom as appropriate to the developmental stage of the student.
11. To provide staff development in appropriate instructional and assessment strategies for principals, guidance counselors, teachers and other school personnel as needed on language, cultural and educational needs of multilingual students.
12. To communicate instructional goals and expectations to parents and encourage them to support their child's progress.

Section B: Identification and Placement Procedures

1) Procedures for identifying the EL Advisory Committee

The district will have an EL Committee consisting of the principal, counselor, classroom teacher(s), EL teacher, and a parent representative.

EL Advisory Committee

The EL Advisory Committee of Winfield City Schools is comprised of a cross-representation of Central Office leaders, school administrators, EL teachers, counselors, classroom teachers, and parents. Winfield City Schools are diverse varying in size, socioeconomics, cultural backgrounds, and the number of ELs in the schools. The EL Advisory Committee meets at least once annually. The committee reviews assessment data and EL plans in order to recommend and approve the necessary courses of action. The EL Advisory Committee assists in developing EL goals, strategies, and action steps in the CIP Plan. Additional meetings may be called throughout the year to update and adjust plans as the need arises.

The student's level of English proficiency shall be reviewed by the EL Committee. The EL Committee shall review pertinent information (Home Language Survey, WIDA online screener, or WIDA Model placement tests, tests, or other diagnostic data) of the EL student. Based on this information, the EL Committee shall:

1. Evaluate the language proficiency of each EL student;
2. Designate the instructional placement of each EL student;
3. Give written (bilingual) notice to parents or with the aid of an interpreter, requesting approval to place their student(s) in ESL classes;
4. Recommend and monitor the participation of eligible EL students in any other local, state or federally funded programs;
5. Reclassify and recommend for exit when EL students become proficient in English;
6. Monitor the academic progress of students who exit the EL program for a minimum of four years. Students who are not academically successful shall be reclassified as EL and recommended for participation in ESL or other remediation programs which meets their needs.

The EL Committee tries to determine if the student has the necessary language skills to function in the regular classroom without assistance or modifications. Each school with an identified EL population shall form an EL Committee. The EL Committee shall include the school administrator, the school guidance counselor, a classroom teacher, parents, EL staff and others designated by the principal.

Based upon this information, the committee shall:

- Make recommendations concerning the placement of each student in the EL program and/or
- Suggest the best class schedule for the EL
- Outline accommodations/modifications for use in regular content area classes
- Determine the best grading procedure for the EL
- Determine, according to state guidelines, the accommodations necessary for the EL to participate in the statewide assessment program. All students will participate in the State Assessment Program according to state and federal guidelines.
- Provide written notice to the parents of the Committee's recommendation for the child to participate in the EL program. According to Title III, Part C, Section 3302(a), each LEA shall, "not later than thirty days after the beginning of the school year, inform a parent or the parents of a limited-English proficient child identified for participation in, or participating in" an English language instruction program, about the details of the program as instructed in the parental notification section of this document. If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the LEA must carry out the parent notification requirements within two weeks of a student being placed in such a program. Parents are not required to respond affirmatively to the notification for the student to participate in the English language instruction educational program. The teachers and school are still obligated to provide appropriate accommodations and to utilize informal strategies to ensure that the student's English language and academic needs are met; the student will still be classified as LEP and will participate in the state English Language Proficiency assessments.
- Recommend and monitor the participation of eligible ELs in any other applicable program; i.e., Title I, at-risk, homeless, migrant, etc.
- Determine that ELs are eligible to participate in all academic and special programs on the same basis as the native English-speaking students.
- Review the English Learners' progress in language acquisition and academic achievement on at least a quarterly basis.
- Encourage the EL to meet his/her academic goals.
- Lend emotional support and encouragement to the EL as he/she adjusts to life in the new school.

- Reclassify and recommend exiting the EL program when ELs become proficient in English and have met the exit criteria.
- Monitor the academic progress of students who exit the ESL program for a minimum of four years. If the student is not academically successful or does not pass coursework without accommodations while being monitored, the EL committee will reconvene to determine whether the student should be reevaluated for EL services using the MODEL or WIDA Online Screener. The student may then be reclassified as EL and reenrolled in the EL program or other appropriate academic intervention programs. If the student is reclassified as EL an I-ELP should be completed documenting this change and demonstrating the reason for reclassification.
- Make recommendations to school decision makers on professional development for staff and parents regarding EL success.
- Work with parents to ensure maximum benefit from the school program.

***All members of the EL Committee shall observe all rules and laws governing the confidentiality of information concerning individual students.**

2) Methods for identification, placement, and assessment

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
- ACCESS for ELLs 2.0®

IDENTIFICATION OF ENGLISH LEARNERS

The Home Language Survey will be the identification tool for potential English Learners (ELs). This survey will be administered to ALL new students as part of the registration process by the staff member responsible in each school for registering students (secretary, guidance counselor, teacher, or administrator). All Home Language Surveys shall be filed in the students' cumulative record folders.

If a language other than English is identified in any of the Home Language Survey responses, the student should be identified as a potential EL.

1. The school official (data manager/registrar, guidance counselor, teacher, or administrator) registering the student contact the EL department and forward a copy of the Home Language Survey to the EL teacher within three (3) school days.
2. Any student answering with a language other than English to any of the Home Language Survey questions will be evaluated under the procedure and criteria developed for assessment of EL status (Grades K-12 use WIDA online screener).
3. Within thirty (30) days of enrollment at the beginning of the school year (within ten days of enrolling during the year), parents shall be given written notice that their child has been identified as English limited (EL) and in need of placement in the English language instruction education program.
4. An IELP will be written and signed by parents, classroom teacher, EL teacher/coordinator and federal programs director. This will be placed in the permanent record or kept by the EL teacher.
5. In the event that a student transfers into Winfield City Schools and their cumulative record information includes information about EL/language acquisition services, the information should be forwarded to the EL teacher immediately.

*If parents or students need language assistance during the registration procedure, every effort will be made to provide an interpreter.

The *WIDA Screener Online* yields an overall composite score based on the language domains tested. The following guidelines determine eligibility for placement in the English language instruction educational program:

- Kindergarten students and 1st grade students taking the WIDA online screener is less than 4.0.
- First grade students in the second semester of school and students in grades 2-12 taking the WIDA Screener Online is less than 5.0.

