


Bullock County Board of Education Union Springs, Alabama

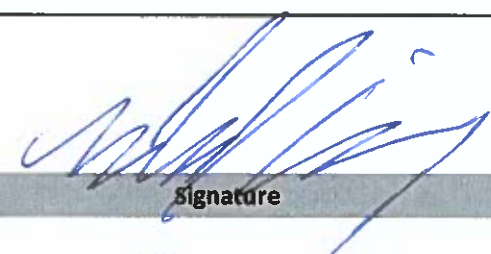

2020-2021

LEA English Learner Plan



Dr. Christopher Blair, Superintendent
Dr. Michael King, Executive Director of Teaching and Learning
Mrs. Shirley Beachem, ESL Coach

Section I Coversheet, Assurances, Signature Page	
EL District Plan Cover Sheet	Local Education Agency (LEA) Name:
LEA Contact for ELs:	
Name: Dr. Michael King	Signature: 
Position and Office: Executive Director of Teaching and Learning	Email Address: Michael.King@BullockCo.org
Telephone: 334-513-1416	Fax: 334-557-1858
<input checked="" type="checkbox"/>	Check box if LEA receives Title III Funds
<input type="checkbox"/>	Check box if LEA receives an Immigrant Grant

Assurances	
The LEA will:	
<input checked="" type="checkbox"/>	Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan
<input checked="" type="checkbox"/>	Assure that all teachers in any language instruction educational program for English Learners (ELs) that is funded with any source of federal funds are fluent in English , including having written and oral communication skills
<input checked="" type="checkbox"/>	Assure that all schools in the LEA are in compliance for serving English learners
<input checked="" type="checkbox"/>	Assure that all individuals used as translators or interpreters are fluent in the language they are translating.
<input checked="" type="checkbox"/>	Assure ELs have equal access to appropriate categorical and other programs and are selected on the same basis as other children
(The following assurances apply only to LEAs that receive Title III funds)	
<input checked="" type="checkbox"/>	Assure that the LEA has a process for parents to waive Title III Supplemental Services .
<input checked="" type="checkbox"/>	Assure that the LEA has an Equitable Services Implementation plan , if applicable.
<input checked="" type="checkbox"/>	Assure timely and meaningful consultation with private school officials regarding services available to ELs in private schools that are located within the geographic boundaries of the LEA, if applicable
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 30%;"></div> <div style="width: 30%; text-align: center;">Signature</div> <div style="width: 30%; text-align: right;">10/1/2020 Date</div> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 20px;"> <div style="width: 30%;"></div> <div style="width: 30%; text-align: center;">Signature</div> <div style="width: 30%; text-align: right;">10/1/2020 Date</div> </div>	

