

**7sSection I Coversheet, Assurances, Signature Page**

**EL District Plan  
Cover Sheet**

**Local Education Agency (LEA) Name:**

**Oxford City Schools**

**LEA Contact for ELs:**

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**Signature:**

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**Check box if LEA receives Title III Funds**

**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

**EL Program Administrator**

**Signature**

**Date**

**LEA Superintendent**

**Signature**

**Date**

## EL Advisory Committee Signatures

### **Comprehensive English Learner District Plan**

Each LEA in Alabama must develop and implement a Comprehensive EL District Plan, in accordance with Title I Every Student Succeeds Act 2015 (ESSA), for serving students who are English Learners 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/](http://www.alex.state.al.us/ell/)

**AT A MINIMUM  
THE LOCAL EL DISTRICT PLAN MUST**

**A. INTRODUCTION**

- 1) **Include the LEA's educational theory and goals for its program of services.**

**This English Learner District Plan is an outgrowth of the State Department of Education's voluntary agreement with the U.S. Department of Education and the Office of Civil Rights for providing services to students who are English Learners (ELs). It incorporates requirements and applicable references to Title I and Title III of the *Every Student Succeeds Act 2015 (ESSA)*. The document is intended to relate the basic requirements and to provide guidance for policies, procedures, and practices for identifying, assessing, and serving English Learners (ELs).**

**The plan was devised with the cooperation of a committee that represents all aspects of the student's world. Parents, teachers, counselors, administration, and other stakeholders collaborated to develop a plan that will serve as a framework for the Oxford City English Language Development Program (ELD Program) for years to come. It will be reviewed and modified annually to accommodate any challenges, address future needs, and comply with new federal, state, and local laws, regulations, or guidelines.**

**The Plan will be revised at the beginning of each school year using input from a committee composed of at least one school administrator, ESL teacher, regular program teacher, EL parent and the federal programs coordinator. The current EL Plan will be made available on the system's web site. Paper copies will be made available to the public at each school office and at the central office.**

Educational Theory

**Based on current research of second language acquisition, Oxford City Schools faculty and staff are cognizant of the fact that it takes an English Learner (EL) five to seven years or longer to acquire the language skills needed to function in an academic setting. The World-class Instructional Design and Assessment (WIDA) Consortium, of which Alabama is a partner, has developed English Language Proficiency Standards for English Learners (K-12). These standards have been adopted as a means to align curriculum, instruction, and assessment for ELs. This program meets the requirements of the *Every Student Succeeds Act 2015* by linking language learning with state academic content standards. This program places emphasis on the development and mastery of the four language domains - listening, speaking, reading, and writing - along with content area concepts and skills. This standards-based approach to deliver instruction addresses the language needed and used by ELs to succeed in all academic content areas and enables all students to participate effectively in the regular academic classroom.**

Goals

**The instructional goal for all school personnel, including regular classroom teachers, special education teachers, Title I teachers, counselors, administrators after-school staff, summer school staff, and ESL teachers is:**

**To increase the English language proficiency and academic performance of each program participant to the degree necessary to allow independent functioning in the regular school program and to become productive successful citizens.**

**B. IDENTIFICATION AND PLACEMENT PROCEDURES**

**1) Include the LEA's procedures for implementing the EL Advisory Committee.**

Implementing the EL Advisory Committee

Oxford City Schools will establish/maintain an EL Advisory Committee for the purpose of program needs assessment, program evaluation, and the development of the Comprehensive English Learners Plan. This committee includes central office administrators, assessment specialists, school administrators, school counselors, ESL staff, parents, and community representatives who work with these students and their families in other settings.