THE WIDA MODEL can be used as a benchmark assessment during the school year or as a summative evaluation for data purposes.

Assessment

EL Student Assessment Procedures

The language proficiency screening assessment is administered to students in Kindergarten through grade twelve. The instrument is designed to objectively measure English language development in listening, speaking, reading, and writing.

Language Proficiency Assessment

The EL staff members who have completed the appropriate assessment training and certification will administer the WIDA online screener, to all potential ELs and administer the ACCESS for ELs 2.0 to all LEP students each spring.

The WIDA MODEL is the primary instrument utilized to determine the initial level of English language proficiency for program placement in Kindergarten. The WIDA online screener will be used for grades 1-12. The ACCESS for ELs is an annual assessment that indicates the progress students have made from year to year and annual proficiency level. Both the MODEL and the ACCESS for ELLs measure speaking, listening, reading, and writing across the WIDA English Language Development Standards for English Language Learners in Kindergarten through Grade Twelve.

The standards are:

1. English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.
2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.
3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.
4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

The MODEL, WIDA Online Screener and ACCESS for ELLs 2.0 will be administered in grade level clusters as follows:

ACCESS for ELLs 2.0 Paper	ACCESS for ELLs 2.0 Online	MODEL
Kindergarten	Grade 1	Kindergarten
Grades 1	Grade 2-3	Grades 1-2
Grades 2	Grade 4-5	Grades 3-4
Grade 3	Grade 6-8	Grades 6-8
Grades 4-5	Grade 9-12	Grades 9-12
Grades 6-8		
Grades 9-12		

WIDA Online Screener

Grade K
Grades 1
Grades 2–3
Grades 4–5
Grades 6–8
Grades 9–12

The WIDA screener is administered on an individual basis to students after being initially identified as a potential EL upon enrollment. The score from facilitates the EL committee's discussion and decision of whether a student receives EL services because it indicates the student's language level. The result also facilitates the placement of a student into a Tier for the administration of the ACCESS for ELLs 2.0.

The WIDA Online Screener is an English language proficiency assessment given to incoming students in Grades K–12 to assist educators with the identification of students as English learners. The WIDA screener assesses students' English language proficiency in five areas: Social and Instructional Language (SIL); the Language of English Language Arts (LoLA); the Language of Mathematics (LoMA); the Language of Science (LoSC); and the Language of Social Studies (LoSS).

The ACCESS for ELs 2.0 is administered each spring in accordance to the testing calendar set forth by the Alabama State Department of Education. All Kindergarten students are assessed individually on paper. Other grades can be administered using the computer version or paper version. Students in grades 1-12 taking the paper version will take the speaking portion of the test individually and the listening, reading, and writing portions in small group with students of the same grade level cluster and tier if possible.

Students scoring less than a 4.8 composite score on the ACCESS 2.0 will participate in the EL program based on their level of proficiency and grade level in accordance with the decision of the EL Committee.

All assessments, recommendations, and placements should be completed immediately after identification.

According to Title III, Part C, Section 3302(a), each LEA shall, "not later than **thirty (30)** days after the beginning of the school year, inform a parent or the parents of a limited-English proficient child identified for participation in, or participating in" an English language instruction program, about the details of the program as instructed in the parental notification section of this document. If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the LEA must carry out the parent notification requirements within **two (2) weeks** of a student being placed in such a program.

All students (including all EL students) will participate in all aspects of the State Assessment Program according to state and federal guidelines. EL students in their first academic year of enrollment in U.S. schools receive special consideration regarding their participation in state assessments.

English language proficiency is tested in five areas: Social and Instructional Language, which incorporates proficiencies needed to deal with the general language of the classroom and the school; English Language, Math, Science, and Social Studies. These levels outline the progression of language development implied in the acquisition of English as an additional language. These levels, from lowest to highest, are:

Level 1: Entering

Level 2: Emerging

Level 3: Developing

Level 4: Expanding

Level 5: Bridging

The language proficiency levels delineate expected performance and describe what English language learners can do within each domain of the standards.

Level 1: Entering – Pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support.

Level 2: Emerging – General language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support.

Level 3: Developing – General and some specific language of the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support.

Level 4: Expanding - Specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support.

Level 5: Bridging – The technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers when presented with grade level material.

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

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.

EL Exit Procedures

A student shall be classified as English proficient and exited from the ESL program when he/she has obtained a score of at least 4.8 (Composite Score) or higher on ACCESS for ELLs state English language proficiency test.

Written notice shall be provided to the parents within five school days by the EL Teacher that their child is exiting from the ESL Program.

The EL teacher and EL Committee will monitor the progress of the student for four years. The student will be monitored on the same schedule as report cards are issued, every nine weeks. If the student is not academically successful or does not pass course work without accommodations after exiting from the ESL program, the student can be recommended for reclassification, reassessed using the MODEL or WIDA Online Screener, and reenrolled in the ESL Program and/or other appropriate programs which meet the need for English language instruction upon recommendation by the EL Committee.

There is no time limit for participation in the EL Program.

EL MONITORING PROCEDURES

Monitoring of LEP Students

- Classroom teachers will complete the monitoring Form for EL students at each grading period to document/verify that the appropriate designated accommodations have been implemented or copies of report cards from each grading period will be used as documentation.
- EL Students cannot fail or be retained on the basis of limited English proficiency.
- Written documentation justifying failing grades at each grading period, including student work samples with proof of accommodations being made, must be presented to the EL committee for review and maintained in the student's EL portfolio. Verbal discussion with parents in a conference or by phone and appropriate documentation must be on file.
- Documentation of monitoring shall be maintained by local school personnel as designated by the EL Committee and presented as requested by LEA or state officials.

Monitoring of Exited Students

- Exited students are monitored by the EL Committee for a period of four years to determine if they are academically successful.
- The student will be monitored at grading periods coinciding with the issuance of report cards during the first year.
- The following years the student will be monitored at the end of each semester. Documentation of monitoring shall be maintained by local school personnel as designated by the EL Committee and presented as requested by LEA or state officials.

