

Section I Coversheet, Assurances, Signature Page	
EL District Plan Cover Sheet	Local Education Agency (LEA) Name: Winston County
LEA Contact for ELs: Dr. Shandy Porter	
Name: Shandy Porter	Signature: Shandy Porter
Position and Office: Asst. Superintendent	Email Address: sporter@winstonk12.org
Telephone: 205-489-5018	Fax: 205-717-3391
<input 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:

- 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
- Assure that all teachers in any language instruction educational program for limited-English proficient students that is funded with any source of federal funds are **fluent in English**, including having written and oral communication skills
- Assure that all schools in the LEA are in compliance for serving English language learners (ELs)
- Assure that all individuals used as **translators or interpreters are fluent** in the language they are translating.
- 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)

- Assure that the LEA has a process for parents to **waive Title III Supplemental Services**.
- Assure that the LEA has a **non-public school participation plan**.
- Assure **timely and meaningful consultation with private school officials** regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA

Shandy Porter		2-5-18
EL Program Administrator	Signature	Date
Greg Pendley		2/5/18
LEA Superintendent	Signature	Date

EL Advisory Committee Signatures

Shandy Porter

Lauren Archer

Judy Garner

Lori Davis

Heather Tucker

Lesley Guthrie

Comprehensive English Learner District Plan

Each LEA in Alabama must develop and implement a Comprehensive EL District Plan, in accordance with Section 3116 of Title III of the *No Child Left Behind Act of 2001*, for serving students who are limited-English proficient and immigrant students, where one or more students are determined to need support. **The LEA is required to have a Comprehensive EL District Plan whether or not the LEA currently has ELs enrolled and regardless of Title III eligibility.**

The Comprehensive EL District Plan should address each aspect of the LEA's program for all ELs, at all grade levels, and in all schools in the school system. The Comprehensive EL District Plan should contain sufficient detail and specificity so that each staff person can understand how the plan is to be implemented and should contain the procedural guidance and forms used to carry out responsibilities under the plan.

To facilitate LEA compliance and the Alabama State Department of Education (SDE)

review of the plan, LEAs will develop the Comprehensive EL District Plan using the template included at the end of the checklist. LEAs are encouraged to use the EL Policy and Procedures Manual when developing and revising the plan for a clear understanding of the requirements for serving ELs. The EL Policy and Procedures Manual was developed by the Alabama State Department of Education and is available for downloading at www.alex.state.al.us/ell/

Section II Checklist
<p>AT A MINIMUM THE LOCAL EL DISTRICT PLAN MUST</p>
A. INTRODUCTION
<p>1) Include the LEA's educational theory and goals for its program of services.</p>
B. IDENTIFICATION AND PLACEMENT PROCEDURES
<p>1) Include the LEA's procedures for implementing the EL Advisory Committee.</p>
<p>2) Include the LEA's methods for identifying and assessing the students to be included in the English language instruction educational program. The following components must be evident in the plan.</p> <ul style="list-style-type: none"> • Home Language Survey • WIDA-ACCESS Placement Test (W-APT) • EL Committee Placement
<p>3) Include the LEA's method and procedures for exiting students from the English language instruction educational program and for monitoring their progress for a period of at least two years, and at a minimum, follow SDE exiting requirements for ELs. The State established exit criteria a composite score of 4.8 on the ACCESS for ELLs® English language proficiency test.</p>
C. PROGRAMS AND INSTRUCTION
<p>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 ESL program.</p> <ul style="list-style-type: none"> • Process the district uses to conduct a comprehensive needs assessment • Rationale for selecting the particular ESL program/s and how they are based on scientific research
<p>2) Describe how language instruction educational programs will ensure that ELs develop English proficiency.</p> <ul style="list-style-type: none"> • Practice of continuous improvement and use of data to improve the rate of language acquisition for ELs • Support the LEA provides each school with respect to continuous improvement practices

- LEA integration of the World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards with the curriculum
- Teacher integration of the WIDA ELP Standards in lesson plans

3) Include the **specific components of the LEA's program** of English language acquisition and academic services for ELs.

4) Describe the **grading and retention** policy and procedures; ELs cannot fail or be retained if language is the barrier.

5) Include the **specific staffing and other resources** to be provided to limited-English proficient students under the LEA's English language instruction educational program. As with other instructional personnel, ESL staff must be qualified with academic preparation in English-as-a-second-language, as stipulated in the 1991 Office of Civil Rights (OCR) Memorandum.