The EL Advisory Committee shall make recommendations to the LEA regarding its English Learners program. Some examples of committee responsibilities would be to make recommendations regarding:

- The English language development program.
- High-quality professional development for staff.
- Parental involvement programs to further student success.
- The budgeting of state, local, and federal funds.
- The English language program evaluation.
- Support EL School Teams as needed

**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.**

- Home Language Survey
- WIDA ONLINE SCREENER, WIDA-ACCESS Placement Test (W-APT) for Kindergarten or WIDA Model for Kindergarten
- EL Committee Placement

Identifying and Assessing Students

Home Language Survey

A *Home Language Survey* shall be administered to every student upon initial enrollment. This begins the procedure to identify, assess, and place English learning students, including immigrant children and youth, who have a primary/home language other than English.. Upon registration for the first time, parents and/or students in grades kindergarten through twelve are asked to complete a *Home Language Survey* (HLS) provided by Transact. This survey must include, the OCR and DOJ approved questions:

- 1) Is a language other than English spoken in the home?
- 2) Is your child's first language other than English?
- 3) What language did your child learn when he/she first began to speak?
- 4) What language does your child most frequently speak at home?
- 5) What is your child's country of origin?

A translation to appropriate language is available as needed through *Transact*®, and the assistance of a bilingual translator may be required for completion of the survey. The completed survey becomes a part of the student's cumulative record.

When all responses on the HLS indicate that English is the only language used by the student and by individuals in the home, the student is considered an English-only speaker. School system procedures for placement of general student population are followed.

If any response on the HLS indicates the use of a language other than English by the student, individual in the home, the student is referred for an English proficiency screener. The registrar

notifies the counselor to complete a referral to conduct further assessment. 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. Assessments of English language proficiency will be conducted for two purposes:

- to determine the development and attainment of English proficiency and
- to make appropriate instructional and program decisions.

The State required screening assessments will be administered by the building test coordinator or ESL teacher to determine the student's English-language proficiency level.

#### Enrollment Policy

It is the policy of the Oxford City School System that every English Learner is allowed to attend school, regardless of ability to produce birth certificate, social security number or immigrant documentation. Children may not be excluded from school because they do not have a social security number (*Plyler v. Doe*). Application forms to obtain social security numbers may be distributed, but the option of completing the forms must be left to the parents. The district will use procedures described in *Alabama Administrative Code* to create a student number. Procedures will be developed and followed so that students learning English will be considered for EL services.

The staff at Oxford City Schools will make every effort to obtain immunization records. If the parents do not have immunization records available, information may be obtained from a previous school. The staff will also work collaboratively with community and area agencies to facilitate the school enrollment process. Bilingual translators will provide counselors with assistance in communicating methods of meeting immunization requirements for entrance into school.

#### Program Placement

Initial assessment of English language proficiency must be conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. English Learners identified through the HLS during registration at the beginning of the school year must be assessed for English-language proficiency within thirty (30) days of enrollment. English Learners who register after the beginning of the school year must be assessed within ten (10) days of enrollment. The LEA will record the registration date as "original entry date in STI or "date first enrolled" when completing the demographics page of the ACCESS for ELs English proficiency test.

The ESL teacher will review the student's records and gather all pertinent data. If this data includes scores for the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs 2.0) assessment from a previous school, the results may be used to establish English language proficiency. When there are no former ACCESS scores, the building test coordinator ESL Teacher will assess the student using the WIDA Online Screener for grades 1-12 and the WIDA-ACCESS Placement Test for Kindergarten (W-APT) or WIDA Model for Kindergarten to help determine eligibility for placement in the English language development program. The WIDA Online Screener and W-APT/WIDA Model for Kindergarten assesses English language proficiency in all four domains of language development- listening, speaking, reading, and writing- as well as comprehension to ensure that students' language needs are properly identified and addressed through the educational program. The WIDA W-APT Kindergarten screener and the WIDA Model for Kindergarten may be used until the Kindergarten Screener Online becomes available. The projected availability for the Kindergarten online screener for is 2020. Information about screening for Pre-K students is forthcoming based on the information provided August 2020 from ALSDE.

