

EL Plan – FY24

Identification and Placement Procedures

1. Identify the LEA's procedures for identifying members for the EL Advisory Committee.

The following procedures are used to identify members of the EL Advisory Committee at each school within the LEA -

the EL Coordinator and EL District-wide teacher are on each school's committee while a building administrator, guidance counselor and the student's classroom teacher make up the remaining members of the committee at each individual school.

2. Include the LEA's methods for identifying, placing, and assessing the students to be included in the English language instruction educational program. The following components must be explained in the plan.

- **Home Language Survey**
- **WIDA Online Screener**
- **WIDA-ACCESS Placement Test (W-APT) for Kindergarten**
- **WIDA Measure of Developing English Language (MODEL) for Kindergarten**

The Home Language Survey (HLS) will be used as the identification tool for potential English Learners (EL's). If a language other than English is a response to any of the questions that the parent fills out on the HLS, the student shall be identified as a potential ELL student. The school official that is registering the student completes Part I of the EL Student Referral and Placement Form and submit it to the EL Coordinator and the EL teacher within two (2) school days. The school official will also immediately reach out to the EL Coordinator and EL teacher about the potential student. Potential ELL students will be given the opportunity to be assessed under the procedure and criteria developed for assessment of EL status within ten (10) school days of enrollment. If students or parents need an interpreter during the registration process, one will be provided if possible. The staff members who are certified will administer the W-APT or the WIDA Online Screener to all potential EL's within ten (10) school days of identification to see if the student qualifies.

The EL Committee shall convene within ten (10) school days after identification to review the EL Student Referral and Placement Form and any other pertinent information available. The Committee shall make recommendations concerning the placement of each student - provide written notice to parents for the child's participation in the EL program. The informal language assessment from the Alabama Policies and Procedures for Assessment of Special Populations may also be utilized. If a student has not been identified for participation in an ELL instruction educational program prior to the

beginning of the school year, then Cleburne County Schools must carry out the parent notification requirements within two (2) weeks of a student being placed in such a program. The most current test results will be placed in the student's cumulative folder, the student's EL folder, as well as on the ELlevation platform.

- Recommend and monitor the participation of eligible EL's in any other applicable program: At-risk, Homeless, Migrant, Title I, etc
- Determine that EL's are eligible to participate in all academic and special programs on the same basis as the native English-speaking students.
- Determine, according to state guidelines, how an EL is to participate in the statewide testing program with state approved accommodations.
- Review the EL's progress in language acquisition and academic achievement. The EL student will be formally assessed using the ACCESS for ELLs 2.0 or the Alternate ACCESS for ELLs 2.0 in the spring of each school year.

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.

After results from the ACCESS for ELLs 2.0 have been reviewed by the committee, a continued service plan or an exit plan is created for each EL student.

The Committee will recommend exiting the EL program when the score of 4.8 or higher has been achieved on the ACCESS for ELLs 2.0. The plan will include a minimum of four (4) years of monitoring the student to track academic progress. If the student is not successful during the four (4) years of monitoring at any time, the student will be reclassified and placed back into the EL program or other appropriate program to assist with academics in order to gain success.

The Committee will review the plans of the students who did not achieve a score of 4.8 on the ACCESS for ELLs 2.0 and continue services through the EL program. Plans may be adjusted to assist with the student's needs.

Programs and Instruction

- 1. Describe the programs and services that will be developed, implemented, and administered to ensure that ELs acquire academic language as part of the core LIEP.**
 - Process the system uses to conduct a comprehensive needs assessment
 - Rationale for selecting the particular EL program(s) and how they are evidence-based

The core EL program is an English as a Second Language Program (ESL) where ELs have push in and pull out services within their daily class schedule. The purchase of anchor charts, markers and note cards (colored and white) have helped classroom teachers and the EL teacher assist ELL students with reading and language development using the core curriculum. ELLevation strategies will be made available to the classroom teacher to help with attaining set goals for English language acquisition. Language Tutor is used with elementary students for reading and language. English language acquisition services will be delivered in the regular classroom setting. Software packages will be utilized in the schools also. ELs will participate in the classroom for academic subjects with accommodations and/or modifications. The focus for elementary schools and middle schools for non-proficient students will be immersion into the English language to enforce comprehension, speaking and reading. The focus for elementary and middle schools for those students who are Level 3 and 4 will be reading comprehension and writing. These programs will also focus on the teaching of the skills necessary for participation in the State Assessment Program. For the high school students, the focus will be on professional speaking, writing and reading the English language.

The amount of service is dependent upon the individual needs of the student. The decision concerning appropriate time spent in EL instruction will be made by the EL Committee and written into the IELP. Training will be provided to classroom teachers in strategies for appropriate accommodations and modifications to meet the individual needs of the EL student.

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

- **How data is used to improve the rate of language acquisition for ELs**
- **How the LEA supports each school with respect to continuous improvement practices and specific professional development**
- **How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum**

Progress monitoring will display improvement of language acquisition during the school year.