- Qualified personnel (ESL licensure)
- ESL staff development
- Content teacher and administrator staff development

6) Describe how the LEA will **collect and submit data** in accordance with SDE requirements.

- How schools are trained to use STI or INOW to code ELs and enter reliable and accurate data

7) Include the LEA's method for **evaluating the effectiveness of its program** for limited-English proficient students (including those enrolled in non-public schools)

- LEA engagement in the continuous improvement cycle

8) Include LEA's **method of identification and referral of ELLs to Special Education**. 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 & ACCOUNTABILITY

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

- Coordination with the LEA Student Assessment Director
- Communication of assessment and accountability requirements to schools

2) Describe how the LEA will **hold schools accountable** for meeting proficiency and Annual Measurable Achievement Objectives (AMAOs).

- Monitoring and evaluating school engagement with continuous improvement plan

E. PARENT INVOLVEMENT

1) Describe how the LEA will promote **parental notification** and parental and **community participation** in programs for limited-English proficient students.

- Eight requirements for parent notification regarding program placement

- Separate notification to parents regarding failure of the LEA or school to meet Annual Measurable Achievement Objectives (AMAOs) within the specified time limit

F. TITLE III SUPPLEMENTAL SERVICES

This section should be completed if the LEA receives Title III supplemental funds.

1) Describe how the LEA uses Title III funds to supplement the core ESL program.

2) Describe the method the LEA uses to initiate contact with non-public school officials to engage in timely and meaningful consultation regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA.

- How ELs are identified
- How needs of ELs are identified
- How, when, where, and what services will be provided
- How the services will be assessed
- The amount of funds/services available

G. IMMIGRANT CHILDREN AND YOUTH

This section must be completed if the LEA receives Title III Immigrant Children and Youth Grant.

Assurance that the LEA has used Immigrant Grant on the Allowable uses of Funds Listed below:

1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services
6. Other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United

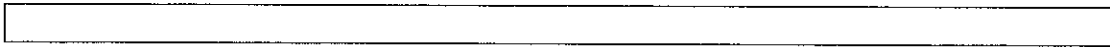
States, such as programs of introduction to the educational system and civics education

7. Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services

G. IMMIGRANT CHILDREN AND YOUTH

Describe how the LEA is/has met immigrant youth

NA



Section III LEA Template

**LEA COMPREHENSIVE ENGLISH LEARNER
DISTRICT PLAN TEMPLATE**

Section A: Introduction and Educational 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 implementing the EL Advisory Committee

The EL Advisory committee was formed under the guidance of system EL coordinator Shandy Porter. Stakeholders from all schools are included in the development of the system EL plan. Counselors from all schools are included in the committee as they serve as the local EL coordinators. English Learner Committee: Each school shall form an EL Committee consisting of a school administrator, a content area teacher, an EL instructor (if applicable), the school counselor, and others as designated by the principal. The EL's parent will be invited to participate in EL Committee decisions. The committee shall review all relevant information, determine appropriate placement, and exit from the EL program for all EL's.

2) Methods for identification and placement

- 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) Procedures for exiting students from the ESL Program and monitoring progress

ELs will be tested using the WIDA ACCESS test and must obtain a score of at least 4.8 (Composite Score) in order to be eligible to exit the EL program. EL students will continue to be monitored during data meetings (RTI/PST) for at least two years after they exit the program.

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 ESL program

- 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 EL counselor/staff members who have completed the appropriate assessment training and certification will administer the W-APT (WIDA ACCESS Placement Test) to all potential ELs within eight (8) days of identification. Each spring the ACCESS for ELs will be administered to all EL students by the counselor who has participated in the assessment training and have been certified to administer the assessment.

The W-APT is the primary instrument utilized to determine the initial level of English language proficiency for program placement. 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 W-APT and the ACCESS for ELs measure speaking, listening, reading, and writing across the WIDA English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12 (2004). The standards are:

