

# ***English Language Program District Plan***

A Plan for Identifying, Assessing, Placing, and Meeting the  
Educational Needs of English Learners



**2016-2017**

***Colbert County Board of Education  
Tuscumbia, Alabama***

# ***Colbert County Board of Education***

## ***Tuscumbia, Alabama***

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# Colbert County Board of Education English as a Second Language Program

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# LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN

## Section A: Introduction and Educational Theory and Goals

### *Introduction*

#### **Colbert County Board of Education English Language Program For English Language Learners**

##### *Assurance Statement*

It is the official policy of the Colbert County Board of Education that no person shall, on the grounds of race, color, disability, sex, religion, national origin or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program.

*All complaints and concerns are taken seriously and should be reported to Dr. Gale Satchel via phone at (256) 710-7544 or via email at gsatchel@colbert.k12.al.us.*

##### *Compliance with Alabama State Department of Education Requirements*

The Colbert County Board of Education recognizes the importance of providing appropriate and fair educational programs to all students, including its English Language Learners (ELs). Further, the Colbert County Board of Education adheres to all the rules and regulations governing the Alabama State Department of Education requirements to educate English Language Learners.

The following statement is taken from the *Local Education Agency Requirements for Serving Limited-English Proficient (LEP) Students* which was developed in agreement with the U.S. Department of Education, Office for Civil Rights (Compliance Review # 04-98-5023). This document incorporates requirements and applicable references to Title III of the *Every Student Succeeds Act of 2015*.

"The number of limited-English speaking families in Alabama has increased significantly in recent years. These families include immigrants, migratory workers, and others whose children may have limited English proficiency. These children are in Alabama schools and are working to learn core content taught in English. Their ability to learn this content may be hampered by the lack of appropriate accommodation in the classroom. The Alabama State Department of Education (SDE) estimates that there are many national origin-minority school children in the state that have limited English language proficiency. Students with limited-English proficiency sometimes experience difficulty with the dual load of learning a language and learning academics taught in that language at the same time. These students are at a higher risk of dropping out of school and may consequently have reduced opportunities for employment.

"The SDE is committed to providing all students equal opportunity to benefit from educational programs and services. Further, the SDE is committed to supporting scientifically research-based and effective appropriate programs, practices, training, and accountability so that all students can become proficient in English and can achieve the state's academic content and student academic achievement standards.

"The SDE has responsibility for implementing Title III, Language Instruction for Limited English Proficient and Immigrant Students, of the *Every Student Succeeds Act of 2015 (ESSA)*. The SDE is also responsible for enforcing Title VI of the *Civil Rights Act of 1964*, which prohibits discrimination in programs and activities that receive federal financial assistance. Local education agencies (LEAs) that receive federal financial assistance cannot, on the basis of race, color, or national origin:

- Provide services, financial aid, or other benefits that are different or in a different manner.
- Restrict an individual's enjoyment of an advantage or privilege enjoyed by others.
- Deny an individual the right to participate in federally assisted programs.
- Defeat or substantially impair the objectives of federally assisted programs.

"These Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English. Title VI protects students who are limited in their English language skills and are, thereby, unable to participate in or benefit from regular or special education instructional programs."

Questions about Local Education Agency responsibilities for providing English language services may be directed to:

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## Educational Theory

The purpose of the Colbert County Schools' English as a Second Language Program for English Language Learners is to enable EL students to become proficient in the understanding, speaking, reading, and writing of English. The program combines the implementation of accommodations and intervention strategies for ELs in the mainstream classroom and EL pull-out classes, in which students receive instruction in English language skills as well as content area concepts in order to prepare students to participate successfully in the regular academic program.

## Limited English Proficient (LEP) Defined

In Alabama, an LEP student is defined as a student whose native language is not English and whose difficulty in speaking, reading, writing, or understanding English is an obstacle to successful learning in a classroom where English is the only language of instruction.

The Alabama definition of limited English proficient (LEP)/English language learner (EL) is taken from the *Every Student Succeed Act of 2015*, Title IX S.910, (25):

"LIMITED ENGLISH PROFICIENT - The term 'limited English proficient,' when used with respect to an individual, means an individual -

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English
  - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
  - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulty in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual-
  - (i) the ability to meet the State's proficiency level of achievement on State assessments described in section 1111(b)(3);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society."

## **Program Goals**

The instructional goals of the Colbert County Schools English Language Program for English Language Learners are as follows:

- To enable students to develop competence in basic interpersonal communication skills (social language)
- To enable students to develop competence in the language of the content-area classroom (academic language)
- To help students develop background concepts and cultural literacy vital to their success in the academic classroom and their future roles in the world beyond the classroom (socio-cultural knowledge)
- To support home culture and language
- To reach English language fluency

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

### 1) Procedures for Implementing the EL Advisory Committee

#### **English Language Advisory Committee (LEP Committee)**

Each campus in the Colbert County School System will use the Limited English Proficient Committee as the assessment committee for English proficiency. The LEP Committee will consist of a core of teachers, an administrator of the school, a counselor, and temporary members who are knowledgeable about the child. These temporary members will include the homeroom teacher, the EL teacher, special education teachers, the parent or guardian, and/or other staff and community members. The LEP Committee must include at least four (4) individuals. The committee will review pertinent information about each EL student and perform the following tasks:

1. Make recommendations concerning the placement of each student in the EL program.
2. Give written (bilingual) notice to parents requesting approval to place the students in the EL program.
3. Recommend and monitor the participation of eligible EL students in any other applicable program.
4. Monitor the academic progress of all EL students in the regular program and make recommendations to the regular classroom teachers concerning accommodations for EL students in the regular program.
5. Determine, according to state guidelines, if an EL student is to participate in the statewide testing program.
6. Reclassify and recommend exiting the EL program when EL students become proficient in English and have met exit criteria.

All members of the LEP Committee shall observe all rules and laws governing the confidentiality of information concerning individual students. The LEP Committee shall review all pertinent information on all EL students and make required determinations regarding the placement in and exit from EL classes.

## 2) Methods for Identification and Placement

### Enrollment Procedures

The following conditions are needed for enrollment of all students:

1. **A Parent or Guardian** must be present at the time of registration to provide the signatures required by law.
2. **Proof of Residence** can be a signed copy of a lease, a rental or purchase agreement for a residence, a document indicating the address of the resident, like a utility bill, or similar proof of residence. Students unable to provide proof of residence will be able to enroll and proof can be provided as it becomes available.
3. **Proof of Age** may consist of a valid birth certificate, a valid passport, or other official document listing date and place of birth, such as a health certificate or notarized statement.
4. **Proof of Immunization** consists of the State of Alabama Certificate of Immunization, available at the Colbert County Health Department, 1000 S. Jackson Highway, Sheffield, Alabama. If parents do not have student immunization records available, the dates of immunization may be obtained by calling the previous school that the child attended. If necessary, students can begin the immunization series at the local public health department.
5. **Social Security Card** is not necessary for enrollment. If a student does not have a Social Security Card, the Central Office will assign a system number until the student presents an official Social Security Card. Children may not be excluded from school because they do not have a social security number (Plyler v. Doe).