The WIDA Online Screener and W-APT/WIDA MODEL for Kindergarten yields an overall composite score based on the language domains tested. The following guidelines must be adhered to

**in determining eligibility for placement in the English language instruction educational program:**

- 1. The proficiency level for first grade students in the second semester and 2-12 students taking the WIDA Screener Online is 5.0**
- 2. The proficiency level for kindergarten students taking the W-APT is 25 (first semester). In the second semester of school is: Listening and speaking less than 28 and Reading less than 12 and Writing less than 14.**
- 3. The proficiency level for kindergarten students taking WIDA MODEL is 4.0**  
**\*Students with disabilities must use one of the screeners listed above. There is no alternate screener at this time.**

**The WIDA Online Screener/W-APT for Kindergarten/WIDA Model for Kindergarten 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.**

English Learner Committee

**The English Learner (EL) Committee is a school team responsible for guiding and monitoring the placement, services, and assessment of students who are ELs. The EL Committee may be comprised of content-area or general classroom teachers of ELs, assessment specialists, school administrators, school counselors, ESL staff, and other members as appropriate (e.g., parents and central office administrators).**

Individual English Language Plan

**An Individual English Language Plan (I-ELP) is developed for each student designated as an English Learner (EL) which is updated annually until the student achieves Former LEP (FLEP) status.**

**The EL Committee will use the following guidelines in implementing the I-ELP:**

- 1. Ensure full consideration of each student's language background before placement in an English language instruction educational program.**
- 2. Ensure implementation of systematic procedures and safeguards related to appropriateness of identification, placement, assessment, instructional and support programs, and program exit.**
- 3. Review student's progress in language acquisition and academic achievement annually.**
- 4. Convene as needed to discuss changes or adjustments in the ELs instructional services.**
- 5. Identify accommodations needed on high stakes assessments. Additional classroom strategies and accommodations should be identified as appropriate.**
- 6. Communicate in a timely manner the student's I-ELP with faculty and staff who interact with and provide instruction for the child.**
- 7. Ensure the I-ELP describes how the school will communicate with the student's parents in their native language.**
- 8. Determine and record the date of placement into the ESL program on ACCESS for ELLs Demographics page so that "Length of time in LEP/EL Program" is established.**

General Education Placement

**It is the goal of the Oxford City School System that students who are ELs be able to attain fluency in English, achieve the state's performance standards and progress to graduation. Research related to student placement and retention shows that ELs should be placed in their age-appropriate grade to the maximum extent possible. It is important that ELs be placed in the least restrictive environment. Retaining or placing a student in a lower grade is generally ill advised, and it is to be understood that such a placement will not expedite the learning of English. Age-appropriate grade placement is recommended unless the school-based EL committee determines that the child would receive greater benefits from lower or higher placement. Such a determination must be based upon objective and**

**educationally relevant standards.**

**Roles of Problem Solving Team (PST) and EL Committees**

- 1. The PST process plays a central role in implementation of Response to Instruction (RtI). The purpose of RtI is to combine core instruction, assessment and interventions within a multi-tiered system in order to increase student achievement and to reduce behavior problems. The role of the PST is to help guide general education intervention services for all students who are at risk of failure academically or behaviorally. (At-risk definition: Students that are scoring below the 25%tile in grade appropriate measures in curriculum based measures, students that are below mastery on grade level standards noted on skills based report cards, students that are below a **C or 2** on grade level material, students that score IN NEED OF SUPPORT on Summative, and chronic behavior referrals, etc.). Although it is a required step before special education testing, it is not used only for pre-special education testing purposes. ELs may be referred to the PST only after differentiated instructional strategies have been provided for a reasonable amount of time in Tier 1 and there is data showing this instruction has been unsuccessful. ELs cannot be referred to the PST if language is the barrier to achievement. PST committees may not have the specialized training needed to write appropriate strategies or accommodations for students whose primary language is other than English.**
- 2. If an EL is being discussed for possible special education issues and language clearly is not the issue, then PST is the appropriate vehicle, provided ESL staff members are part of the team. Once language has been eliminated as the barrier to achievement, ELs must be served in the same way as all other students.  
The EL Committee and PST are separate entities, but may include some of the same members. Appropriate personnel include content-area or general classroom teachers of ELs, assessment specialists, school administrators, school counselors, and ESL staff.**

**Waiver of Services**

**Notification information pertaining to parents' right that include written guidance detailing the right of the parent to have their child immediately removed from the supplemental Title III programs upon request is given.**

**Parents may reject Title III supplemental services, but the students must participate in ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs, if applicable. Parents should be informed that their children will continue to receive appropriate classroom instruction that will bolster understanding of English and the curriculum.**

