

<b>Section II Checklist</b>
<b>EACH LOCAL DISTRICT THAT DOESN'T RECEIVE TITLE III MUST USE THIS PLAN TEMPLATE</b>
<b>A. Required Theory and Goals</b>
The LEA's educational <b>theory and goals</b> for its program of services – <b>to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)</b>
<b>B. IDENTIFICATION AND PLACEMENT PROCEDURES</b>
1) Include the LEA's procedures for <b>identifying members for the EL Advisory Committee.</b>
2) Include the LEA's <b>methods for identifying, placing, and assessing</b> 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"> <li>• Home Language Survey</li> <li>• WIDA Online Screener</li> <li>• WIDA-ACCESS Placement Test (W-APT) for Kindergarten</li> <li>• WIDA Measure of Developing English Language (MODEL) for Kindergarten</li> <li>• ACCESS for ELLs 2.0®</li> </ul>
3) Include the <b>method and procedures for exiting students from the English Language Instruction Educational program (LIEP) and for monitoring their progress</b> 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.
<b>C. PROGRAMS AND INSTRUCTION</b>
1) Describe the programs and activities that will be <b>developed, implemented, and administered to ensure</b> that ELs acquire academic language as part of the core LIEP. <ul style="list-style-type: none"> <li>• Process the system uses to conduct a comprehensive needs assessment</li> <li>• Rationale for selecting the particular EL program/s and how they are evidence-based</li> </ul>
2) Describe how language instruction educational programs will <b>ensure</b> that ELs develop English proficiency: <ul style="list-style-type: none"> <li>• How data is used to improve the rate of language acquisition for ELs</li> <li>• How the LEA supports each school with respect to continuous improvement practices and specific professional development</li> <li>• How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum</li> </ul>
3) Describe the <b>grading and retention</b> policy and procedures. NOTE: ELs cannot fail or be retained if language is the barrier.
4) Include details on the <b>specific staffing and other resources</b> 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

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

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

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.

## Hartselle City Schools 2020-2021 EL 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)**

Hartselle City Schools is aware that the amount of time it takes an English Learner to become fluent... particularly with academic language... is influenced by factors such as the student's entering English proficiency, native language literacy, prior academic preparation, socioeconomic status, and mobility. HCS's ELs are served in ESL programs. We work to ensure that students gain the English language skills necessary to function successfully in an English-speaking academic setting. If academic deficiencies exist, we provide additional support as needed to ensure that ELs meet the same challenging state academic standards that all students are expected to meet. This requires teachers in all disciplines and programs to linguistically accommodate the instruction of ELs corresponding with their English language proficiency levels. As asserted in *Lau vs. Nichols*, "Students who do not understand the language of instruction are effectively foreclosed from learning. Simply providing the same classrooms, teachers, textbooks and materials does not ensure success."

The Hartselle City Schools' Strategic Plan/ Mission Statement require us to "Inspire and Prepare ALL Students for Learning, Leadership, and Life." Students who are identified for EL services are not exempt from this requirement.

The goal of EL instruction will not be to replace or to negate the students' primary home language. Rather, the EL program will seek to enable LEP students to become competent in listening, speaking, reading and writing in the English language. This instruction will emphasize the acquisition and mastery of English to enable LEP students to participate fully in the benefits of public education.

HCS strives to create a learning environment that encourages students' pride in their cultural heritage and provides the cognitive and affective support to help all students achieve academic success. The goals of the HCS Board of Education's English as a Second Language Program (ESL) are to ensure that:

1. English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
2. English learners, within a reasonable period of time, achieve success through demonstration of mastery of the same rigorous College and Career Readiness Standards in the classroom and on required assessments that are expected of all students.
3. Classroom teachers and administrators understand and accept the specific language acquisition needs of English learners and actively seek ways to better serve this population.
4. Non-English-speaking parents are provided access to participate in their child's education with communications in a language and format they understand and with timely notification of the academic progress of their child.

Specially Designed Academic Instruction in English is at our core with... as needed... pull-out, push-in, or separate ESL instructional classes which may count as an elective at the high school level.

In short, these goals focus on helping all English Learners (ELs) develop listening, speaking, reading and writing skills in English to a level of proficiency that allows them to compete with their English-speaking

peers academically, as well as facilitating access to participate in the mainstream activities of the school.

## **Section B: Identification and Placement Procedures**

### **1) Procedures for identifying the EL Advisory Committee**

The HCS Federal Programs Advisory Committee includes a cross section of district employees representing a cross section of students. The committee serves in multiple capacities.

### **2) Methods for identification, placement, and assessment**

The English as a Second Language (ESL) Program is implemented district-wide in a uniform manner. The purpose of the program is to ensure the procedures and processes outlined below are followed.