The enrollment of limited-English-proficient children shall not be denied or delayed due to any of the following barriers:

- Lack of birth certificate
- Lack of school records or transcripts
- Lack of immunization or health records
- Lack of proof of residency
- Guardianship or custody requirements
- Lack of transportation
- Lack of immigration documentation

All potential EL students will be enrolled immediately. Enrollment documents will be pending, and school staff or the ESL teacher will collect documents verifying residence, age, and immunizations as they become available.

## Methods for Identifying EL Students

- During the enrollment process, a Home Language Survey (HLS) is completed for every student. The purpose of this survey is to determine a student's primary language or significant influences of a language other than English which would entitle the student to enter the EL Program. The survey identifies a language other than English that has been first learned or acquired by the student,
- Spoken most often by the student, and/or
- Spoken most often in the home of the student.

The following procedure is used to identify potential EL students

1. During the enrollment process, the parent/guardian (for Grades K-5) or parent/guardian or student (Grades 6-12) will complete the HLS.
2. The school principal or his/her designee who collects the enrollment information will, on the day of enrollment, refer all students who indicate a language other than English on a Home Language Survey to the system EL teacher.
3. 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. However, the presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English.
4. Completed Home Language Surveys are filed in each student's cumulative folder, one per student.

If a student or parent speaks a language other than English or the most dominant second language, a translator will be provided to facilitate this process.

## Methods for Language Proficiency Assessment for Placement in the EL Program

Students who are identified by the HLS as having a primary language other than English or having a primary language spoken in the home other than English will be administered the *WIDA-ACCESS Placement Test (W-APT)*. Language minority students identified during registration before the beginning of the school year must be assessed for English language proficiency within thirty (30) days of enrollment. Language minority students who register after the beginning of the school year must be assessed within ten (10) days of enrollment. Note: The school should record the registration date as "original entry date" on Chalkable (INOW) or if the child is newly arrived in the country, "date first enrolled in US school," when completing the demographics page of the *ACCESS for ELLs 2.0* English proficiency test.

The *W-APT* assesses the student's ability to comprehend, speak, read, and write English used both in social interaction and in the content-area classroom. The following guidelines must be adhered to in determining eligibility for placement in the English language instruction educational program:

1. Any student in grades 1-12 scoring an overall composite score of 3.9 or below on the *W-APT* must be identified as Limited English Proficient (LEP) and will require placement in the English language instruction educational program.
2. Any student scoring an overall composite score of 4.0 or above on the *W-APT* **may** be identified as Limited English Proficient (LEP) and may require placement. Further assessment of the student's English language proficiency is needed to determine placement.
3. Concerning Kindergarten placement, a *W-APT* score of 25 or above (out of 30) is considered proficient. The student **may** not need EL services, but their academic progress may be monitored in

case rescreening is needed in first grade to determine reading and writing proficiency.

The *W-APT* should be considered as only one piece of evidence in the decision making process regarding placement. Teacher judgment, other assessments, and extenuating circumstances, such as the student's age and amount and quality of previous schooling, should be factored into the decision.

Once screening has been completed, the LEP Committee will meet to discuss instructional strategies and accommodations. Parents will be invited to this meeting. If the parent is not present at the meeting of the LEP Committee, the EL teacher will communicate with the student's parents in a language they can understand using TransACT parent notices (NCLB Title III). Parents have the right to deny Title III services. If parents waive services, they will indicate this on the Permission/Denial to Participate form and the student will be placed in the regular classroom and served through other programs as permissible. However, parents cannot deny assessment of the student's English language proficiency. All EL students will be tested annually with the *ACCESS for ELLs 2.0* assessment until receiving a score of 4.8 or above. Once this occurs, exit criteria will be met and students will be identified as Former Limited English Proficient (FLEP). Proper documentation of parental consent and English language development will be completed. All completed forms become part of the student's EL record and are kept by the EL teacher for future reference. A copy of the placement form will also be kept by the guidance counselor in the student's cumulative record folder. The district will document each step in the process by filling out the appropriate forms and filing them as indicated.

### 3) Procedures for Exiting Students from the ESL Program and Monitoring Progress

#### **EL Exiting Procedures**

A student identified as EL may not be exited from the EL program in Kindergarten. A student in grades 1-12 shall be classified as English proficient when he/she receives an overall score of 4.8 or above on a scale of 1-6 on the *ACCESS for ELLs 2.0* annual assessment.

When the student achieves the exit criteria level, the EL teacher will petition the LEP Committee for the student to exit the program. The EL teacher will notify the parent of the LEP student exiting the program. The student will be closely monitored by the EL teacher and regular classroom teacher. The change of status will also be recorded on Chalkable (INOW).

#### **Monitoring Progress**

When a student exits the EL program, the EL teacher will monitor the student's progress for a period of four consecutive school years. The monitoring will take place on the same schedule as report cards are issued. This progress report will include a summary of any accommodation being used, how the student gets along with others, progress in completing assignments, and any other information the teachers consider relevant. If a student who has exited the program is struggling, he/she will be reassessed using the *W-APT* screener to determine re-entry into the program.

Students who do not score 4.8 or above on the *ACCESS for ELLs 2.0* test will continue to be served by the EL program. There is no time limit for participation in the EL program. Need is the determining factor, and a student may participate as long as the LEP Committee determines the student eligible.

## Section C: Programs and Instruction

### 1) Core ESL Program

#### **Program Overview**

According to research into second language acquisition in the school setting, it takes a student an average of between one and three years to acquire the social language that is needed for interpersonal communication and the ability to function successfully in everyday activities. It takes five to seven years (or longer) to acquire the language skills necessary to function in an academic setting. To facilitate this process of language acquisition and learning, the Colbert County Board of Education has developed a program to meet the needs of its English language learners.

The Colbert County program for ELs is **Sheltered Instruction**, an English language program in which EL students are mainstreamed in regular classes and then pulled out for scheduled EL classes during the week. The teachers of Colbert County are 100% highly qualified county-wide, and are all fluent in English. EL students are placed in regular classes in which the classroom teachers have received training and support in teaching EL students and in accommodating academic instruction to their English language proficiency level. This training includes annual professional development in accommodations, intervention strategies, and incorporating the WIDA English language proficiency standards for the domains of language (Listening, Speaking, Reading, and Writing) in regular classroom instruction.