**A waiver of EL services should be utilized by the school and parent to provide documentation of denial of services. A bilingual translator will be utilized to explain benefits of services and the form will be provided in the parent's/student's home language, when appropriate. Whenever necessary the district utilizes TRANSACT® for pre-translated documents. Refer to TransAct for Program Waiver forms: <https://app.parentnotices.com/documents/view/317816>**

- 2) 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 four 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.**

**Exit Procedures**

**A student may be exited from the EL program when the following criteria apply:**

1. The student meets State ACCESS level requirements. (4.8 Composite Score or higher)
2. The EL Committee convenes to review and determine if an EL meets all the following criteria below:
  - Work samples/grades of the student are examined and indicate on-grade-level performance without accommodations in the core content classes (math, science, social studies and English).
  - Teacher observation indicating student readiness to work in the classroom on regular curriculum activities without accommodations or assistance.
  - Other formative and summative assessments
3. The parent of the student requests that his/her child no longer receive EL services.

**When EL students score a 4.8 they will exit the ESL program. A meeting will be held to exit students and students will be monitored for four years. During this four year monitoring, the committee can meet and determine if the student is not performing without ESL support and services. The WIDA Screener Online (Grades 1-12) may be used to rescreen former EL students to determine if language is a barrier to instruction. If language has been determined to be a barrier to instruction, the student may be placed back into the ESL program. Exit criteria should be the same statewide and that exit criteria is a 4.8 composite score on ACCESS for ELLs 2.0.**

#### Monitoring ELs Who Have Exited the EL Program

After the above criteria have been reviewed, a recommendation will then be made for exiting the program within two weeks. A follow-up review will be updated to verify that the student is functioning academically and socially in the new setting. Students who are exited from ESL services are placed on monitoring status for four academic years. The EL teacher will continue to monitor the student for the next four years. During the monitoring time, the EL teacher and classroom teacher(s) communicate regularly (at least once every nine weeks during the first year of monitoring, and at least once each semester during the second, third, and fourth years of monitoring) to ensure that the exited student is functioning in the classroom without EL support. Students are classified as FEL 1 (Former English Learner, Monitor Year 1) during the first year of monitoring, FEL 2 (Former English Learner, Monitor Year 2) during the second year of monitoring, FEL 3 (Former English Learner, Monitoring Year 3) during the third year of monitoring, and FEL (Former English Learner, Monitoring Year 4) during the fourth year of monitoring. Upon successful completion of four years of monitoring, ELs are classified as Former English Learner (FEL) and are no longer included in the EL subgroup for accountability purposes

If the student is having difficulty, then he/she will be recommended to the EL Committee. Progress monitoring may include:

- review of grades
- review of formal & informal student assessment results
- review of student work samples
- interview with the student
- interview with the student's parent(s) or guardian(s)

#### C. PROGRAMS AND INSTRUCTION

**1) Describe the programs and activities that will be developed, implemented, and administered to ensure that ELs acquire academic language as part of the core ESL program.**

- 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

### Comprehensive Needs Assessment

A comprehensive needs assessment is conducted by the LEA and by individual schools. The following data is analyzed:

- ACCESS for ELs 2.0
- Standardized Achievement Tests/Summative Data
- AIMS Web Plus
- Graduation Rates
- Benchmark Data Results (STAR)
- Desegregated Data of current ELs, Former ELs and never ELs.

### Content

English Learners must simultaneously learn English and content. The World-class Instructional Design and Assessment (WIDA) Consortium, of which Alabama is a partner, has developed *English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12*. These standards have been adopted as a means to align curriculum, instruction, and assessment of ELs and also meet the requirements of the *Every Student Succeeds Act (2015)* by linking English language acquisition standards and state academic content standards.

By implementing the WIDA ELP standards in the classroom, teachers are able to provide ELs with meaningful access to local curriculum as they progress through the stages of language acquisition.