The criteria used to determine success will be:

1. Subject area grades
2. Review of formal and informal student assessment results
3. Review of student work samples
4. Attendance
5. Teacher comments

6. Parent comments

7. Student comments

If the student is not academically successful or does not pass coursework without accommodations while being monitored, the EL committee will reconvene to determine whether the student should be reassessed using the WIDA online screener, reclassified as EL, and/or reenrolled in the ESL program or other appropriate programs, which meet the needs for English language instruction. The committee will base their decision on the following criteria:

1. If the student scores below a 4.0 on the screener he/she must be reclassified as EL.
2. If the student scores between 4.0 and 4.8 on the screener the committee will use this score and other educational data pieces to make the determination for reclassification.
3. If the student scores above a 4.8 on the screener, he/she should remain exited and the committee will recommend other means of intervention.

If the lack of progress is not due to English proficiency, the committee will make recommendations to meet the needs of the student. These recommendations may include tutoring, counseling, and/or a referral to the school's RTI Team for behavioral or academic intervention.

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

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*

An English Language Program is provided to all ELs in grades K-12 in each local school. These services are provided through various models determined by local school needs and the availability of resources.

Winfield City Schools' English language instruction educational program will use scientifically research based instructional strategies that demonstrate effectiveness in increasing English proficiency and student academic achievement in core academic subjects. Teachers will include activities that focus on listening, speaking, reading, and writing to facilitate second language acquisition. Methods of instruction include but are not limited to:

- Content-based instruction
- Sheltered Instruction Observation Protocol (SIOP) Model
- Reading instruction methods supported by the Alabama Reading Initiative
- ESL Pull-Out

EL and mainstream teachers will work together to provide the most appropriate instruction using best practices to meet the individual language and academic needs of students. The EL curriculum is based on WIDA – English Language Development Standards for English Language Learners in Kindergarten through grade Twelve.

EL instruction enhances the student's acquisition and mastery of English as rapidly as possible. The amount of time of service is dependent upon the individual needs of the student, i.e., language proficiency and academic success. As the student's English proficiency increases, ESL instruction decreases.

Content area teachers differentiate instruction to meet individual EL needs. Training will be provided to classroom teachers in strategies for appropriate accommodations. Some of these accommodations include oral rather than written assignments, oral testing, extra time to complete assignments, shortened assignments, alternative assignments, and tutoring. The ESL department will sponsor professional development activities to equip teachers with strategies for instructing and accommodating ELs.

ESL instruction at all levels is a combination of pull-out, sheltered instruction, content based ESL and inclusion. ESL instruction does not take the place of physical education, art, music and other such courses. ELs should be considered

for the gifted program and other special programs offered by the school system if academic performance indicates a possible need.

The focus for elementary schools and middle schools for Entering and Emerging (Level I and II) students will be immersion into the English language (comprehension, speaking, and reading). The focus for elementary and middle schools for high Emerging, Developing and Expanding (Level II, III and IV) students will be reading comprehension and writing. These programs will also focus on the teaching of skills necessary for participation in the State Assessment Program. For Entering, Emerging, Developing, and Bridging (Level I, II, III and IV) students in high schools, the focus will be speaking, writing, and reading comprehension in the English language.

New secondary ELs may be placed in less language dominant classes but not necessarily less challenging classes. Spanish speaking students may be placed in advanced Spanish classes to maintain or promote a high level of literacy in their first language and to provide additional support for the transition to second language acquisition. ELs are to be made aware of career-technical courses and extracurricular activities that are available.

If parents refuse services, a Waiver Form should be signed by the parents and placed in the student's cumulative record folder by the EL instructor. The school district is still required to make accommodations in instruction and monitor the student's academic performance. Although the parent has denied EL services for the student, the student must continue to participate in the annual English Language Proficiency testing (ACCESS for ELs) until attaining proficiency.

School information is provided to parents in a language that they can understand through interpreters and/or forms and letters in the home language.

ELs are assessed annually by the ESL staff, using the MODEL and ACCESS for ELs, to determine progress in English language acquisition. All ELs will participate in the State Assessment Program. No student shall be excluded from participation in the state's required assessments unless it is the student's first year in a US school. Students in the first year in a US school can defer certain portions of the state assessments. These scores are collected and reviewed by the EL Committee and the ESL Program Supervisor.

Title III law requires effective instruction that leads to the timely acquisition of proficiency in English and provides teaching and learning opportunities so that each student can become proficient in the state's academic content and student academic achievement standards within the specified time frame that is expected for all students. The English language instruction educational program for ELs may emphasize English temporarily over content subjects. The special instruction in English language development may be discontinued when the student becomes proficient. The school, however, is obligated to provide any assistance needed to remedy academic deficits that may have occurred in other subjects while the student was focusing on learning English. If a student is identified as English-proficient on a reliable and valid language proficiency test and scores below grade level in core academic subjects, the school system must assist the student in eliminating the deficiencies. If the student exits the English language instruction educational program, efforts to eliminate the deficiencies may continue through the regular program and any supplemental programs and/or services that are available to other students who are eligible for such services.

Educational Approach and Program

The instructional goals of the Winfield City Schools ESL Program are as follows:

- To increase the English language proficiency to the degree necessary to allow successful independent functioning in the regular school program.
- To provide the EL the opportunity to reach his/her full potential.

According to Cummins' research (1979), it takes the average EL from **one to three years** to acquire BICS (Basic Interpersonal Communication Skills), the social language which is needed to function on a daily basis; moreover, it takes approximately **five to seven years** to acquire CALP (Cognitive Academic Language Proficiency), the language skills necessary to function in an academic setting. Working with this premise in mind, the Winfield City School System has developed a plan to meet the needs of the ELs.

For all aspects of Winfield City's English language instruction educational program, teachers will use approaches based on scientifically based research that demonstrate effectiveness in increasing English proficiency and student academic achievement in core academic subjects. All teachers will include activities that focus on listening, speaking, reading, and writing to facilitate second language acquisition. Methods of instruction include, but are not limited to, Sheltered Instruction Observation Protocol (SIOP) Model, ESL Pull-Out, and reading instruction methods supported by the Alabama Reading Initiative. EL and mainstream teachers will work together to provide the most appropriate instruction

using best practices to meet the individual language and academic needs of students. The EL curriculum is based on WIDA – English Language Development Standards for English Language Learners in Kindergarten through grade 12 in correlation with College and Career Readiness Standards.