#### **Identification:**

- 1) Non-English Language Background (NELB) students are identified through the use of the Home Language Survey.
- 2) NELB students are assessed to determine if they need ESL services.
- 3) NELB students found to need ESL services are entered into the ESL Program
- 4) ESL students' English and academic progress is monitored and assessed on a regular basis to ensure their needs are being met.
- 5) ESL students who achieve fluency, which is defined as attaining a composite score of 4.8 or higher on the ACCESS 2.0 for ELLs, are exited from ESL services.
- 6) NELB students who have been exited from ESL services are monitored for four years to ensure continued success.
- 7) Monitored students who experience language-related difficulties may be re-screened using the WIDA Screener to see if they qualify for readmission to the ESL Program.
- 8) Students who complete four years of monitoring are designated a Former Limited English Proficient (FLEP) and are included in the ESL database for statistical reporting and program evaluation purposes only.

#### **Placement:**

1. Any student in grades 1-12 scoring an overall composite score below 5.0 on the WIDA Screener Online must be classified as an English learner and will require placement in an English language instruction educational program.
2. Any student scoring an overall composite score of 4.0 or above on the Screener may be identified as limited-English proficient and may require placement in an English language instruction educational program. Further assessment of the student's English language proficiency is needed to determine placement and should be supported by additional evidence, such as previous schooling in English or recommendations from previous teachers.
3. For kindergarten placement:
  - a) a student scoring an overall composite score below 24 on W-APT Kindergarten must be classified as an English learner
  - b) a student scoring an overall composite score below 40 on WIDA/MODEL Kindergarten must be classified as an English learner. A W-APT™ score of 25 and above or a WIDA/MODEL score of 40 and above is considered proficient. The student may not need EL services, but academic progress may be monitored in case rescreening is needed in first grade to determine reading and writing proficiency.

Generally, the questions posed for placement include:

- if the student will enter the ESL program
- what types of instructional accommodations and supports will be provided in the classroom
- whether the student is to receive alternative grading
- how and in what language the school will communicate with the student's family
- any other school-related/extracurricular-related questions involving the student

Assessment:

EL students who make an overall proficiency level of 4.8 on ACCESS for ELs (the current assessment) will exit the EL program.

If a student does not make an overall proficiency score of 4.8, he will continue receiving core English language instruction (and may keep receiving supplemental language acquisition services from the district).

Students who make the required score to exit from supplemental EL services are placed on monitoring status for two academic years. During the monitoring time, the EL teacher and the classroom teacher(s) communicate regularly. Students are classified as Former-Limited English Proficient Monitoring Year 1 (FLEP Monitoring Year 1) during their first year of monitoring, and Former-Limited English Proficient Monitoring Year 2 (FLEP Monitoring Year 2) during their second year of monitoring. Upon successful completion of two years of monitoring, ELs are classified Former Limited-English Proficient (FLEP) and no longer included in the LEP subgroup for accountability purposes.

It is the desire of the district that all students who enter the English as a Second Language program will be performing at the same level as their English-only peers as soon as possible. The ACCESS student assessment is given each year to monitor English proficiency gains.

Additionally, students are expected to make gains in alignment with the growth trajectory put forth by the State Department of Education.

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

ELs in grades K-12 participate in the annual ACCESS assessment which aligns with Alabama's ELP standards. Students who reach an overall composite of 4.8 in the reading, writing, listening, and speaking domains on the WIDA ACCESS for ELLs 2.0 annual assessment are exited from services and are reclassified.

## 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

English language development is provided to all ELs through content-based instruction delivered in the regular classrooms. ELs identified to need additional services may receive "pull-out ESL" where the student is "pulled out" of the regular class setting to receive additional English services. The amount of additional "pull-out" service a student receives is based on individual need.

HCS aligns classroom instruction with the WIDA English Language Proficiency (ELP) Standards to facilitate the design of language development objectives that support, guide, and develop content knowledge and skills at the appropriate level of English proficiency. By implementing the WIDA ELP Standards in the classroom, teachers are able to provide ELs with meaningful access to curriculum as they pass through the five (5) stages of language acquisition. Teachers are familiar with and incorporate WIDA ELP Standards in the instruction of English language learners.

Because ELs are a diverse group of students with personal, cultural, and educational backgrounds that often differ significantly, they require instruction that meets their particular needs. Programs and

activities are developed, implemented, and administered to ensure ELs acquire academic language as part of the core ESL program.

ELs have access to Alabama academic standards and are provided varying instructional pathways to master those standards. ELs require instruction that makes content comprehensible while accelerating acquisition of academic language proficiency and literacy.