Each school receives professional development based on their EL needs. All schools ELLevation training.

The WIDA standards are posted in every classroom as a reminder to teachers and students of how these skills are intertwined within daily lessons. Teachers that have EL students in their classrooms are to document those standards within their lesson plans.

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

Non-English Proficient (NEP) students should be graded on improvement not by the Course of Study Standard (COS). Beside the appropriate subject, a comment must be placed - "Graded according to the EL Plan or IELP".

Limited English Proficient (LEP) students should be graded on improvement as well as knowledge of the content of the Course of Study (COS). Beside the appropriate subject, a comment must be placed - "Graded according to the EL Plan or IELP".

A grade of "F" cannot be assigned to an EL without full documentation of accommodations having been made to assure the student full access to the content of the academic program.

Lack of ability to read and write in English is not the basis for an "F". It is against Federal Law to fail a student because he/she is not proficient in English.

4. Include details on the specific staffing and other resources to be provided to English learners under the LIEP in the district. ESL staff should be qualified with academic preparation in English-as-a-second-language, e.g. as documented in the 1991 Office of Civil Rights (OCR) Memorandum.

- **Qualified personnel (state certification and/or ESL licensure)**
- **ESL staff development**
- **Content teacher and administrator staff development**

EL Coordinator and Part me Certified Teacher serving ELL students district-wide

ELLevation account creation and training for all faculty and staff

TransAct training to those individual employees using the site

WIDA training for those individual employees using the site

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**

The EL teacher and EL Coordinator compile all EL data.

The EL Coordinator enters all state system data on ELs into PowerSchool and the AIMS portal and aids the System Test Coordinator when it is me to test.

Guidance Counselors and the EL teacher are trained each year on the newest EL updates

in order to help keep accurate data.

6. Include the LEA's method for evaluating the effectiveness of its program for English learners

- **LEA engagement in the continuous improvement cycle**
- **In relation to English proficiency and challenging state academic standards**

The EL Program is included in the monitoring and application of the Alabama Continuous Improvement Plan (ACIP) that is in the eProve platform. Monthly Administrator's meetings are held to assess program effectiveness at the school level ensuring academic standards are covered and WIDA standards are being applied. If needed, revisions and suggestions are also addressed at this meeting by the Central Office Staff. If the ACIP needs to be addressed, it is done so through the Federal Programs Coordinator and the Building Administrator.

The End of Year Program Assessment is completed by school educators where the ELL population is enrolled.

7. Include LEA's method of identification and referral of ELs for special services (including Gied Ed) Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language.

The LEA identifies and refers EL students for special services following the State of Alabama guidelines. Students are tested in their native language if applicable.

Cleburne County Schools uses Language Link to communicate with the student and parents in their native language if so preferred by the individual. Cleburne County Schools will use a translator when available.

Assessment and Accountability

1. Describe how the LEA will encourage and hold schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program.

- **Including coordination with the LEA Test Coordinator/Director**
- **Including communication of assessment and accountability requirements for schools**

The Cleburne County Schools Testing Coordinator communicates state testing requirements to the EL Coordinator and EL District-wide teacher for implementation. The EL Coordinator is accountable for assessing all students in the EL program. Once ACCESS for ELLs 2.0 results return to the District Office from ALSDE, the LEA Testing Coordinator gives a copy of the results to the EL Coordinator as well as each school administrator when the students reside.

All ELL students participate in the state-administered testing program per ALSDE guidelines.

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

- **Monitoring and evaluating school engagement with continuous improvement plan**

The EL Coordinator, EL Teacher, and the local school administrators monitor the schools compliance and inclusion within their ACIP plans. The ACIP's are routinely reviewed and progress notes made throughout the school year. Communication is maintained with each school regarding ACCESS for ELLs 2.0 testing and student progress in order to strive for proficiency and meet long term goals.

Parent, Family and Community Engagement

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

According to current federal requirements, LEAs must, not later than 30 days aer the beginning of the school year, provide notification to parents related to

- 1. The reasons for identification.**
- 2. The child's level of English proficiency.**
 - i) How such a level was assessed.**
 - ii) 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 programs, 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:**
 - i) The right of the parents to have their child immediately removed from supplemental Title III programs upon request. (If applicable)**

ii) The options that parents have to decline are to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available. (If applicable)

iii) The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

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 the local school as well as district offerings. We will continue to offer annual workshops for EL parents on ways to help their children achieve success in school. An interpreter will be provided to parents to ensure understanding in their native language. EL parents will be notified of EL classes in the community in which they participate - Gadsden State Community College. Parents are encouraged to come to Pleasant Grove Elementary School to work on the computer programs that assist ELL parents to learn English two mornings a week while the EL teacher is on campus.

Parents are encouraged to offer their input to the local school and to the EL Program Area Specialist or Federal Programs Coordinator for suggestions to improve the overall EL program that will generate success for their children in school and the community.