## EL Instruction in the Content Area Classroom

Many of the strategies that regular classroom teachers are asked to incorporate for their EL students are instructional strategies that teachers employ as standard practice and are especially important for at-risk students. Regular classroom strategies for ELs apply the principle of "comprehensible input" and include the following:

- The use of scaffolding techniques that include explanation of the lesson's objectives, clear step-by-step instructions and explanation of activities, teacher modeling, visual aids and graphic organizers for orientation and review, frequent summaries of the lesson's main points, guided group practice, monitored individual practice, reinforcement activities, teacher feedback, and reteaching.
- The use of classroom routines accompanied by repetition of core vocabulary and formulaic sentences, both of which help to orient the student and allow him or her to focus only on the activity's new language components.
- The use of visual cues/aids and a variety of interactive, hands-on experiences to enhance comprehension of concepts. EL students are intellectually able to comprehend grade-level concepts when they are presented in manners other than oral or written language that they may not sufficiently understand.
- The explanation at the beginning of instruction of new, unfamiliar vocabulary and other language elements that the EL student must understand in order to comprehend the oral presentation, reading assignment, and other classroom and reinforcement activities. By incorporating direct, explicit teaching of vocabulary and language forms into the regular lesson, all classroom teachers become language teachers. This is a basic strategy for incorporating the English language proficiency standards for listening, speaking, reading, and writing into the regular content-area curriculum. In addition, words should be explained and reinforced in context. In order to learn new words, EL students must hear and/or read words many times in meaningful context before they become part of their passive, and later active, vocabulary, a process that mirrors first language acquisition.
- The use of peer tutoring, cooperative learning groups, and learning centers to support the EL student's comprehension of concepts and provide meaningful opportunities for interaction and language practice.
- The use, when available and when needed, of supplementary materials written in the student's primary language or alternative materials written at the student's language proficiency level, both of which should be used in accordance with the curriculum guidelines of the *Alabama College- and Career-Ready Standards and Support*.

All programs and staff work together to coordinate services in the best interests of EL students. Integrating program strategies and increasing cross-program collaboration and planning enhance services for students. Team efforts to incorporate program goals help ensure that the state of Alabama's challenging performance standards are met.

## English Language Classes

In addition to regular classroom instruction, EL students are pulled out for EL instruction, with more time scheduled in EL classes for less proficient students and less time for those who need less language support for their academic work. The amount of time scheduled for EL classes for each student is determined by the LEP Committee, based on the student's scores on the *ACCESS for ELLs 2.0* or *W-APT*, grades in the student's content-area classes, scores on standardized tests, and teacher recommendations.

With the exception that some students are scheduled for more EL class time than others, based on their language proficiency level, EL students in all schools in the Colbert County system receive the same kind of EL services.

Classroom teachers of EL students in all of the system's schools also receive the same kind of EL training and support.

EL classes use the same strategies for creating comprehensible input that are appropriate for EL students in the regular classroom, with the exception that they are modified for the small-class environment. Further, the EL classes use a comprehensive strategy that combines formal, direct teaching of language with elements of an informal, natural approach to language acquisition.

Both whole language methods (the language acquisition model), mirroring the way in which students acquire their first language, and direct teaching (the language learning model), in which students receive explicit, systematic instruction in language forms, are used. The goal is to help students develop the academic language they need in the areas of listening comprehension, speaking, reading, and writing in order to be successful in their content-area classes.

Components of the Whole Language Method used in EL classes are the following:

- Theme-based lessons incorporating traditional and contemporary stories and nonfiction texts are used to practice the four domains of language instruction: listening, speaking, reading, and writing. Students practice vocabulary in context orally and in writing, answer lower- and higher-order thinking questions, explore the theme of the text as a group, and respond in writing to the text.

Components of the Direct Teaching Method used in EL classes are the following:

- Language skills are taught in sequence using a basal integrated EL textbook series. Each lesson teaches basic vocabulary, grammar, syntax, and idiomatic usage and combines practice in listening comprehension, speaking, reading, and writing.
- General and specific academic vocabulary is taught using texts and other resources that present target vocabulary and general academic and content-area concepts in context. Texts include topics of general interest, as well as content-area textbooks for EL students.
- Depending on the age and instructional needs of the student, direct instruction in reading skills provides practice and classroom support in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension at the student's instructional level.

## Materials and Resources

A variety of materials, resources, and programs validated by scientifically-based research are used in both the regular education classrooms and the EL classes.

Materials, resources, and programs used in the regular education classroom include:

- Content-area textbooks and supplementary materials approved by the State of Alabama Department of Education
- Alabama Reading Initiative
- Sheltered Instruction with IPOTS Implementation
- Alabama Math, Science, and Technology Initiative
- *Destination Success* (Riverdeep-Reading)
- *Destination Math* (Riverdeep)
- *Access American History, Access Science, Access English* (Middle-High School EL content- area textbooks) (Great Source)

Materials and resources used in the EL program include:

- McGraw Hill Wonders Reading Series
- *Oxford Picture Dictionary* Series, with student workbooks and other supplementary materials (Oxford)
- *Let's Go*, Levels 1-6 (EL basal textbooks, Elementary) (Oxford)
- *Vocabulary for Achievement*, Levels 3-12 (Great Source)
- *Basic Vocabulary in Use, Intermediate Vocabulary in Use* (Cambridge)
- *Read All About It*, Books 1-3 (Oxford)
- *Access American History, Access Science, Access English* (Middle-High School EL content- area textbooks) (Great Source)
- Trade Books, Story Collections, Nonfiction Collections
- Dolch Reading Skills Materials
- Reading Skills Software Programs
- Wida.us

## Measuring the Progress of All Students

The system will use a variety of methods to measure the successful progress of all students, including the EL students, in meeting the education goals of the regular instructional program and the EL program. Progress will be measured using the following instruments:

**1. The Alabama State Superintendents' Report Card**, which comes out each summer and gives the progress of each school and the system. This instrument will be used when our EL population reaches the minimum requirement for reporting. The criteria for this document are Stanford Achievement Test Scores, attendance, dropout rates, and pupil-teacher ratio.

**2. Progress Reports** - Student progress reports are sent to the parents at the end of each nine weeks of school. The criteria used in these reports include achievement, attendance, and citizenship progress for the preceding nine weeks period. At the elementary level (K-6), grades are averaged at the end of the year and a final grade is given. At the secondary level (7-12), grades are averaged at the end of each semester and a semester grade is given. The yearly/semester grade is recorded in the student's cumulative folder, which is kept on file in a central location in each school. A copy of this report is available to the EL teacher on the school-wide electronic database.

**3. Scores on *ACCESS for ELLs*** -Each student in the EL program will be given *ACCESS for ELLs* at the end of each year. EL personnel will keep an EL record on each student that indicates progress in learning English and progress in the regular program. This information will be supplied by the regular classroom teacher on the form in Appendix G each nine weeks.

**4. Annual Measurable Achievement Objectives (AMAOs)** - What do AMAOs mean in terms of accountability regarding English Learners?

- AMAO-A: Making annual increases in the percent of children showing adequate progress in learning English.
- AMAO-B: Making annual increases in the percent of children attaining English proficiency.

At the end of each school year, progress in meeting EL goals and system goals will be evaluated by EL staff. The individual reports from each of the schools will be combined into a system report by the EL Teacher and Central Office staff. Criteria used in these reports will include *ACCESS for ELLs* scores and progress reports.