In addition to assigning ELs to a regular class in which the classroom teacher has received training in teaching ELs, the ELs receive regularly scheduled EL instruction. The district EL staff is available to provide training in support of effective instruction of ELs.

The students are placed in the EL program based upon their performance on an English language proficiency test of listening, speaking, writing, reading, and comprehension. EL instruction begins at the student's level of English proficiency. A combination of strategies is used to teach language: whole language, phonics, oral language skills, cooperative learning, and integrated reading. Emphasis is placed upon the development of the four language domains: listening, speaking, reading, and writing. A variety of materials and equipment is used in instruction. These include textbooks, technology, videos, listening stations, games, purchased programs and materials, and language development activities.

EL instruction at all levels is a combination of pullout, sheltered instruction, content based ESL and inclusion based upon the EL's individual level of English proficiency and maturity level. All teachers providing instruction for ELs should use a variety of approaches in organizing the classroom, designing a curriculum, and presenting lessons.

There are several basic elements underlying all good language instruction:

- Versatility and flexibility.
- Interactive lessons with hands-on activities and cooperative learning.
- Encouragement and support of the mainstream or regular curriculum.
- Opportunities for all students to feel successful by providing appropriate modifications and accommodations for the needs of students' different levels of ability.
- Integration of language skills, thinking skills, and content knowledge.

The following methodologies are promoted as good teaching strategies for ELs as well as all students:

- Cooperative Learning
- Language Experience
- Journal Writing
- Learning Centers
- Sheltered Instruction
- Interactive Peer to Peer Oral Techniques (IPOTs)

ESL and regular classroom teachers should:

- Announce the lesson's objectives and activities
- Write legibly and grammatically correct
- Develop and maintain classroom routines
- List and review instructions step by step
- Present frequent summations of the main points of the lesson
- Use visual reviews with lists, charts, and other graphic organizers
- Have students provide oral summaries
- Present information in multiple and varied ways
- Build Background
- Control rate of speech
- Pre-teach academic vocabulary
- Utilize frequent checks for comprehension

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

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

- How data is used to improve the rate of language acquisition for ELs

Data from the ACCESS and the WIDA MODEL or online Screener will be used for student goal setting. WIDA MODEL, i-Ready, progress monitoring and report cards will be used to monitor continuing progress.

- How the LEA supports each school with respect to continuous improvement practices and specific professional development

The LEA provides EL instructor and classroom teachers opportunities to attend workshops and professional development seminars throughout the school year. These workshops include but are not limited to WIDA self-paced training, SAMUEL training, Technical Assistance training, and other ALSDE sponsored EL workshops. Leave time to attend workshops of this nature are approved and funded.

- How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum

Teachers use the Can-Do Descriptors and Model Performance Indicators to determine what students are able to do in their classroom. Teachers will use the ACCESS results provided on the Student IELP in conjunction with the recommended accommodations in order to create a lesson that facilitates learning the academic content. The lessons are designed to modify the language but not the content.

3) Grading and retention policy and procedures

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

Grading Procedures

EL students will receive the same standards based grading as used for regular education students if appropriate. Traditional procedures for assigning grades to students may not be appropriate for English language learners. The same methods and criteria applied to their English-speaking age and/or grade peers cannot always be used to assess students who lack English language proficiency. Teachers should be encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that ELs can progress. Likewise, assessments should be modified so students can demonstrate their knowledge and skills.

A student may not be assigned a failing grade in a content area based on the lack of English language proficiency. The key to appropriate grading of ELs is appropriate instructional accommodations and modifications. Even non-English proficiency students can learn content while acquiring English. If content teachers are unsure how to accommodate ELs, they should contact the ESL staff, seek in-service or other training.

It may be more appropriate for beginning ELs to receive alternate progress monitoring grades such as S for Satisfactory, I for Improving, or N for Needs Improvement. Alternative assessment is a preferred option for EL students. Options would include: preparing portfolios, presenting projects or oral reports, making lists and other products that express what students have learned, or using rubrics.

Students in grades 9-12 must be given the opportunity to earn credits toward graduation. Students should be given grades on work done with accommodations. They must keep in mind that EL students work under a dual burden: learning a new language and learning new content in a language they have not yet mastered.

Teachers must follow these guidelines:

- ELs must receive accommodations of content work when needed.
- Grading is based on accommodated work.
- ELs must not be failed on the basis of lack of English language proficiency.
- Grades placed in a student's cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards.
- If a student can demonstrate knowledge and skills in a particular subject, i.e. math, he/she should be assigned an achievement grade.
- Teachers should complete the classroom monitoring form at a minimum of each grading period to document/verify that the appropriate accommodations have been implemented.

- Written documentation justifying low ratings, including student work samples, must be presented to the EL Committee for review and maintained in the student’s cumulate record folder or EL portfolio at each grading period. The classroom teacher must have a verbal discussion with parents in a conference or by phone and appropriate documentation must be on file.

Other Suggestions for Grading

- Assign a grade and follow it with explanatory comments.
- Indicate whether the student is “at”, or “above”, or “below” expectations with regard to learning objectives instead of assigning a letter grade. Include a narrative to explain the rating.
- Describe progress over time in narrative form with examples of student work.
- Assign a separate “EL” grade if the student is enrolled in an EL program.

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

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)**
English language instruction will be provided by at least one certified EL teacher. Additional teachers will be certified in education and will have received training or coursework in EL/ bilingual education. All teachers and staff members who work in the English Learner Program will be fluent in **English** in **ALL** language domains (speaking, listening, reading and writing)
- **ESL staff development**
ALSDE trainings
- **Content teacher and administrator staff development**
In-service training, ALSDE training, Enrollment training

Professional Development

Professional development opportunities will be provided for all EL and content area personnel. This will be accomplished by providing opportunities to view relevant videos, attend EL workshops, conferences, webinars, podcasts, and meetings with consultants who are assigned to provide EL training in our school system. Individual assistance will also be provided by the EL resource teacher. Many of these resources will be available through the WIDA, and TransAct website.

Professional development will be:

- *Designed to improve the instruction and assessment of limited English proficient students.
- *Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for English language learners.
- *Based on scientifically based research demonstrating the effectiveness of the professional development in increasing students’ English proficiency or substantially increasing the content knowledge, teaching knowledge, and teaching skills.