***THIS COVER SHEET IS TO BE USED BY LEAS THAT RECEIVE TITLE III AND THOSE THAT DON'T.**

***EL Advisory Committee Signatures**

Dr. Michael King Executive Director of Teaching and Learning _____

Shirley Beachem ESL Coach _____

Rhonda Anthony First Grade Teacher _____

Shelia Foy Third Grade Teacher _____

Yvette Robbins Reading Coach _____

Charlotte Perry Math Coach _____

Erica Shepherd Sixth Grade Science Teacher _____

Deborah Milan Ninth -Twelfth Grade ELA Teacher _____

EACH LOCAL DISTRICT THAT DOESN'T RECEIVE TITLE III MUST USE THIS PLAN TEMPLATE
A. Required Theory and Goals
The LEA's educational theory and goals for its program of services – to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)
B. IDENTIFICATION AND PLACEMENT PROCEDURES
1) Include the LEA's procedures for identifying members for the EL Advisory Committee.
2) Include the LEA's methods for identifying, placing, and assessing the students to be included in the English language instruction educational program. The following components must be explained in the plan. <ul style="list-style-type: none"> • Home Language Survey • WIDA Online Screener • WIDA-ACCESS Placement Test (W-APT) for Kindergarten • WIDA Measure of Developing English Language (MODEL) for Kindergarten • ACCESS for ELLs 2.0®
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 (<i>new in ESSA</i>), 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.
C. PROGRAMS AND INSTRUCTION
1) Describe the programs and activities that will be developed, implemented, and administered to ensure that ELs acquire academic language as part of the core LIEP. <ul style="list-style-type: none"> • Process the system uses to conduct a comprehensive needs assessment • Rationale for selecting the particular EL program/s and how they are evidence-based
2) Describe how language instruction educational programs will ensure that ELs develop English proficiency: <ul style="list-style-type: none"> • How data is used to improve the rate of language acquisition for ELs • How the LEA supports each school with respect to continuous improvement practices and specific professional development • How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum
3) Describe the grading and retention policy and procedures. NOTE: ELs cannot fail or be retained if language is the barrier.
4) Include details on the specific staffing and other resources to be provided to English learners under the LIEP in the district. ESL staff should be qualified with academic preparation in English-as-a-second-language, e.g. as documented in the 1991 Office of Civil Rights (OCR) Memorandum. <ul style="list-style-type: none"> • Qualified personnel (state certification and/or ESL licensure) • ESL staff development • Content teacher and administrator staff development
5) Describe how the LEA will collect and submit data in accordance with SDE requirements. <ul style="list-style-type: none"> • How schools are trained to use the state system/database to code ELs and enter reliable and accurate data
6) Include the LEA's method for evaluating the effectiveness of its program for English learners <ul style="list-style-type: none"> • LEA engagement in the continuous improvement cycle • In relation to English proficiency and challenging state academic standards
7) Include LEA's method of identification and referral of ELs for special services (including Gifted Ed) Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language.

D. ASSESSMENT AND ACCOUNTABILITY

- 1) Describe how the LEA will encourage and hold schools accountable for **annually measuring the English proficiency** of ELs and for participating in the state-administered testing program.
 - Including coordination with the LEA Test Coordinator/Director
 - Including communication of assessment and accountability requirements to schools
- 2) Describe how the LEA will **hold schools accountable** for meeting proficiency and long-term goals.
 - Monitoring and evaluating school engagement with continuous improvement plan

E. PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

- 1) Describe how the LEA will inform **EL parents using information and notification** in the following format:
According to current federal requirements, LEAs must, not later than 30 days after the beginning of the school year, provide notification to parents related to....
 1. The reasons for the identification.
 2. The child's level of English proficiency.
 - a. How such level was assessed.
 - b. The status of the child's academic achievement.
 3. The method of instruction used in the program.
 4. How the program will meet the educational strengths and needs of the child.
 5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
 6. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.
 7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
 8. Information pertaining to parental rights that includes written guidance detailing:
 - a. The right of the parents to have their child immediately removed from supplemental Title III programs upon request. (IF APPLICABLE)
 - b. The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available. (IF APPLICABLE)
 - c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN TEMPLATE

Section A: Theory and Goals

The LEA's educational **theory and goals** for its program of services – **to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)**

Section B: Identification and Placement Procedures

1) Procedures for identifying the EL Advisory Committee.

The English Learner (EL) Advisory Committee/Problem Solving Team, (PST) discusses issues related to specific needs of ELs and offers teachers assistance in resolving problems. The team is composed of regular education teachers, administrators, counselors, resource teachers, ESL coach, students and parents. Schools Team Members will receive additional training in teaching and supporting ELs. The EL Advisory Committee/PST, schools may call upon the expertise of the team to assist when additional support is needed to confront specific academic, social and/or behavior concerns of ELs.

2) Methods for identification, placement, and assessment

Home Language Survey

English Language Learners (ELs) must be identified at the point of enrollment. A consistent enrollment procedure for language-minority students, which includes the use of a Home Language Survey (HLS), facilitates their entry into the new school environment. A language-minority student is one whose home language is other than English. School counselors and office personnel are trained and dedicated to meeting the needs of students from different cultures with different levels of English proficiency.

A Home Language Survey must be completed for each student registering for enrollment in Bullock County School District. Counselors/office staff conduct an interview with the student and/or parents during the enrollment process. Information from the interview may be utilized by the EL committee when considering appropriate placement for the student. The assistance of a translator to complete the survey is available if needed. The completed survey becomes part of the student's permanent record and should be available for future reference.