### 3) Specific Components of the LEA's ESL Program

#### English Language Proficiency Levels

The WIDA English language proficiency standards state that at each grade, toward the end of a given level of English language proficiency, "English Learners will process, understand, produce, or use:

##### 1- Entering

- pictorial or graphic representation of the language of the content areas;
- words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

##### 2 - Emerging

- general language related to the content areas;
- phrases or short sentences;
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support

##### 3 - Developing

- general and some specific language of the content areas;
- expanded sentences in oral interaction or written paragraphs;
- oral or written language with phonological, syntactic, or semantic errors that may impede the meaning of the communication when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support

##### 4 - Expanding

- specific and some technical language of the content areas;
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs;
- oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support

##### 5 - Bridging

- the technical language of the content areas;
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports;
- oral or written language approaching comparability to that of English proficiency peers when presented with grade level material."

##### 6 - Native Language Fluency

The decision about the amount of time that an EL student is scheduled for EL classes is based on formal as well as informal assessments. The criterion given the greatest weight is the student's score on the *W-APT* or the *ACCESS for ELLs* assessment. Consideration is also given to regular program achievement, other program assignments (such as special education), and teacher recommendations. The final determination is made by the LEP Committee. In general, lower level students will spend more time in EL classes than those at the intermediate levels. Other considerations in determining the time spent by an EL student in EL classes will be the age level of the student, the instructional program being used, the additional academic support services received by the student, and the schedule of classes at the individual schools.

#### 4) Grading and Retention Policy and Procedures

##### **EL Grading Guidelines and Retention Policy**

The following guidelines must be followed to assure that EL students are not being discriminated against due to their lack of English Language proficiency. Grading for ELs should be based on students' level of English proficiency. The teacher ensures this through the continual use of accommodations and assessments according to the student's Individualized English Learner Plan (IELP). This complies with the federal law (NCLB Act of 2001).

1. Regular classroom teachers will grade non-English speaking students (NES) in the content areas on improvement.
2. For intermediate English speaking students (LES), teachers will grade on improvement as well as knowledge of content.
3. A grade of "F" cannot be assigned to an EL student without full documentation of accommodations having been made to assure the student full access to the content.
4. Lack of ability to read and write in English is not the basis for an "F".  
It is against the law to fail a student because he/she is not proficient in English.

At the end of each six weeks period, the teacher will fill out a Progress Report or Report Card on each EL student in his/her classroom documenting accommodations being made and give it the EL teacher. This report will be filed in the student's EL portfolio.

#### 5) Specific Staffing and Other Resources to Be Provided to ELs Through the ESL Program

##### **Supervisory and Instructional Staff**

###### *Supervisory Staff*

The following Central Office administrators have a role in planning and oversight of the English Language Program: Superintendent, Assistant Superintendent and Director of Academic Services, Director of Federal Programs, Testing Coordinator, and Director of Special Education. However, the Director of Federal Programs is the supervisor of the EL Program. The Colbert County Board of Education follows the requirements as established by the Alabama State Department of Education for all positions.

###### *Instructional Staff*

The number of staff employed by the Colbert County Board of Education in the English Language Program will be based on the following criteria: the total number of EL students in the system, the level of proficiency of the EL students, the achievement level of the students, the grade level of the students, the total number of schools to be served, and other programs in effect at the individual schools that also serve EL students.

English Language classes can be offered at all eight schools in the Colbert County system. One highly qualified, certified teacher is employed by the system to teach EL classes at all eight schools. The teacher works under the direct supervision of the Director of Federal Programs. The EL teacher administers the *W-APT* language placement test for newly enrolled students and the annual *ACCESS for ELLs 2.0* assessment to all EL students in the spring. As enrollment of EL students in the Colbert County system increases, teaching staff will be added, as feasible.

## **Mainstreaming**

All EL students will receive classroom instruction by certified teachers in the regular academic program and in the EL program. Classroom teachers will be trained in strategies for accommodating EL students in the regular content classroom. Students who are English Language Learners will receive accommodated content instruction.

The EL and the regular teacher will confer on a regular basis concerning the academic status of the students regarding instruction and materials.

### **6) Method for Collecting and Submitting Data**

The report card provided by the State Department for the system and for each school gives information regarding our success in student achievement and is made available to all administrators, teachers, students, parents, and the general public.

Test results are made available to teachers, parents, and students via interpretive, descriptive, and diagnostic reports in timely manner. Results are provided to administrators prior to the beginning of school and are used in workshops to determine strengths and weakness in order to begin school and are ready to help those students who are in need of assistance. Results are discussed, explained, and presented in an acceptable format easily understandable at parent/teacher conferences. Newspaper articles relate overall student achievement and progress to the general public. If parents do not come for conferences, the results are sent home by the students in a language they can understand. All data entry personnel have been trained on proper data management in STI/INOW by LEA personnel. Each year, additional professional development is offered and INOW is maintained on current time. Staff professional development activities are correlated to each school's needs. Sessions are planned at the school level, at the department level, and through a professional development director that collaborates all activities and resources through Title II and state initiatives.

## 7) Method for Evaluating the Effectiveness of the ESL Program

The ESL instructor serves on all the CIP teams, both non-Title I schools and Title I schools. She provides guidance to the teams and they develop a comprehensive plan for continuous improvement. Each year, a program evaluation is completed based on current data, teacher input, and consultation with school administrators. A comprehensive evaluation is completed every four years by the ALSDE monitoring team. At this time, there are no students receiving services who attend non-public schools. The system also will provide a full range of service to special needs children in private and church-based preschools, childcare centers, Head Start or other programs offered throughout the community where children may attend and demonstrate a need.

### **Program Evaluation**

The instructional goals of the Colbert County Schools EL Program as stated at the beginning of this document are as follows:

- To enable students to develop competence in basic interpersonal communication skills (social language)
- To enable students to develop competence in the language of the content-area classroom (academic language)
- To help students develop background concepts and cultural literacy vital to their success in the academic classroom and their future roles in the world beyond the classroom (socio-cultural knowledge)
- To support home culture and language
- To reach English language fluency

The system will utilize both formal and informal evaluations of the program in order to determine progress in meeting these goals.

The evaluation will be an ongoing process. The progress of each LEP student is assessed at the end of each nine-week period using the academic progress report given by the regular program and the EL progress report and is kept on file in the EL office. These reports will be used in the annual evaluation. A formal evaluation of the EL program will be conducted at the end of each school year. This evaluation will consist of data collected from the individual schools concerning the following:

- Number of students in EL classes
- Progress made according to ACCESS for ELLs
- Number of students who were recommended to exit the program
- Regular program progress reports
- Scores on standardized tests
- Promotion and retention rates
- The Compliance Check List submitted by each school
- Questionnaires completed by teachers and administrators

All of this information will be compiled into a system report which will be completed by the EL teacher and the Federal Programs Director. Areas of deficiencies will be identified. The teacher will then develop a plan of action to correct these deficiencies for the upcoming school year. Methods used may include but are not limited to instructional strategies, workshops, in-service for EL staff or regular staff, purchasing updated and/or new materials and teaching supplies, employing additional staff, and research on specific areas that need to be addressed.

## 8) Method of Identification and Referral of ELs to the Special Education Program

### **Special Education Services**

All EL students served by the system's EL program will receive special education services on the same basis as the English-speaking students. Students who are experiencing academic difficulties are initially referred to the LEP Committee at their school. Supplementary aids and services and/or classroom accommodations may be recommended in an effort to improve the student's academic functioning. If these interventions are not successful, it may be necessary that the student be referred to RTI. The School's Problem Solving Team determines if a special education referral is to be made.