5) Method for collecting and submitting data

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

Classification of Students

Limited English Proficient students will be included in the EL subgroup for the purpose of accountability until he/she has scored at the “proficient level” (composite score of 4.8 or higher) on the ACCESS for ELs 2.0, English language proficiency assessment and has exited from ESL services.

Upon exiting the ESL program, the student will no longer be classified as EL. The ESL instructor and the EL Committee will monitor the progress of the student for four years. During the first year, the student will be monitored at the conclusion of each grading period and will be classified as FEL1 (Monitor Year 1). The student will be monitored at the conclusion of each semester during the second year and will be classified as FEI2 (Monitor Year 2). After successfully completing the two years of monitoring, the student will be classified as FEL3 and FEL4. The ESL teachers will complete the appropriate documentation to change the student's status during this monitoring period.

1. The EL teacher will review the latest ACCESS results as soon as they become available to the district.
2. The EL teacher will update the status of all EL students based on the ACCESS test or WIDA MODEL or screener.
3. All data entry personnel are trained in the terminology and appropriate procedures for EL data entry.

If the student is not academically successful or does not pass coursework without accommodations while being monitored, the EL committee will reconvene to determine whether the student should be reassessed using the WIDA Online Screener, reclassified as EL, and/or reenrolled in the ESL program or other appropriate programs which meet the needs for English language instruction. The committee will base their decision on the following criteria:

1. If the student scores below a 4.0 on the MODEL or WIDA Screener he/she must be reclassified as EL.
2. If the student scores between 4.0 and 4.8 on the MODEL or WIDA Screener, the committee will use this score and other educational data pieces to make the determination for reclassification.
3. If the student scores above a 4.8 on the MODEL, he/she should remain exited and the committee will recommend other means of intervention.

Students who re-enter the program based on poor academic performance and the EL committee decision will not be classified as "Former EL" until he/she has again scored proficient on the state English language proficiency test.

State Definitions and Codes

EL Defined:

The term "English limited", when used with respect to an individual, means an individual-

- A. Who is aged 3 through 21;
- B. Who is enrolled or preparing to enroll in an elementary school or secondary school;
- C (i). Who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) Who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- (iii) Who is migratory; whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- D. Whose difficulty in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –

- I. The ability to meet the State’s proficient level of achievement on State assessments described in Section 1111(b)(3);
- II. The ability to successfully achieve in classrooms where the language of instruction is English; or
- III. The opportunity to participate fully in society.”

EL (YEAR 1): English limited students who are eligible and receiving services for English language development and are in their first academic year of enrollment in U.S. schools.

EL (YEAR 2 or more): English limited students who are eligible and receiving services for English language development and not in their first academic year of enrollment in U.S. schools.

FEL1 (Monitoring Year 1): Students who have met the criteria to exit the EL program scoring a 4.8 or higher on the ACCESS for ELLs test and who are in the first year of monitoring.

FEL2 (Monitoring Year 2): Students who have met the criteria to exit the EL program scoring a 4.8 or higher on the ACCESS for ELLs test and who are in the second year of monitoring.

FEL3 (Monitoring Year 3): Students who have met the criteria to exit the EL program scoring a 4.8 or higher on the ACCESS for ELLs test, and who are in the third year of monitoring.

FEL4 (Monitoring Year 4): Students who have met the criteria to exit the EL program scoring a 4.8 or higher on the ACCESS for ELs test, and who are in the fourth year of monitoring.

FEL: Former English Limited – Students who once received English language development as an EL student, have exited the EL program, and are no longer in monitoring status.

NOM PHLOTE: A student whose native language is other than English and who does NOT qualify for EL services.

Immigrant Children and Youth – The term immigrant children and youth means individuals who:

- A. Are aged 3 through 21
- B. Were not born in any State
- C. Have not been attending one or more schools in any one or more States for more than three (3) full academic years.

ESL (English as a Second Language) – English language learning in countries where English is the main and/or official language, and the student’s own native language (first language) is not English.

ELL (English Language Learner); EL (English Learner) – Student from a non-English speaking background who have not yet developed sufficient proficiency to master an English only curriculum and instruction in school.

6) Method for evaluating the effectiveness of the program

- 6) Include the LEA's method for **evaluating the effectiveness of its program** for English learners
- LEA engagement in the continuous improvement cycle
 - In relation to English proficiency and challenging state academic standards

Program Evaluation and Accountability

The system will utilize both formal and informal evaluations of the program in order to determine progress in meeting these goals. The evaluation will be an ongoing process. The progress of each EL is assessed at the end of each grading period using the report card given by the regular program and monitoring forms. These reports are kept on file at the individual schools and will be used in the annual evaluation.

A formal evaluation of the ESL program will be conducted at the end of each school year. This evaluation will consist of data collected from the individual schools concerning the following:

General Information

- Number of limited-English proficient students at each school.
- EL student enrollment by language and grade level.

Identification and Assessment

- The individual, by position, who is responsible for ensuring that the Home Language Survey has been completed for each student registering for enrollment for the first time. A description of how this information is maintained, by whom, and where.
- The number of students identified as having a primary or home language other than English who are not receiving services (NOM PHLOTE).
- The number of parents/legal guardians who waived English language instruction educational program student services during the year.
- The number of newly identified students assessed for English proficiency during the year.
- The number of new students enrolled in the LEA's English language instruction educational program during the year.

Reporting the Types of Language Instruction Education Programs

Program Exit Information

- The number of students who exited the program.
- The number of students who returned to the English language instruction educational program, by school and for the LEA.
- Number of ELs who are in their first year of school in the United States.
- Number of ELs who in their second or higher year of school in the United States.
- Number of students who are the first year of monitoring as a Former Limited English Proficient student.
- Number of students who are in the monitoring process as a Former Limited English Proficient student.
- Number of students who are considered Former Limited English Proficient.

Participation in Other Programs

- The number of EL and general education students referred for special education evaluation by school and for the LEA.
- The number of EL and general education students who qualified for placement in special education programs and/or services by school and for the LEA.
- The total number of EL and general education students currently enrolled in the LEA's special education program.
- The number of EL and general education students referred for admission into the LEA's gifted and talented program.
- The total number of EL and general education students currently enrolled in the LEA's gifted and talented program.
- The total number of EL and general education students currently enrolled in the LEA's career-technical education program.
- The number of EL and general education students participating in extracurricular activities, e.g., intramural sports, clubs.
- The number of EL and general education students who received an honor or award during the school year.
- The number of EL and general education students being served by Title I.

