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| **Clarke County Comprehensive English Learner**  **District Plan SY 20-21** |
| **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)**  It is the policy of the Clarke County Schools that no student will be excluded from participation in, be denied the benefit of, or be subjected to discrimination in any program or activity on the basis of sex, race, color, creed, religion, belief, national origin, ethnic group, or disability. The Clarke County Schools is committed to providing all students equal opportunity to benefit from educational programs and services. Specifically, students from limited English-speaking families are challenged to learn a language as well as new academic skills simultaneously. These students, English Learners (EL), require services that will enable them to benefit from instruction. In order to provide these services, the Clarke County Schools’ Program for English Learners (EL) has the following goals:  *Certified teachers will provide evidence-based programs, practices, training, and accountability.*  *Students will become proficient in English and achieve the state’s academic content and student academic achievement standards.* |
| **Section B: Identification and Placement Procedures** |
| 1. Procedures for identifying the EL Advisory Committee |
| The Clarke County Schools will establish an EL Advisory Committee for the purpose of determining program needs, assessment procedures, conducting an evaluation and for developing this comprehensive EL Plan. This committee includes central office administrators, assessment specialists, school level administrators, school counselors, teachers working with EL students, parents, and community representatives who work with these students and their families in other settings. For Clarke County Schools, these resources may include Coastal Alabama Community College, Department of Human Resources and Clarke County Public Health Department. This committee will meet at least twice annually to review the plan and make necessary updates. The committee recommendations may include English Language development program, high-quality professional development for staff, parental involvement programs, budget concerns, and EL program evaluation. |
| 1. Methods for identification, placement, and assessment |
| Our school system is committed to the identification and proper servicing of all students with English Language challenges. Our school system is equally committed to providing supportive responses to those issues/situations which may hinder a student’s school enrollment and success and prohibit and/or lessen parents/guardians full and appropriate involvement in their child’s educational experience. In response to these commitments, the following procedures will be utilized:   1. All students enrolled in the Clarke County School System are given a Home Language Survey Form upon enrollment. 2. Upon review of the completed Home Language Survey Form and if there is the specification that English is the primary language in the home, the Language Survey Form is filed in the Student’s cumulative folder and the procedure ends. 3. After a review of the completed Language Survey Form, if there is the specification that English is not the primary language of the student and/or the home, the student is screened with the W-APT unless the student is from another school in a WIDA state and the scores are available. 4. After review of the completed Home Language Survey Form, if there is the specification that English is not the primary language of the student and/or the home and the student’s school history reveals below average classroom performance and below average performance on mandated assessments or if the student’s school history is incomplete or unavailable, the process of evaluation begins.   The evaluation of a student’s level of English proficiency and placement in our school system’s English Learner (EL) program will include the following:   1. Within thirty days from the beginning of school and within ten days of a new enrollment, students will be assessed for English-language proficiency and parents/guardians will be notified of the school’s recommendation that their child is eligible for the school’s EL program. This recommendation will be based upon: a review of the student’s school history, an interview of the family and the student, the administration of the WIDA-ACCESS Placement Test (W-APT) to the student. 2. The School counselor will record the registration date as “original entry date” in CHALKABLE or “date first enrolled” when completing the demographics page of the ACCESS for ELs English proficiency test. 3. Any student scoring an overall composite score of 3.9 or below on the W-APT must be identified as limited English proficient and will require placement in an EL program. 4. Any student scoring an overall composite score of 4.0 or above on the W-APT may be identified as LEP and may require placement in an EL program. Further assessment of the student’s English language proficiency is needed to determine placement.   Upon determination of enrollment in the EL program an EL Committee will be convened. This committee will facilitate the placement, services and assessment of the English Learner student. Members of this committee will include the Principal or his/her designee, a classroom teacher, ESL Representative, Parent-Community member, who is not employed by the district, and the Counselor, and the student. |
| 1. Methods and procedures for exiting students from the LIEP and for monitoring progress |