LEP students are eligible for all special education services, including the Gifted and Talented Program, on the same basis as English-speaking students. The Special Education Director is the primary administrator responsible for the provision of services to all special education students.

The Individual English Learner Plan (IELP) indicates whether a parent needs an interpreter for school meetings.

## **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**

All students must be included to the fullest extent possible in all assessments and have their results included in the state accountability system. All assessments are available in English only; therefore, all students, including limited English proficient students, must take state assessments as written, in English. Documentation regarding participation in the Alabama Student Assessment Program must be made on the appropriate Participation Documentation form.

In order to promote equal access to grade-level content, every LEP Committee member and all teachers must be familiar with state content standards and collaboration among general educators and LEP educators must occur. All students can work toward grade-level academic content standards and most of these students will be able to achieve these standards when the following three conditions are met:

1. Instruction is provided by teachers who are qualified to teach in the content areas addressed by state content standards and who know how to differentiate instruction for diverse learners.
2. LEP Plans are developed to ensure the provision of specialized instruction needed by the individual student.
3. Appropriate instructional accommodations are provided.

The LEA Student Assessment Director serves as a liaison between the LEA and the SDE for all Student Assessment Program activities and coordinates the Student Assessment activities within the LEA. The Student Assessment Director works with the system ELL Coordinator on test administration for LEP students and submits requests to the SDE for any special accommodations. The Student Assessment Director conducts training for Building Test Coordinators, System ELL Coordinator, and monitors and coordinates monitoring of assessment schedules, procedures, and monitoring visits. The Student Assessment Director distributes test results in a timely manner and provides technical assistance regarding the Student Assessment Program to school personnel including test interpretation and utilization.

2) Method for Holding Schools Accountable for Meeting Proficiency in Academic Achievement and Annual Measurable Achievement Objectives (AMAOs)

**ACCOUNTABILITY FOR REACHING AMAOs**

- School Walk-Throughs
- School Data Meetings
- District-wide Data Meetings
- Instructional Leaders Meetings
- A-CIP Plans
- Professional Development Regarding Expectations on AMAOs.
- SAMUEL Training Sessions
- State Monitoring Visits
- AdvancEd Accreditation

**Section E: Parent Involvement**

1) Methods for Promoting Parent Involvement Activities to Help Improve Student Achievement

**Parental Notification**

Every effort is made to include the parents of EL students in the LEP Committee meetings. The EL program is explained and further discussion includes instructional interventions and accommodations in the regular classroom, as well as any other special services that the student is entitled to receive. The parents are also notified in writing in their home language of the type of EL program offered by the school system, the services that their child will receive, and other options for EL students.

Notes, newsletters, and/or phone calls inviting to school and community activities are provided to parents in a language they can understand promoting involvement to help improve student achievement.

TransACT signs have been posted in all schools directing parents to the main areas of the school's facilities.

## Communication with Parents

Colbert County Board of Education believes that the education of children is a cooperative partnership between parents and schools for the benefit of the children. Further, it is our belief that parent participation increases the effectiveness of the Parent/Family Involvement Plan and contributes to the success of the children. Involving all parents in this effort is our mission. The comprehensive goals of our parent involvement programs are:

- To outline and describe the implementation of policy and improve the overall effectiveness of the policy and plan in improving the academic quality of Title I schools.
- To identify barriers and challenges within the educational program.
- To provide materials and suggestions to parents to help promote the education of their children and overcome identified challenges and barriers.
- To provide accessibility for parents to counselors, teachers, and other educational personnel.
- To encourage parents to visit their child's classroom to observe activities.
- To provide opportunities for parent-teacher conferences to discuss a child's progress, placement, and methods parents can use to complement school instruction.
- To increase parents' awareness of learning activities that are easily done at home, such as literacy activities, reading with children, etc.
- To promote a thorough understanding of what children are specifically expected to learn by informing parents about the skills required at each grade level.

### 2) Methods (In a Language Parents Can Understand) for Notification Requirements for EL Students Regarding

- EL identification and placement; and
- Separate notification for the LEA or school's failure to meet AMAOs

The standard communications of the Colbert County school system with parents are available to the parents of EL students in their home language. These include such communications as the enrollment form, the Home Language Survey, parent/school compacts, the field-trip permission form, free/reduced lunch forms, Special Education forms, and grade reports.

Particular to the EL Program are forms such as the EL Student Placement Form/LEP Plan, Permission/Denial to Participate in the EL Program, Deferral Form for LEP Students, IELP Accommodations, and Permission to Exit. In the case that the LEA or one of its schools fails to meet AMAOs, parents will be notified by writing in a language they can understand.

In addition, the EL teacher is available to serve as a liaison/translator between the teachers and the parents for Parent/Teacher conferences and between the teachers and/or administrators for other communications or meetings about academic progress or student conduct. The EL teacher either provides translations of notices of classroom activities, extra-curricular activities, and school events or communicates these directly to the parents in order to provide explanations and answer the parents' questions. The LEA also has access to all forms and resources available in TransACT parent notices.

**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

Colbert County Schools does not receive Title III funds.

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)

Since the passage of the *Elementary and Secondary Education Act of 1965* (ESEA), private school students, parents, and teachers have been eligible to participate in certain Federal educational programs. ESEA, as reauthorized by *The Every Student Succeeds Act of 2015* (ESSA), includes twelve major programs that require equitable services be provided to private school students, teachers, and other educational personnel, and, under some programs, to parents. These services are provided to students and teachers, not to private schools.

Section 9501 (c) (3) of ESEA requires that consultation between the LEA and private school officials occur before the LEA makes any decision (such as on ordering materials or hiring staff) that affects the opportunities of private school children, teachers, and other educational personnel to participate in programs requiring their equitable participation. Should the non-public school entity feel like Colbert County Schools has not met this regulation, they may contact the Alabama State Department of Education, Federal Programs Section, to file a complaint.

**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*)

For hard copies of documents in the Appendix, please refer to the Federal Programs Coordinator.

**Appendix Documents**

1. Home Language Survey
2. EL Flowchart
3. IELP
4. Report Card Comments (Bilingual)
5. Failure to Meet AMAOs Parent Notice
6. ACCESS for ELLs Participation Form
7. Exit Form
8. Placement Form
9. Description of Program
10. ACCESS Student Profile

This English Language Program District Plan has been developed jointly with and agreed upon with parents, teachers, principals, and administrators.

This plan was approved by the Colbert County Superintendent of Education in September of 2016, and will continually be in effect with annual revisions. The school district will make this plan available to all Title III schools. A hard copy can be accessed at the central office. It will also be posted on the Colbert County School System website.