State Assessment Reporting

- The percentage of Title III Served EL students scoring proficient or above on the mathematics portion of the annual, state assessment.
- The percentage of Title III Served EL students scoring proficient or above on the reading/language arts portion of the annual, state assessment.
- The percentage of Title III Served Former EL (Monitor Year 1) and Former EL (Monitor Year 2,3,4) students scoring proficient or above on the mathematics portion of the annual, state assessment.

- The percentage of Title III Served Former EL (Monitor Year 1) and Former EL (Monitor Year 2,3,4) students scoring proficient or above on the reading/language arts portion of the annual, state assessment.

Number of Immigrant Children and Youth

Number of EL students in their first academic year in the United States with limited or no formal schooling

English Language Proficiency

- The number of ELs making progress in learning English according to the ACCESS for ELLs scores.
- The number of ELs attaining English proficiency by the end of the school year.
- The number of ELs exiting ESL.

Staffing

- The number of ESL certified teachers in the school and LEA.
- The number of teachers highly-qualified to teach ESL (foreign language or elementary certified teachers), but not certified in ESL.
- The number of certified teachers teaching ESL (certified in a field other than ESL).
- The number of paraprofessionals working in the ESL program.
- The number of highly-qualified ESL paraprofessionals.

Training

- A list and brief description of English language instruction educational program training provided for all personnel at each school and in the LEA; including the date, the intended audience and the number of participants.

Communication

- The number and name of the different languages for which the LEA has written school-related documents.
- A list of interpreters who are readily available to assist in parent/guardian communications and a description of how the list is maintained, by whom and where.
- A description of community activities conducted and resources in the community that are available to provide services.
- A description of efforts and activities to involve parents/guardians in the educational process.

General Comparison Information

- The LEA's number of EL and General Education dropouts.
- The total number of truancy petitions for EL and general education students the LEA has issued during the school year.
- The number of EL and general education seniors that graduated.
- The number of ELs and general education students who participated in state assessment program.
- The number of EL and general education students receiving supplemental services.
- The number of EL and general education students prohibited or excluded from extracurricular activities based on grades.
- The number of high school ELs using elective credit for ESL services.
- The number of EL and general education students enrolled by grade level.
- The number of EL and general education students retained by grade level.

Progress Within the Program

- The beginning English proficiency level.
- The beginning academic level.
- The number of years in the English language instruction educational program
- The type of English language instruction educational program service received, e.g., English as a Second Language, one-on-one tutoring.
- The current English proficiency level.
- The current academic level.
- The current number of hours spent in the English language instruction educational program.

Meeting Annual Measurable Achievement Objectives (AMAOs)

- Percent of ELs making Adequate Progress in Language Acquisition
- Percent of ELs attaining English language Proficiency
- Meeting AYP Requirements for the EL Subgroup at the LEA Level

Each school will be held accountable for the following:

- Annual increases in the number or percentage of students making progress in learning English.
- Annual increases in the number or percentage of students attaining English proficiency by the end of each school year.
- Adequate yearly progress, as defined by the state, for limited-English proficient students consistent with Title I, Section III (b)(7).
- The percentage of limited-English proficient students who participate in the state's student assessment system. (Title I, Section III (b)(2)(I)(ii) states that not less than 95 percent of each school's limited-English proficient students are required to take the state's assessments, unless the number of such students is insufficient to yield statistically reliable information.

All of this information will be compiled into a system report, which will be completed by the Federal Programs Director with input from the system-wide ESL Advisory Committee. Areas of deficiencies will be identified. The ESL Advisory Committee will then develop strategies to correct these deficiencies for the upcoming school year. Strategies used may include but are not limited to workshops, professional development activities for ESL staff or regular staff, purchasing updated and/or new materials and teaching supplies, employing additional staff, and research on specific areas that need to be addressed. The implementation of goals, action steps, and strategies will be monitored through monthly school walk-throughs and Continuous Improvement Plan reviews.

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

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.

SPECIAL EDUCATION SERVICES AND GIFTED PROGRAM

EL students can be referred for and placed into Special Education and Gifted Education programs by following the same procedures used for all students.

SPECIAL EDUCATION SERVICES

Students who are experiencing academic and behavioral difficulties, not related to their EL status, are initially referred to the RTI Team at their school. The EL Committee reviews student's progress and performance on a regular basis. In the event that concerns beyond language acquisition arise, the ESL Committee can take the role of the RTI team for the EL or can refer the student to the RTI Team. If the strategies and interventions set forth by the RTI team are not successful, the student may be referred for special education services.

As a general rule, ELs who are following normal developmental patterns for learning a new language should be referred. ELs, because of their cultural and linguistic backgrounds, have special instructional needs. These needs should not be confused with disabilities nor should they serve as a basis for referral for a special education evaluation.

Prior to a referral to RTI or for a special education evaluation, efforts must be made to meet the student's needs within the context of the regular education program including English as a Second Language classes and documentation of assessments, accommodations, and interventions. Specific indicators, which validate the need for special education evaluation are:

- Poor communicative proficiency in the home as compared to siblings and age peers in bilingual environments, especially when this deficiency is noted by parents.
- English language development that appears to be significantly different than that of peers who are also learning English as a Second Language.
- Noted developmental delays or other at-risk conditions.

Based on the review of the submitted documentation, the RTI team and the EL teacher/specialist will recommend the referral of a student to special education for evaluation after all other avenues have been explored, and after a conclusion has been reached that the student's needs cannot be met by the regular education program.

Referral information may indicate that a structured developmental history is needed to assist in the evaluation of a student's problem. The information gained from this history would be helpful in determining that a student's eligibility for special education services was not determined by the student's limited English proficiency or a lack of instruction in reading and math. The information recorded should remove all doubt that socio-cultural factors are the primary contributors to the student's learning or behavior problems. Essential factors needed to make this determination may be beyond the referral

information required for non-EL students. (NOTE: Parents may need assistance in completing the developmental history ranging from translation to understanding the criteria being evaluated).