Appropriate instructional support increasing academic English and achievement may include an adequate amount of pre-activities and modeling, and meaningful hands-on activities. As the ELs attain fluency in English, fewer variations or accommodations in classroom activities will be necessary. Because English Learners must simultaneously learn English and content, educators must go beyond teaching ELs survival English by developing their academic English within the context of all content areas.

A variety of materials and research-based strategies are used by the teachers of this system to accomplish the goals stated above. Classroom teachers are required to implement WIDA standards for language acquisition. All of our regular education classroom teachers are expected to differentiate/scaffold instruction so that all students, including ELs, can access the curriculum at their level of understanding. Language arts instruction includes emphasis on the four language domains: listening, speaking, reading and writing.

Numerous other resources are shared with teachers such as:

Newsela      Colorin Colorado      Cybrary Man ESL/ELL      One Stop English  
And the Steinhardt Bilingual Glossaries

Teachers of EL students regularly receive professional development on differentiated instruction and student progress drives additional instruction. All students participate in the state testing programs.

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

1. Teachers will use scientifically based and proven strategies.
2. Teachers will include activities that focus on listening, speaking, reading, and writing to facilitate second language acquisition using the most appropriate instruction for each student.
3. The EL curriculum is based on WIDA – English Language Proficiency Standards for English Language Learners in Kindergarten through grade 12.
4. Additionally, HCS is dedicated to:
  - Training EL staff and teachers on how to integrate the WIDA standards with the curriculum
  - Providing instruction for each EL that considers the individual learner's needs
  - Monitoring academic and language acquisition progress of ELs
  - Encouraging home-to-school-connections by facilitating parent engagement
  - Systematically evaluating the ESL program to identify areas of needed change and improvement

## 3) Grading and retention policy and procedures

Traditional procedures for assigning grades to students may not be appropriate for English language learners. The student's language learner level (determined by ACCESS score) must be addressed. Teachers are encouraged to maintain high expectations for student learning as they accommodate and adapt lessons and assignments so that ELs can progress.

Likewise, assessments should be modified 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. Even non-English proficient students can learn content while acquiring English.

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 LEP students. Implementation of alternative assessments includes, but is not limited to, portfolios, projects or oral reports, checklists, teacher observation, and other products that express what students have learned.

Students in Grades 9-12 must be given the opportunity to earn credits toward graduation. Students should be given grades on accommodated work. 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. When content is appropriately accommodated, ELs should be able to demonstrate mastery/non-mastery of the content standards.

ELs who fail to master content standards must receive additional support. A grade of "F" should only come after accommodations, supports, and communications home have been exhausted; and only when it can be confirmed that the failing grade was not simply the result of a lack of English language proficiency.

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

All classroom teachers are state certified and "highly qualified".

All are fluent in English and have both written and oral communication skills.

Instructors have training specifically designated for ESL instruction.

Classroom teachers receive SAMUEL instruction/ strategies designed to improve the instruction and assessment of LEP students, and to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for LEP children.

Teachers are expected to accommodate and scaffold where needed for all students, and EL learners are no different.

#### 5) Method for collecting and submitting data

Hartselle City School system will collect and submit data on a timely basis to the State Department of Education regarding student demographics and student assessment. Information about a student's birth country and whether a student meets the SDE requirement to be classified as an immigrant student is collected in the student information system. Data is also collected about the student's primary language, migrant status and LEP status. Data regarding a student's performance on state mandated tests is also collected. Assessment data is also collected on the ACCESS test for all English Language Learners and scores are compared to previous ACCESS scores to follow language acquisition progress for each student. ACCESS scores are also used in determining proficiency.

The Chalkable... soon to be Power School... Student Information System holds this data.

#### 6) Method for evaluating the effectiveness of the program

The following is considered when evaluation program effectiveness:

- the progress made by ELs in grades K-12 based on formal and informal assessments
- ELs' grades and work samples
- state-mandated assessment scores of ELs
- the number of ELs who drop-out of school
- the number of ELs retained



- the number of ELs who graduate
- the number of long-term ELs (in the ESL program five years or more)
- the number of ELs who exit ESL service
- the number of ELs who successfully complete the four-year monitor period
- the percentage of ELS who made adequate progress on the ACCESS for ELLs
- the number of ELs who qualify for gifted and talented services
- the number of parents needing translation/interpretation services
- the number of parents participating in parental involvement programs
- any anecdotal information from interviews with parents and students
- feedback regarding professional development and its efficiency/sufficiency

HCS Seeks  
Language  
Proficiency  
Together with  
Parity of  
Engagement  
for its ELs.