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**Dr. Gale Satchel**  
**Superintendent**

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**Mrs. Ashley Harris**  
**EL Instructor**

## Colbert County Board of Education HOME LANGUAGE SURVEY

Date \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Child's Name \_\_\_\_\_  
First Name
Middle Initial
Last Name

Parent or Guardian's Name \_\_\_\_\_  
First Name
Middle Initial
Last Name

Address \_\_\_\_\_  
Street
City
State
Zip

Phone Number \_\_\_\_\_  
Home
Work

1. Child's date of birth: \_\_\_\_\_ (Month/Date/Year)  
 Was your child born in the United States?  Yes  No  
 If yes, in which state? \_\_\_\_\_  
 If no, in what other country? \_\_\_\_\_  
 If no, date child entered the United States: \_\_\_\_\_ (Month/Date/Year)
2. Has your child attended any school in the United States for any three years during their lifetime?  Yes  No  
 If yes, please provide school name(s), state, and dates attended:  
 Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_  
 Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_  
 Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_
3. What is the language most frequently spoken at home? \_\_\_\_\_
4. If available, in what language would you prefer to receive communication from the school? \_\_\_\_\_
5. Please check if your child is:  
 A.  Native American Indian                      C.  Native Pacific Islander  
 B.  Alaska Native    D.  Native U.S. Virgin Islander
6. Is your child's first-learned or home language anything other than English?  Yes  No

**If you responded "Yes" to question number 6 above, please answer the following questions:**

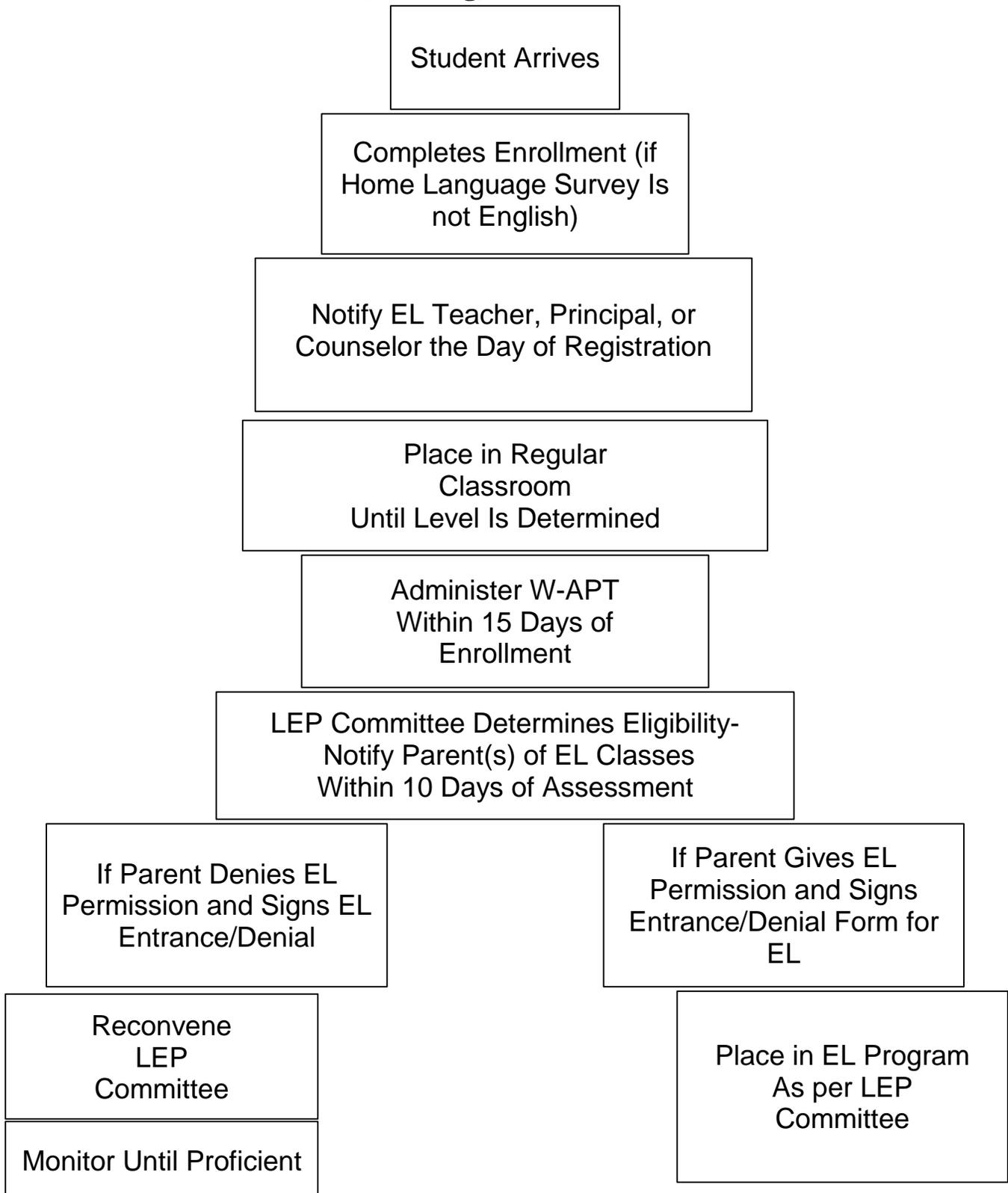
7. In what country did your child most recently reside? \_\_\_\_\_
8. Which language did your child learn when he/she first began to talk? \_\_\_\_\_
9. What language does your child most frequently speak at home? \_\_\_\_\_
10. What language do you most frequently speak to your child? (Father) \_\_\_\_\_  
 (Mother) \_\_\_\_\_
11. Please describe the language understood by your child. (Check only one)  
 A.  Understands only the home language and no English.  
 B.  Understands mostly the home language and some English.  
 C.  Understands the home language and English equally.  
 D.  Understands mostly English and some of the home language.  
 E.  Understands only English.

\_\_\_\_\_  
 Parent or Guardian's Signature

\_\_\_\_\_  
 Date

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	

## EL Enrollment, Testing, and Placement Procedures



**EL STUDENT PLACEMENT FORM / LEP PLAN**

**PART I** *To be completed by EL teacher upon notification of potential English Learner.*

Student: \_\_\_\_\_  
Last First Middle

Male  Female      Date of Birth: \_\_\_\_ / \_\_\_\_ / \_\_\_\_      U.S. Entry Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Colbert County Entry Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Country of Birth: USA      School: \_\_\_\_\_      Grade: \_\_\_\_\_

Home Language: Spanish      Home Language Survey Completed:  Yes  No      Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**PART II** *To be completed by EL teacher.*

Test Results:		WIDA/ACCESS				Other Assessments:
W-APT						
Listening <b>correct</b>	Listening _____	DIBELS: _____				
Speaking <b>correct</b>	Speaking _____	Reading Level: _____				
Reading _____	Reading _____	Reading _____	Reading _____	Reading _____	Reading _____	ASA: _____
Writing _____	Writing _____	Writing _____	Writing _____	Writing _____	Writing _____	EXPLORE: _____
Composite _____	Comprehension _____	Comprehension _____	Comprehension _____	Comprehension _____	Comprehension _____	ASPIRE: _____
	Composite _____	Performance Series: _____				
						Other Evaluative Data: _____

Additional support services are recommended for this student in the areas of:  
 Reading     Speech/Pronunciation     Writing     Math     Other

Comments: \_\_\_\_\_

EL Teacher Signature: \_\_\_\_\_      Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**PART III** *Within ten (10) days EL Committee must complete this section.*

The following school personnel have access to the LEP and have been informed of their responsibility in implementing the LEP, and of the specific accommodations and supports that must be provided.