Additional pertinent information that should be addressed on the EL referral form may include but not be limited to:

- Identification of a proficient use of native language (e.g., Home Language Survey/Identification, Oral Language Proficiency Assessment).
- The extent to which the EL has received native language instruction and/or English language instruction prior to the referral.
- Experiential and/or enrichment services for students for diverse cultural and experiential backgrounds.
- The school's efforts to involve parents prior to referral.
- The amount of time and extent of services in an academic program for students who have had little or no formal schooling.
- Length of residency of the referred student in the United States and prior school experience in the native country and in an English language school system.
- Attempts to remediate the student's performance prior to referral, including any supplementary aids or support services provided for this purpose.

Tests, which will be administered to the ELs, will be determined by the Special Education Department. The test may be presented in the native language of the student when such a test format is available and appropriate. An interpreter will be provided, if needed. Personnel who are trained in their administration will administer all tests.

Upon completion of all evaluation material and information, the Special Education Department will meet to determine if the student qualifies for special education services. ELs are eligible for all special education services, including the Gifted and Talented Program, on the same basis as the native English-speaking students. The Special Education Coordinator is the primary administrator responsible for the provision of services to all special education students.

A. Procedures for a New Referral

1. Follow ESL procedures for identification.
2. Typically a student should have participated in an appropriate ESL program for a minimum of one year.
3. Documentation of assessments, accommodations, and interventions will be submitted to the RTI Team along with the Longitudinal Data Card.
4. The ESL Program Supervisor or ESL Resource Teacher is available as needed to assist the RTI Team in reviewing and recommending additional support or intervention strategies and programs.
5. The Special Education Department will review the referral with ESL staff providing input to the committee.
6. All IDEA-04 procedures will be followed for the referral and evaluation process.

B. Criteria for assessment

1. The Special Education Department will determine, with input from the ESL staff, the evaluations to be administered and secure parental permission for evaluation.
2. The Special Education Department will discuss and determine the need for assessment in the student's native language.
3. The instruments of choice for intellectual functioning are the LEITER International Performance Scale-Revised (LIPS-R) or Universal Nonverbal Intelligence Test (UNIT).
4. Other evaluations will be presented in the native language of the student when such a test format is available and appropriate. Testing with the use of an interpreter is also an option.

C. Eligibility for Special Education

ESL staff will participate at the Special Education meetings to determine eligibility.

D. Development of the Individual Education Program (IEP)

ESL staff will participate in the initial development of the IEP and in subsequent IEPs until the student is exited from the ESL program.

The Individualized Education Program (IEP) for a limited-English proficient student with a disability must include all of the components as listed in the Alabama Administrative Code. The IEP team shall consider the language needs of the student as those needs relate to the student's IEP. Parent participation is a required part of the special education process and to

ensure active participation, accommodations must be made at all meetings and in written communications for the non-English speaking parent. These accommodations must include a translator for oral communication, and written communication must be in the parent's native language, when appropriate.

GIFTED PROGRAM

English Learners (ELs) are eligible to be considered for participation in the Gifted and Talented Program, as are native English-speaking students.

SCREENING/REFERRAL OF LEP STUDENTS

1. The gifted education teacher needs to confer with the classroom teacher and check the student's cumulative file to determine the degree of English proficiency, as per MODEL, WIDA Online Screener or ACCESS for ELs.
2. The gifted education teacher needs to make arrangements for the student's EL Committee to meet to discuss:
 - Factors that would need to be checked on the "Aptitude Test Selection" part of the "Referral Form for Gifted Services"
 - Student's need for alternative assessments
 - A plan to provide parents with interpretation of the "Notification & Consent for Gifted Screening" / "Rights in Gifted Education" and other forms needed in the referral/ eligibility/ placement process
3. The Gifted Staff will meet to:
 - Review the information gathered
 - Proceed with the screening/referral/eligibility in compliance with the guidelines listed in the Alabama Administrative Code 290-8-9-.12

PARTICIPATION IN OTHER PROGRAMS

English Learners (ELs) are entitled to the same facilities, programs and activities as all other students. ELs have equal access to the full range of district programs and services, including special education, gifted and talented programs, career-technical education, Title I, homeless, and non-academic and extracurricular activities. Every effort is made to notify students and parents of available programs and activities through newsletters, phone calls, and informational meetings for parents (with translations and interpreters available when possible). ESL and mainstream teachers encourage ELs to participate in extracurricular and non-academic activities.

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

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

Language Proficiency Assessment

The EL staff members who have completed the appropriate assessment training and certification will administer the WIDA MODEL, WIDA online screener, to all potential ELs and administer the ACCESS for ELLs 2.0 to all LEP students each spring.

The WIDA online screener is the primary instrument utilized to determine the initial level of English language proficiency for program placement in Kindergarten. The WIDA online screener will also be used for grades 1-12. The ACCESS for ELs is an annual assessment that indicates the progress students have made from year to year and annual proficiency level. Both the WIDA screener and the ACCESS for ELs measure speaking, listening, reading, and writing across the WIDA English Language Development Standards for English Language Learners in Kindergarten through Grade Twelve.

The standards are:

1. English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.
2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.
3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.
4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

The MODEL, WIDA Online Screener and ACCESS for ELLs 2.0 will be administered in grade level clusters as follows:

ACCESS for ELLs 2.0 Paper	ACCESS for ELLs 2.0 Online	MODEL
Kindergarten	Grade 1	Kindergarten
Grades 1	Grade 2-3	Grades 1-2
Grades 2	Grade 4-5	Grades 3-4
Grade 3	Grade 6-8	Grades 6-8
Grades 4-5	Grade 9-12	Grades 9-12
Grades 6-8		
Grades 9-12		

WIDA Online Screener

- Grade K
- Grades 1
- Grades 2-3
- Grades 4-5

Grades 6–8
Grades 9–12

The WIDA online screener is administered on an individual basis to Kindergarteners after being initially identified as a potential EL upon enrollment. The score facilitates the EL committee's discussion and decision of whether a student receives EL services because it indicates the student's language level. The result also facilitates the placement of a student into a Tier for the administration of the ACCESS for ELLs 2.0.