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

2) How the ESL program will ensure that ELs develop English proficiency

Language Instruction Educational Program Evaluation Every year of program implementation, the LEA must conduct a program evaluation to determine the effectiveness of the program. Evaluating the EL program involves collection and analysis of data to determine whether the goals set forth during the comprehensive needs assessment (or previous program evaluation) was met. The data analysis should be summarized to illustrate the status of the EL program and should include the LEA's future goals and plans to improve the program the following school year. According to Chapter 9 of the U. S. Department of Education English Learner Tool Kit for State and Local Education Agencies (SEAs and LEAs), updated November 2016, LEA's should consider the following when evaluating the effectiveness of the EL Program: • Successful EL programs enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable period of time. • LEAs should collect longitudinal data to monitor and compare the performance of current ELs, former ELs, and never-ELs in the LEA's standard instructional program. Data should not be limited to ACCESS for ELLs 2.0. • When EL programs do not produce both English proficiency and parity of participation within a reasonable period, SEAs and LEAs must modify the EL program The EL Tool Kit, available at <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>, has an excellent sample for evaluating programs and services for English learners. OCR Policy Districts are required to modify their programs if they prove to be unsuccessful after a legitimate trial. As a practical matter, recipients cannot comply with this requirement without evaluating their programs every one to two years. Generally, districts measure "success" in terms of whether the program is achieving the particular goals the district has established for the program and its students. If the district has established no particular goals, the program is successful if its participants are achieving proficiency in English and are able to participate meaningfully in classrooms without EL services.

3) Specific components of the LEA's ESL program

LEP standards to teach students. Our Core program is an ESL program (English Second Language). Sheltered English instruction is an instructional approach that engages ELLs above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level. The EL curriculum is based on WIDA - English Language Development Standards for English Language Learners in Kindergarten through grade Twelve. There are 5 WIDA Standards. The LEA informs the teachers and administrators of workshops and professional development seminars throughout the school year in which they may attend. These workshops include but are not limited to SAMUELS, Technical Assistance, and any other ALSDE sponsored EL workshops. Leave time to attend workshops of this nature are approved and funded. This information is then shared with the faculty and staff through in-service, faculty meetings, as well as grade

level meetings. Data from ACCESS for ELLs 2.0 and the WIDA MODEL or screener, will be used for student goal setting. The data from ACCESS will indicate the student's ELP level. We use the Can Do Descriptors to determine what the student can do at their level and this will help framework our instruction.

4) Grading and retention policy and procedures

Traditional procedures for assigning grades to students may not be appropriate for EL students. 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 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 (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). The key to appropriate grading of ELs is appropriate instructional accommodations. Even non-English proficient students can learn content while acquiring English. If content teachers are unsure how to accommodate ELs, they should seek in-service or other training. Prior to considering retention of an EL, the following points should be addressed by the EL Committee.

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

The LEA informs teachers and administrators of workshops and professional development seminars throughout the school year in which they may attend. These workshops include but are not limited to SAMUELS, Technical Assistance, and any other ALSDE sponsored EL workshops. Leave time to attend workshops of this nature are approved and funded. This information is then shared with the faculty and staff through in-service, faculty meetings, as well as grade level meetings.

6) Method for collecting and submitting data

The federal programs director and test coordinator are responsible for submitting data.

7) Method for evaluating the effectiveness of the ESL program

THE ESL committee and director will evaluate the program annually.

8) Method of identification and referral of ELs to the Special Education Program

Upon completion of all evaluation material and information, the Referral Eligibility Meeting Committee 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 Specialist is the primary administrator responsible for the provision of services to all special education students

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

- Including coordination with the LEA Test Coordinator/Director
 - Including communication of assessment and accountability requirements to schools
- District EL Coordinator and District Test Coordinator will monitor the following:

Percent of ELs making Adequate Progress in Language Acquisition

Percent of ELs attaining English language Proficiency

Meeting State Requirements for the EL Subgroup at the LEA Level

2) Method for holding schools accountable for meeting proficiency in academic achievement (AMOs) and Annual Measurable Achievement Objectives (AMAOs)

- Conduct a program evaluation yearly
- Collect Longitudinal data to monitor and compare perform of current and former ELL's, and never ELL in instructional program

Section E: Parent Involvement

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

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.

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 two (2) weeks 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 and placement and
- Separate notification for the LEA or school's failure to meet AMAOs

We use Transact and have a Language Line Account

Section F: Title III (To be completed if the LEA receives Title III supplemental funds)

1) Use of Title III funds to supplement the core ESL program

2) Method the LEA uses to initiate contact with non-public school officials to engage in timely and meaningful consultation regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA (if applicable)

Section G: Immigrant Children and Youth (To be completed if the LEA receives Immigrant Grant)

1) Describe how the LEA uses Immigrant Children and Youth Grant funds are used.

Section E: Appendix (*Required documents are Home Language Survey, Parent Notification Letters, and Title III Supplemental Services Waiver Letter; the LEA may include any other related documents*)

Name:

Dr. [Signature]
Judy [Signature]
Lauren [Signature]
Lesley [Signature]
Deborah [Signature]
Lori [Signature]

Represented:

WCBOE
WCHS
WCBOE
MES
MES
LHS/LES