<u>Signatures</u>	<u>Position</u>	<u>Date</u>
_____	Parent	____ / ____ / ____
_____	Classroom Teacher	____ / ____ / ____
_____	EL Teacher	____ / ____ / ____
_____	_____	____ / ____ / ____
_____	_____	____ / ____ / ____

EL Committee Comments: \_\_\_\_\_

**SUMMARY**

EL Committee Recommendations: (Check **CHOICES**)

Assign to EL Program

Remain in EL Program

Parents' Preferred Language \_\_\_\_\_

Regular Classroom with Accommodations

Exit; EL exit criteria: 4.8 on ACCESS for ELs  
Date \_\_\_\_\_ (Begin two-year Monitoring)

NOMPLOTE

FLEP

Waived EL Services

Other \_\_\_\_\_

*Place completed form in student's cumulative file and EL folders.*

### **Report Card Comments/Comentarios de Cartilla Escolar**

1	Absences and/or Tardies Affecting Progress	Ausencias y/o Tardanzas Afectan su Progreso
2	Lack of Cooperation Affecting Progress	Falta de Cooperación Afecta su Progreso
3	Working to Ability, but Below Grade Level	Trabajando a la Capacidad, pero por Debajo de Nivel de Grado
4	Working Above Grade Level	Trabajando Sobre el Nivel del Grado
5	Working Below Grade Level	Trabajando Bajo Nivel de Grado
6	Accommodations Provided	Alojamiento Proporcionado
7	Incomplete Classwork	Trabajo de Clase Incompleto
8	Incomplete Homework	Tarea Incompleta
9	"A" Honor Roll	"A" Lista de Honor
10	"AB" Honor Roll	"AB" Lista de Honor
11	Attitude Is Highly Commendable	La Actitud es Muy Loable
12	Cooperative/Motivated/Asset to Class	Cooperativo/Motivado/Activos para la Clase
13	Comes to Lessons Well Prepared	Viene a Lecciones Bien Preparados
14	Effort Is Apparent	Demuestra el Esfuerzo
15	English Language Learner- Making Progress	Estudiante del Idioma Ingles - Progresando
16	Has Shown Improvement in Behavior	Ha Mejorado su Comportamiento
17	Interacts Well with Others	Interactúa Bien con Otros
18	Continue to Work Hard in this Area	Seguir Trabajando Duro en esta Área
19	Outstanding Performance	Rendimiento Excepcional
20	Partial Grading Period Only	Calificaciones de un Periodo Parcial Unicamente
21	Sensitive to and Respectful of Others	Sensible y Respetuoso con los Demás
22	Shows Leadership	Demuestra Liderazgo
23	Showing Improvement	Mostrando una Mejoría
24	Takes Pride in Work	Orgullosa de su Trabajo
25	Uses a Variety of Reading Strategies	Utiliza Diferentes Estrategias de Lectura
26	Achievement Is Inconsistent with Ability	Logros en Desacorde con su Habilidad
27	Class Projects Incomplete	Proyectos de Clase Incompletos
28	Difficulty Following Classroom Rules	Dificultad para Seguir Reglas de Clase
29	Disruptive in Class	Interrumpe la Clase
30	Needs to Complete Work Satisfactorily	Necesita Completar el Trabajo de Manera Satisfactoria
31	Needs to Follow Directions Well	Necesita Seguir las Instrucciones Correctamente
32	Needs to Listen for Instructions	Necesita Escuchar para las Instrucciones
33	Needs to Participate in Class	Necesita Participar en la Clase
34	Needs to Pay Attention in Class	Necesita Poner Atención en la Clase
35	Needs to Turn In Homework	Necesita Entregar las Tareas
36	Needs to Use Time Wisely	Necesita Utilizar su Tiempo Sabiamente
37	Needs to Work Independently	Necesita Trabajar de Manera Independiente
38	Needs to Work Well with Peers	Necesita Trabajar Correctamente con sus Compañeros
39	Fails to Respect Rights of Others	No Respeta los Derechos de los Demas
40	Has Difficulty with this Subject	Tiene Dificultad con Este Tema
41	In Danger of Failure Unless Work Improves	Corre el Riesgo de Fracaso a Menos que le Mejore el Trabajo
42	Work on Organization	Tratar de Ser Mas Organizado
43	Lack of Respect for Teachers and Peers	Falta de Respeto a los Maestros y Compañeros
44	Needs Self-Control	Necesita Autocontrol
45	Little or No Effort Made	Mínimo o Ningún Esfuerzo Hecho
46	Low Test Scores	Bajas Calificaciones
47	Make Up Work Not Completed After Absence	El Trabajo de Recuperación no Completó Después de Ausencia
48	Missing Assignments	Asignaciones le Faltan
49	Missing/Low AR Scores	Puntuaciones de AR Falta/Baja
50	Needs More Help in this Area	Necesita Mas Ayuda en esta Área
51	Please Call for a Conference	Favor de Llame para una Conferencia
52	Talks at Inappropriate Times	Habla en Momentos Inapropiados
53	Typically Chooses Texts Below Reading Level	Típicamente Escoge Textos por Debajo del Nivel de Lectura
54	Unprepared for Class	Desprevenido para la Clase

**Colbert County Board of Education**  
**Notice of Progress for Title III**  
**Annual Measurable Achievement Objectives**  
 School    District    Consortium    State

Name of Organization: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Parent/Guardian(s):

Your child is currently enrolled in an English language development program to help to increase his or her ability to speak, read, write, and understand English, and to achieve high academic standards. The objective of this program is to make annual increases in the number or percentage of students who:

- make progress in learning English,
- attain English proficiency by the end of the school year, and
- meet Annual Performance Targets on required state assessments.

It is also our goal to keep you informed regarding student progress within the English language development program. Based upon a review of test results of all eligible students enrolled in the program, the following progress was made toward achieving annual program objectives:

Annual Measurable Achievement Objectives (AMAOs)	State Target	Percentage or Number of Students Meeting Goal	Was Annual Progress Achieved?	
Progress in learning English	_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Attained English proficiency	_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Met Annual Performance Target	_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No

These scores represent a group of students learning English as a new language, not your child individually. For information about how you can be an active participant in helping your child learn English and meet challenging academic standards, or if you have questions about your child's progress, please contact the person below.

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

We appreciate your interest and involvement in your child's education.