The WIDA Online Screener is an English language proficiency assessment given to incoming students in Grades 1–12 to assist educators with the identification of students as English language learners. The WIDA screener assesses students' English language proficiency in five areas: Social and Instructional Language (SIL); the Language of English Language Arts (LoLA); the Language of Mathematics (LoMA); the Language of Science (LoSC); and the Language of Social Studies (LoSS).

The ACCESS for ELLs 2.0 is administered each spring in accordance to the testing calendar set forth by the Alabama State Department of Education. All Kindergarten students are assessed individually on paper. Other grades can be administered using the computer version or paper version. Students in grades 1-12 taking the paper version will take the speaking portion of the test individually and the listening, reading, and writing portions in small group with students of the same grade level cluster and tier if possible.

Students scoring less than a 4.8 composite score will participate in the EL program based on their level of proficiency and grade level in accordance with the decision of the EL Committee.

All assessments, recommendations, and placements should be completed immediately after identification.

According to Title III, Part C, Section 3302(a), each LEA shall, "**not later than thirty (30) days** after the beginning of the school year, inform a parent or the parents of a limited-English proficient child identified for participation in, or participating in" an English language instruction program, about the details of the program as instructed in the parental notification section of this document. If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the LEA must carry out the parent notification requirements **within two (2) weeks** of a student being placed in such a program.

All students (including all EL students) will participate in all aspects of the State Assessment Program according to state and federal guidelines. LEP students in their first academic year of enrollment in U.S. schools receive special consideration regarding their participation in state assessments, as outlined in a memo State Superintendent of Education.

English language proficiency is tested in five areas: Social and Instructional Language, which incorporates proficiencies needed to deal with the general language of the classroom and the school; English Language, Math, Science, and Social Studies. These levels outline the progression of language development implied in the acquisition of English as an additional language. These levels, from lowest to highest, are:

- Level 1: Entering
- Level 2: Emerging
- Level 3: Developing
- Level 4: Expanding
- Level 5: Bridging

The language proficiency levels delineate expected performance and describe what English language learners can do within each domain of the standards.

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

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

The LEA will hold schools accountable by monitoring and evaluating school engagement with continuous improvement plan.

Section E: Parent, Family, and Community Involvement

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

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.

PROGRAMS AND SERVICES FOR PARENTS

Parents who speak a language other than English are invited and encouraged to participate in all programs and activities as native-English speaking parents in local schools as well as district offerings. These include parent-teacher conferences, parent workshops, and a wide range of other special activities. EL parents will be notified of ESL classes in the community in which they may participate.

Parents are encouraged to offer their input to the local school and to the ESL Program Supervisor for suggestions to improve the overall ESL program that will generate success for their children in school.

The Winfield City School System will comply with Alabama Department of Education requirements to:

- Evaluate annually its educational programs to identify and eliminate barriers that may exist in preventing parents of limited-English proficient students from participating in school activities.
- Provide an interpreter to assist in the registration of a limited-English or non-English speaking student.
- Provide an interpreter for parent/teacher conferences.
- Ensure, to the extent possible, that information related to school and parent programs, meetings, and other activities is provided in the child's home language.
- Provide meaningful opportunities for the participation of parents with limited-English proficiency in the education of their children, including providing information and school profiles in a language and form parents can understand.
- Include parents of ELs to the extent practicable and possible, in the development of system wide or individual school Parent Involvement Plans and Title I School-wide Plans, if possible.

Following is a list of factors that may impact the degree and extent of parent involvement for ELs:

- Length of residence in the United States.
- English language proficiency.
- Availability of support groups and bilingual staff.
- Prior experiences of parents.
- Economic need of parents.

Whenever possible, the school must provide written communication that the parents can understand and/or provide a person who can speak the parent's native language to facilitate understanding. This provision greatly improves the quality and outcomes of the school-home working relationship.

Parental Notification

The LEA must ensure that appropriate notification is made to parents prior to placing a student in an English language educational program. According to Title III, Part C, Section 3302(a), each LEA shall, "not later than thirty (30) days after the beginning of the school year, inform a parent or the parents of a limited-English proficient child identified for participation in, or participating in" an English language instruction program, about the following:

- The reasons for the identification of the student as limited-English proficient and in need of placement in an English language instruction educational program.
- The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement, to the extent known.
- The method of instruction to be used in the English language instruction educational program and how the program differs in content, instructional goals, and use of English from "regular" programs in the school.
- How the program will meet the educational strengths and needs of the student.
- How the program will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
- Specific exit requirements for the program, the expected rate of transition from the program into regular classrooms, and the expected rate of graduation from high school, if appropriate.
- If applicable, how the program meets objectives of the student's individualized education plan (IEP).

Specifically, the following information pertaining to parental rights must be provided in writing:

- The right of parents to have their child immediately removed, upon their request, from the English language instruction educational program.
- The options that parents have to decline to enroll their child in an English language educational program or to choose another program or method of instruction if another program or method is available. If parents refuse services, a *Waiver Form* should be signed by the parents and placed in the student's cumulative record folder by the EL instructor. The school district is still required to make accommodations in instruction and monitor the student's academic performance. Although the parent has denied EL services for the student, the student must continue to participate in the annual English Language Proficiency testing (ACCESS for ELs) until attaining proficiency.

School information is provided to parents in a language that they can understand through interpreters and/or forms and letters in the home language.

- The assistance that will be provided for parents in selecting from among various programs and methods of instruction if more than one program or method is offered by the LEA.

Each local school must implement "an effective means of outreach" so that parents of limited English proficient students can:

- Be involved in the education of their children.
- Be active participants in assisting their children to learn English, to achieve at high levels in core academic subjects, and to meet the same challenging state content and student achievement standards as all children are expected to meet.

If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the EL Committee must carry out the parent notification requirements within ten school days of a student being placed in such a program.

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

- EL identification, placement, exit, and monitoring

Winfield City Schools presently has one Spanish teacher/translator.

This translator is the only personnel who is approved to provide translation services involving confidential information.

Winfield City Schools use the TransACT service that is provided by the Alabama State Department of Education. The documents have been professionally translated into several languages. Some of these documents include registration forms, free lunch forms, health forms and letters related to *No Child Left Behind* and *ESSA*

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- The assistance that will be provided for parents in selecting from among various programs and methods of instruction if the LEA offers more than one program or method.

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