The Home Language Survey will contain, at a minimum, the following questions:

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

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

The WIDA Online Screener/W-APT is a screener used to measure the English language proficiency of ELs who have recently arrived in the district. It can determine whether or not a child is in need of English language

instructional services, and if so, at what level. The ESL coach administers this screener. It is administered within the first 30 days of school to new ELs. ELs who come during the school year are given the screener with 10 days of their arrival date in the system.

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

The ACCESS 2.0 for ELLs will be administered to all English Learners who participate in the LIEP program. The test is given from January to March of each year. It assesses the four language domains of Listening, Speaking, Reading and Writing in English. The results show the student's language proficiency levels.

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

Exiting Students

- ELs remain in the EL program until they have obtained a score of at least 4.8 (composite Score) on tier B or C on the Assessing Comprehension and Communication in English State-to-State 2.0 (ACCESS) test.
- The EL Advisory Committee/PST shall review the above criteria, plus other pertinent information and make a recommendation for exiting a student from the English Second Language (ESL) Program and/or Content-Based English Learner Services. This shall be done each fall unless requested earlier by appropriate person.
- Written notice shall be given to the parents that their child is to be exited from ESL Program and/or Content-Based English Learner Services.
- The counselor, ESL Coach and the EL Advisory Committee/PST shall monitor the progress of the student for a period of one year at nine-week intervals coinciding with the issuance of report cards for the next four years.
- If the student is not academically successful, or does not pass course work without modifications, the student can be recommended for reclassification as LEP and enrolled in the ESL modified instructional program and/or other appropriate program that meet the needs for English Language instruction.

Section C: Programs and Instruction

- 1) Programs and activities that will be developed, implemented, and administered to ensure ELs acquire academic language as part of the core LIEP

Programs and Instruction

The district's English Second Language Coach will identify, assess for English Language proficiency, and monitor language-minority students who need language acquisition and modified instruction. All language-minority students should be placed in their age-appropriate grade level. A student with little or no knowledge of English will be provided intensive language instruction. Two methods of instruction will be utilized. Content-based English Learner (EL) or English as a Second Language (ESL) will be provided. This instruction is provided in English only and adapted to the student's level. Sheltered English Instruction EL Services is an instructional approach used to make academic instruction in English understandable to ELs to help them acquire proficiency in English while at the same time achieving content areas.

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

English Proficiency

- The K-12 English language proficiency standards developed by the WIDA Consortium are carefully crafted to meet compliance with the requirements of Titles I and III of Every Student Succeed Act (ESSA) 2015. These standards can be used as a starting point in the education of English Language Learners in elementary, middle, and high schools.
- In grades kindergarten through sixth grade, Scott Foreman Reading Street is being implemented. This comprehensive reading program is designed to help students develop into fluent, independent, and highly skilled readers. Concepts and skills are taught by the teacher in small steps to ensure success. Students have ample opportunity to practice all concepts and skills so they can achieve mastery and develop efficient strategies for learning. Entry-level assessment and continuous monitoring of progress make it easy to quickly identify students needing specialized instruction.
- The classroom teachers and reading coach will provide individualized instruction in the classroom. Project-based content is provided through the systems reading program and through sheltered instruction. In our sheltered instruction, the teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, language arts/reading, and other academic subjects.
- Middle and High School English learners will receive tier III instruction using Edgenuity Software Program. This program helps teachers provide instruction to students based on individual reading levels. It provides each student with the most appropriate instruction and support to achieve state standards.
- Teachers will include the WIDA standards and language objectives into their lesson plans. Can Do Descriptors will assist teachers with planning and lesson delivery.
- Administrators, teachers and English Second Language Coach will analyze test data for all identified ELs. This data will be discussed and it will be used to assist with addressing the individual needs of the students. ELs will be given the opportunity to participate in after-school and summer enrichment programs. Student's progress will be monitored continually.
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3) Grading and retention policy and procedures