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

Language-minority students have access to instructional programs and related services for special populations in a school system such as special education and gifted education. All student support programs and services are available to qualifying language-minority students or ELs on the same basis that they are available to other students in a school or school system.

HCS follows procedures for the education of ELs with disabilities in accordance with the Individuals with Disabilities Education Act of 2004 (P.L. 108-446).

In most cases the EL student is usually referred to the RTI Problem Solving Team which tries various strategies to improve learning. Among these would be determining that poor classroom/ content performance is not due only to a language barrier.

If recommended strategies do not improve classroom performance, and if it is determined that poor classroom performance is not due to a language barrier only, referral to special education is made. ELs are eligible to receive Special Education Services on the same basis as all other students, but Alabama Administrative Code (AAC) (290-8-9.04(1)(e) states that in order for a limited English proficient student to be deemed eligible, the eligibility team (or IEP Team) must determine that the communication disorder exists in the child's native language and is not the result of learning English as a second language. This law is followed.

The English proficiency level of ELs should be considered by the IEP Team prior to referral to Special Education, with the assistance of the ESL specialist. If the English proficiency level is determined to be comparable to peers, then assessments may be administered in English. If the proficiency level is not comparable to peers, then the assessments will be administered in the EL's home language. If the IEP Team determines that information from the administration of the assessments in both languages is appropriate, then this protocol will be followed.

It should be noted that care goes into determining whether a child is eligible for special education due to a disability or if the determinant factor is the child's lack of instruction in reading, math, or limited-English proficiency. The IEP for an EL with a disability must include all of the components as listed in the Alabama Administrative Code. The IEP Team will 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 arrangements are made with bilingual personnel to communicate in the student's and parent's principle language.

<b>Section D: Assessment and Accountability</b>
<p>1) Method for holding schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program</p> <p>All English language learners coded EL1 and EL2 in Chalkable must participate in the state-adopted English language proficiency test – the ACCESS for ELLs 2.0.</p> <p>ELs in Grades 2-8 with no significant cognitive disabilities will participate in the ACAP Summative in Spring 2020.</p> <p>ELs in Grades 2-12 identified as having significant cognitive disabilities will participate in the ACAP Alternate in Spring 2020.</p> <p>ELs in Grades 9-12 must participate in all parts of the ACT with Writing and the ACT Work Keys.</p> <p>For the purpose of participation in the assessment program, ELs during their first academic year of enrollment in US schools (EL1) will not be required to participate in:</p> <ul style="list-style-type: none"> <li>• The reading test of the ACAP Summative</li> <li>• The reading and English tests of the ACT with Writing</li> <li>• The reading test of the ACAP Alternate</li> </ul>
<p>2) Method for holding schools accountable for meeting proficiency in academic achievement</p> <p>Each school will be held accountable for the growth of its EL students.</p> <p>Local schools are accountable for meeting annual measurable achievement objectives. Data is monitored and evaluated by each school’s continuous improvement committee. Adjustments to curriculum and professional development are made as needed.</p> <p>Should it be required, the curriculum and instruction coordinator will step in to work side-by-side with the Principal to make needed adjustments.</p> <p>Should it be required, the Superintendent will step in to monitor and motivate school staff.</p> <p>(This is true for all students and sub-groups across the district.)</p>
<b>Section E: Parent, Family, and Community Involvement</b>
<p>1) Methods for promoting parent involvement activities to help improve student achievement</p> <p>HCS reaches out to all parents, including those of limited English proficient children. We inform parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State academic content and student academic achievement standards as all other children are expected to meet. We regularly invite parents into the schools and offer many family events.</p> <p>Many EL students are involved in extracurricular activities. Parents of EL students engage in these activities just as all other parents do.</p> <p>Remind and ClassDojo are also excellent resources for communicating with non-English-speaking parents.</p> <p>Parents receive school event information translated by TransAct. Some view the <a href="http://hartselletiger.org">hartselletiger.org</a> website in their native language to gain general information about upcoming events.</p>

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

In alignment with the law, parent(s) of ELs identified for participation in an English language instruction educational program are notified of:

1. The reasons for the identification
2. The child's level of English proficiency, including how the level was assessed and the status of the child's academic achievement
3. The method of instruction that will be used in the program and classroom, including a description of other alternative programs
4. How the program will meet the educational strengths and needs of the child
5. How the program will help the child learn English and meet academic achievement standards
6. The program exit requirements, including the expected rate of transition, 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 plan of the child.
8. Their rights, including guidance regarding their right to have their child immediately removed from a language instruction educational program.
9. Their child's progress

All is communicated to them in a language/way that they can understand in order to provide them with a voice in their child's education. As before, this is true for the parents of all students.