| Upon scoring 4.8 (composite score) on ACCESS for ELLs, English Learners will be exited from EL services and placed on monitoring status for four academic years. During the monitoring period, the EL Committee will review data to track the student’s progress. The committee will review the data at progress reporting and report card dates. Any support that is indicated by the data review will be planned, implemented and monitored by the committee. Students will be classified as  FEL 1 (student has exited the program and is in the first year of monitoring), FEL 2, FEL 3, FEL 4,  for the first four years of monitoring. Following four successful years of monitoring, EL students are classified as FEL, a student who has exited the program and is no longer being monitored nor is being included in the LEP subgroup for accountability. |
| **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 |
| The population of EL students changes each school year. In order to address the needs of the current students, the Clarke County Schools will conduct a needs assessment to determine the services and activities needed. The EL Advisory Committee will collect and analyze data from a variety of sources and use the data to determine goals and strategies for the enrolled students. The sources for the needs assessment will include student assessment results, attendance records, discipline records, teacher interviews, grades, records of students from former placement, family interviews, response to instruction data, and community surveys.  With the results of the needs assessment, the advisory committee will proceed to select the appropriate programs and activities. The committee will review evidence based materials, seek guidance from SDE consultants, and provide training for the faculty and staff involved in delivering the services.  Currently, Clarke County implements a sheltered English or content based program. This program combines the expertise of the classroom teacher, the support of family and community members and current scientifically researched reading program EL supplementary materials. School representatives will attend SAMUEL training during the school year. Also, the EL District Coordinator will attend all ALSDE EL Regional trainings. |

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| 1. How the LIEP will ensure that ELs develop English proficiency |
| The student’s EL committee will continually monitor progress of language acquisition and use the data gathered to improve/modify instruction. Training for faculty and staff will be provided, reflecting the needs identified in the data analysis. The district will integrate the World-class Instructional Design and Assessment English Language Proficiency (EIDA ELP) standards with the curriculum as well as teachers will integrate the standards into lesson plans. By using these standards teachers will be able to provide EL students with access to the local curriculum as they progress through the stages of language acquisition: entering, beginning, developing, expanding, bridging. Students in the EL Program will be tested each year with ACCESS. |
| 1. Grading and retention policy and procedures |
| Retention and grading for EL students will be addressed through the individual EL plan (LIEP) with the input of the student’s EL committee. Retention will not solely be based on English language proficiency. The team will gather and analyze data from a variety of sources in order to make the most effective decisions for the student’s grading, promotion, and retention. Some items that will be considered in this process include the student’s current level of English language proficiency, results of implementation of modifications as outlined in the LIEP, accommodations such as lesson delivery, homework, formal and informal assessment results, individual English language instruction received daily, need for an alternate grading strategy, teacher training. Current district promotion and retention policies will also be considered by the EL committee. |
| 1. Specific staffing and other resources to be provided to ELs through the program |
| EL students will be taught by certified teachers using evidence based materials.  Teachers will receive appropriate professional development in order to support their instruction of EL students.  Community members and family will assist the schools in providing services and activities for EL students as they make progress in language acquisition.  Tutors and translators will be utilized if necessary and appropriate.  All faculty and staff working with EL students will be fluent in English.  The EL Coordinator and the Special Populations Instructional Assistant (Part-time), along with the members of the district EL team and classroom teachers working with EL students will attend the SAMUEL trainings. |
| 1. Method for collecting and submitting data |
| School faculty and staff are trained to use CHALKABLE to code ELs as well as enter reliable data regarding enrollment, attendance, health, grades, discipline, and demographic data. School counselors are responsible for securing school records. District student assessment personnel will follow procedures as outlined by the SDE for collecting and submitting data regarding EL students. School based data reviews are conducted each quarter to ensure accuracy of reports. Also, district personnel will follow procedures for reviewing EL reports online as required by SDE. |
| 1. Method for evaluating the effectiveness of the program |
| Each school develops and reviews a Continuous Improvement Plan throughout the school year. The leadership team at each school maintains the CIP with accurate, current information. Through this process the EL program will be evaluated. Results of the CIP process at each school as well as district-wide data will be combined and reviewed. The data will be analyzed and reviewed to determine if the goals of the EL plan have been attained, what adjustments are indicated, and what resources should be allocated. This process will include a self-assessment to determine program for compliance, input from stakeholders, student assessment results, and local school data regarding discipline, attendance, and grades. The evaluation template provided by the SDE will be used to summarize the findings and plan for future activities. |