Sincerely,

\_\_\_\_\_ Name

\_\_\_\_\_ Title

**ACCESS for ELLs 2.0**

1. Student will participate in *ACCESS for ELLs 2.0*.

**If the school is chosen to participate in piloting of an assessment or the *National Assessment of Educational Progress (NAEP)*, the student will participate unless the IEP Team is reconvened. Students needing special formats will participate in pilots only if special formats are available.**

For additional information regarding student participation in the Alabama Student Assessment Program please refer to the **Alabama Student Assessment Program Policies and Procedures for Students of Special Populations Manual** found on the Alabama State Department of Education, Student Assessment Web page: <http://www.alsde.edu/sec/sa/Pages/home.aspx>

# Colbert County Schools

## EL Program Exit Form

Student \_\_\_\_\_ Date: \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ HR Teacher \_\_\_\_\_

Home Language \_\_\_\_\_ Home Language Survey Completed \_\_\_\_\_ (Yes/No)

A recent assessment has shown that your child has made significant improvement in his/her ability to read, write, speak and listen in English. As a result of your child's improved English language skills, he/she no longer qualifies for services provided by the school district's English Language Development Program.

ACCESS for ELLs Composite Score: \_\_\_\_\_. Your child will now begin a two-year monitoring status.

Thank you for your assistance in helping make your child's exit from the English Language Development Program a success. If you have any questions or concerns, please call Mrs. Harris at (256) 392-7421.

Signatures:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Colbert County Board of Education

### Notification of English Language Development Program Placement

Initial Placement     Continuing Placement

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

School Location: \_\_\_\_\_

Dear Parents:

Based on your child's English proficiency test scores and level of academic achievement, we are pleased to inform you that your child will receive instruction in our district's English language development program. The goal of our English language development program is to help your child learn English so that she/he will be able to meet age appropriate academic standards for grade promotion and graduation. The high school graduation rate for students participating in an English language development program is \_\_\_\_%. If your child has a disability and an Individualized Education Program (IEP), improvement in his/her ability to speak and write in English will help meet the objectives of their IEP. Please note that your student was identified as having a primary language other than English on the home language survey and, therefore, is required to participate in the assessment of English language proficiency using the following state and district adopted test(s):

\_\_\_\_\_  
(Test used to measure level of English proficiency)

\_\_\_\_\_  
(Test used to measure level of English proficiency)

\_\_\_\_\_  
(Test used to measure level of English proficiency)

Level of English Proficiency: \_\_\_\_\_

If applicable, your child's level of academic achievement was measured using the following test(s):

\_\_\_\_\_  
(Test used to measure level of academic achievement)

\_\_\_\_\_  
(Test used to measure level of academic achievement)

\_\_\_\_\_  
(Test used to measure level of academic achievement)

Level of Academic Achievement: \_\_\_\_\_

The method of instruction used in your child's English language development program is:

- \_\_\_ **Bilingual:** Instruction provided in both English and your child's home language
- \_\_\_ **Transitional Bilingual:** Instruction provided mostly or all in English adapted to student's level
- \_\_\_ **Content-based English Language Learner (ELL)/English as a Second Language (ESL):** Instruction is provided in English only and adapted to student's level
- \_\_\_ **Pull-out ELL/ESL:** Student leaves his/her English-only classroom during the day for ELL/ESL instruction
- \_\_\_ **Other:** \_\_\_\_\_

Your child's program \_\_\_\_\_ is \_\_\_\_\_ is not the district's only English language development program. Additional information about your child's program and other district language programs, if available, is attached.

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

## Colbert County Board of Education

### Description of District English Language Development Program(s)

The goal of each of the district's English language development programs is to help your child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. Each program identifies the educational strengths and needs of your child using instructional methods described below. It is anticipated your child will continue in an English language development program for \_\_\_\_ years or until he/she is able to successfully transition to a full day schedule that is not tailored for limited English proficient students.

Your Child's Program: \_\_\_\_\_

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction:     \_\_\_ Yes     \_\_\_ No

English Language Used in Instruction:   \_\_\_ Yes     \_\_\_ No

Program Exit Criteria:

---

Description of Other Available Program(s):

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction:     \_\_\_ Yes     \_\_\_ No

English Language Used in Instruction:   \_\_\_ Yes     \_\_\_ No

Program Exit Criteria:

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

**BUILD A STUDENT PROFILE BASED ON ACCESS for ELLs®**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Use the *ACCESS for ELLs Teacher Report* to mark the proficiency level attained for each of the domains. Once each domain is marked it will provide a generalized profile of the student's "CAN Dos" WIDA English Language Proficiency Standards can provide more detail: [www.WIDA.us](http://www.WIDA.us)

The student's proficiency level for **Listening:** \_\_\_\_\_ **Goal for :** \_\_\_\_\_

<b>Level 1 Listening</b>	<b>Level 2 Listening</b>	<b>Level 3 Listening</b>	<b>Level 4 Listening</b>	<b>Level 5 Listening</b>
Point to pictures, words and phrases. Can follow one-step oral directions and match oral statements to objects, figures or illustrations	Sort pictures or objects according to oral instructions. Follow two-step oral directions Match information from oral descriptions to objects and illustrations	Locate, select and order information from oral descriptions Follow multi-step oral directions, categorize or sequence oral information using pictures or objects.	Compare and contrast functions, and relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse	Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse.

The student's proficiency level for **Speaking:** \_\_\_\_\_ **Goal for :** \_\_\_\_\_

<b>Level 1 Speaking</b>	<b>Level 2 Speaking</b>	<b>Level 3 Speaking</b>	<b>Level 4 Speaking</b>	<b>Level 5 Speaking</b>
Name objects, people and pictures Answer wh-questions	Ask wh-questions. Describe pictures, events, objects, and people Restate facts.	Formulate hypotheses and make predictions Describe processes and procedures Retell stories or events.	Discuss stories, issues and concepts Give speeches and oral reports Offer creative solutions to issues and problems	Engage in debates Explain phenomena, give examples, and justify responses Express and defend points of view

The student's proficiency level for **Reading:** \_\_\_\_\_ **Goal for :** \_\_\_\_\_

<b>Level 1 Reading</b>	<b>Level 2 Reading</b>	<b>Level 3 Reading</b>	<b>Level 4 Reading</b>	<b>Level 5 Reading</b>
Match icons and symbols to words, phrases, or environmental print Identify concepts about print and text features	Locate and classify information. Identify facts and explicit messages Select language patterns associated with facts	Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words	Interpret information or data Find details that support main ideas Identify word families, figures of speech	Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text

The student's proficiency level for **Writing:** \_\_\_\_\_ **Goal for :** \_\_\_\_\_

<b>Level 1 Writing</b>	<b>Level 2 Writing</b>	<b>Level 3 Writing</b>	<b>Level 4 Writing</b>	<b>Level 5 Writing</b>
Label objects, pictures and diagrams Draw in response to oral directions Produce icons, symbols, words, phrases to convey messages	Make lists, produce drawings, phrases, short sentences and notes Give information requested from oral or written directions	Produce bare-bones expository or narrative texts Compare/Contrast information and describe events, people, processes, procedures	Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses	Apply information to new contexts React to multiple genres and discourses, author multiple forms of writing.

Oral Language      Score: \_\_\_\_\_ = 50% Listening + 50% Speaking  
 Literacy            Score: \_\_\_\_\_ = 50% Reading + 50% Writing  
 Comprehension    Score: \_\_\_\_\_ = 70% Reading + 30% Listening  
 Overall              Score: \_\_\_\_\_ = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Comments or Notes: \_\_\_\_\_