GRADES AND GRADING SYSTEMS

- Traditional procedures for assigning grades to English Learners may not be appropriate. The same methods and criteria applied to their English-speaking age and/or grade peers cannot always be used to assess ELs.
- For the first nine weeks grading period, it may be appropriate for beginning ELs to receive alternate progress monitoring grades such as "S" for satisfactory, "I" for improvement, or "N" for needs improvement. Implementation of alternative assessments includes but is not limited to asking students to prepare portfolios, present projects, make oral reports, make lists, present power point activities, the use of rubrics or any activity that will allow ELs to express what they have learned.
- ELs in grades 9-12 must be given the opportunity to earn credits toward graduation. Teachers must keep in mind that while they are requested to provide accommodations, they are responsible for the content of the state courses of study and prepare the student to be college or career ready. Thus, ELs are working under a dual burden: learning a new language and learning new content in a language they have not yet mastered.

Teachers are to follow these guidelines:

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

Grades on the ELs report cards and those placed in his/her cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards. All Bullock County's elementary and secondary English Learners who can demonstrate knowledge and skills in a particular academic subject are to be assigned an achievement grade. Bullock County School System's teachers are encouraged to maintain high expectations for all students learning, however, they are to accommodate and adapt lessons and assignments so that English Learners can progress. Likewise, assessments should be accommodated so that students can demonstrate their knowledge and skills. *A student may not be assigned a failing grade in a content area on the basis of lack of English language proficiency.* The key to appropriate grading of ELs is appropriate instructional accommodations.

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

ESL STAFF

The school system has provided one full-time district ESL Coach, two Resource Specialists, one elementary Reading Coach and one elementary Math Coach. The EL Coordinator is responsible for the total program and conducts all aspects of the program in cooperation with the school administrators, the Federal Programs Director, the Special Education Coordinator, and other appropriate personnel. The district ESL Coach and ALSDE EL Regional Coach are responsible providing teachers with professional development. They are there to assist the teachers with the best practices and strategies for teaching ELs. In addition, they provide assessment, tutoring, and monitoring to LEP and FLEP students as needed. All ELs will receive their primary instruction from certified/qualified teachers through the regular academic program.

5) Method for collecting and submitting data.

EL Data will be collected after any type of state and local assessment have been given and scored. The EL Coordinator and ESL Coach will closely monitor students' test results. This information will be distributed to schools' administrators and teachers. Additional data such as grades, attendance and discipline referrals will also be viewed and discussed on a regular basis.

The EL Coordinator will keep abreast on what and when EL information should be placed in Chalkable. The Technology Coordinator has provided training to the ESL Coach and Counselors in the Bullock County School System on how to code ELs in I-NOW to ensure the students are being coded correctly

6) Method for evaluating the effectiveness of the program

STUDENT AND PROGRAM EVALUATION

On an annual basis, each Bullock County school will evaluate and document the progress of each English Learner's acquisition of English and their academic Progress. Comprehensive and comparable data on all students are needed to evaluate the success of students in obtaining an effective and appropriate education.

Bullock County School System will maintain systematically the following information:

- Individual student profiles for all students identified as Limited-English
- Assessment data (standardized tests taken, scores, and dates)
- Academic data (courses taken, grades, attendance, promotion/retention)
- Entry date into school system.
- Years of schooling in home language
- Educational history
- Physical conditions that may affect learning
- Classroom observations and anecdotal records by teachers.
- Enrollment history and criteria used for placement in special services: speech therapy, special education, gifted, etc.
- Professional development provided to teachers and its effectiveness.

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

SECTION D: ASSESSMENT AND ACCOUNTABILITY

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

ACCOUNTABILITY

Each school will be held accountable for the following:

- Annual increases in the number or percentage of students making progress in learning English according to ACCESS 2.0.
- Annual increases in the number or percentage of students attaining English proficiency by the end of the school year.
- Number or percentage of students attaining English proficiency by the end of the school year.
- Adequate yearly progress, as defined by the state, for LEP students.
- The percentage of LEP students who participate in the state's student assessment system. Must have 95 % participation of the LEP subgroup on state assessments.

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

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

Section E: Parent, Family, and Community Involvement

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

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

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

- EL identification, placement, exit, and monitoring

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