| 1. Method of identification and referral of ELs to the Special Services Program including Gifted Ed |
| The Clarke County Schools’ Program for Students with Disabilities and the Clarke County Schools EL Program will work together to identify students who are eligible for services as students with disabilities. The identification, eligibility and service provision for these students will be provided in accordance with the Individuals with Disabilities Education Act of 2004. In order to support these procedures the EL Program will help with securing the services of someone to administer the test or other evaluations in the native language. These accommodations will include a translator for oral communication and written communication in the parent’s native language. The materials used to assess a limited-English proficient student will be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student’s English language skills. Also, the EL Program will maintain a contact list of resources in the area for providing communication with the parent in the native language. The EL Program and the Program for Students with Disabilities will work together to ensure the EL student is provided English language acquisition services as an integral part of the LIEP. A student will not be determined to be eligible for special education if the determinant factor is the child’s lack of limited-English proficiency. All required procedures as outlined in the Alabama Administrative Code will be followed for referral, eligibility, evaluation, and services (LIEP) for EL students.  Also, EL students will be considered for the gifted program under the same guidelines as all students in Clarke County Schools. The EL students will be part of the second-grade gifted screening. Cooperation with the EL Program will be sought to ensure the language proficiency of EL students does not prevent any access to the gifted program. |

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| **Section D: Assessment and Accountability** |
| 1. Method for holding schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program |
| The district student assessment coordinator and the EL program coordinator will work together to ensure that EL students participate in state-administered assessments. Through the district’s accountability program results of the assessments will be shared with schools and parents in a timely manner. These same results will be incorporated in the school’s CIP. Technical assistance will be sought through the SDE in order to adequately address the needs of the EL students in the CIP if needed. The student assessment results will be reviewed and incorporated into the goals and activities of the school’s CIP. Professional development opportunities will be made available to the faculty and staff of the school through the CIP in cooperation with the central office staff, SDE, and local in-service center |
| 1. Method for holding schools accountable for meeting proficiency in academic achievement |
| The Clarke County Schools EL program and accountability coordinators, along with the Federal Programs Director will meet to review the assessment results when these are received from the SDE. Students who do not meet exit criteria will remain in the program. The student will continue to work with the Special Population Instructional Assistant as well as with their regular classroom teacher. All assessment data will be discussed with the regular classroom teacher. |
| **Section E: Parent, Family, and Community Involvement** |
| 1. Methods for promoting parent involvement activities to help improve student achievement |
| Clarke County Schools will provide notification to parents of EL students identified for participation in the English language instruction program, no later than 30 days after the beginning of the school year, or ten days after new enrollees regarding the following:  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 children 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:   * The right of the parents to have their child immediately removed from supplemental Title III programs upon request. * 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. * The various programs and methods of instruction if more than one program or method is offered by the eligible entity. |
| 1. Methods (in a language they can understand) for notification requirements for ELs students regarding  * EL identification, placement, exit, and monitoring   The EL committee for each student will provide a resource for communication with parents. The Special Population Instructional Assistant and the EL Program Coordinator will monitor all required communication for parents through the team process. Parents of EL students will receive notification of identification and placement in a language they understand. Through the use of TRANSACT and local resources (translators, staff, community partners) this oral and written communication will be made available. If the school fails to meet AMAOs, the separate notification will be made available to parents in their native language. An opportunity to review this communication, ask questions and receive clarification will also be scheduled through the EL committee process with support of the EL Program Coordinator. This notification will be separate from other notices and not later than 30 days after such failure occurs. If a child enrolls in school after the beginning of the school year, the district will notify parents of the failing school’s language instruction educational program within two weeks of the child being placed in the program. |