### Instruction

To provide effective instruction that leads to the timely acquisition of proficiency in English and enables each student to become proficient in the state's academic content and student academic achievement standards and in College and Career Readiness Standards, Oxford City Schools will implement various instructional methods that will be utilized by EL staff and general program teachers. To ensure that EL students gain the English language skills necessary to function successfully in an English-speaking academic setting, the following instructional strategies of language instruction will be utilized:

- Instruction that makes content comprehensible
- Adequate amount of pre-activities and modeling
- Meaningful hands-on activities that contextualize abstract concepts
- Opportunities for all students to feel successful by providing appropriate accommodations for the needs of students' different proficiency levels
- Integration of language skills, thinking skills, and content knowledge

There will be communication and collaboration between ESL teacher(s) and content-area teachers to determine appropriate instructional strategies and assessments for the same challenging academic content as outlined in the Alabama Course of Study for Reading, Math, Science, and Social Studies. ELs remain in the regular classroom for academic subjects with classroom teachers who are trained to aid the ELs so that they can effectively participate in classroom activities and comprehend the academic material being presented.

The primary program of instruction used by Oxford City schools is English as a Second Language (ESL). ESL is a program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content

instruction, and to develop their English language proficiency in all four language domains. The service delivery model Oxford City Schools uses is the Sheltered Instruction Model. This ESL delivery model is used widely for teaching language *and* content to ELs in the mainstream classroom, particularly as schools prepare students to achieve high academic standards. This method requires that teachers deliver content (social studies, math, science, and language arts) in ways that are comprehensible to the student while also promoting their English language development. Sheltered Instruction helps ELs acquire proficiency in English while at the same time achieving in content areas.

In addition to sheltered instruction, interventionists and ESL teachers deliver language development services through both Pull- Out and/or Push- In instructional approaches.

#### ESL Pull-out

In this approach, students are taken out of their mainstream classroom, in the same facility, for a scheduled time with an interventionist or ESL teacher to receive English language development instruction. Interventionists and ESL Teachers, who may or may not be bilingual, will provide the pull-out instruction. The focus of instruction is on English language development which promotes content area comprehension.

#### ESL Push-In

The same goals are applied as in ESL Pull-out; however, an interventionist or ESL Teacher will provide instruction by working with ELs in the regular classroom.

#### Summary

These programs will be implemented in various ways to best meet the needs of ELs in Oxford City Schools. Instruction in the EL program will be provided by qualified and appropriately trained teachers.

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

- 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

#### Continuous Improvement Plan (CIP)

Each school writes a Continuous Improvement Plan (CIP) to indicate how and when goals and strategies will be met and to evaluate the effectiveness of the program. Each plan includes goal(s), action step(s) and specific strategies for increasing the percentage of students making progress achieving English language proficiency. The Central Office CIP Committee monitors implementation of each plan by conducting on-site school walk-throughs, instructional rounds, and debriefing sessions with each school's CIP Team.

#### Data Meetings

Data Meetings are held with all certified staff at individual schools. Data is analyzed to drive teacher instruction and student achievement.

#### Problem Solving Team

Problem Solving Team meetings are held at individual schools. Data is analyzed to determine effectiveness of instruction and program decisions are made to ensure the needs of students are met.

#### Materials

The following materials are used for instruction:

- Alabama Course of Study / College and Career Ready Standards
- WIDA Consortium English Language Proficiency Standards for English Language Learners (WIDA ELP Standards)
- District Pacing guides for all content areas
- College and Career Readiness Standards
- Materials from the Alabama State Department of Education distributed for state and national assessment preparation (Grades 3-12).
- WIDA Can Key Uses do Descriptors

A combination of strategies is used to teach language: whole language techniques, phonics, vocabulary development, oral language skills, cooperative learning, and integrated reading. Emphasis is placed upon the development of the four communication skills: listening, speaking, reading, and writing across all content areas including social and instructional language development. The WIDA Language Acquisition Standards are used in regular classroom instruction as well as in the EL classroom.

#### LANGUAGE ACQUISITION STANDARDS

**Standard 1:** *English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.*

**Standard 2:** *English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.*

**Standard 3:** *English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.*

**Standard 4:** *English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.*

**Standard 5:** *English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.*

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

#### Program Components

Oxford City Schools will ensure that each school evaluates and documents the progress of each English Learner's acquisition of English and their academic progress. Comprehensive and comparable data on all students will be kept in order to evaluate the success of students in obtaining an effective and appropriate education. Data on current and former students will be maintained as part of a system that includes information on all students. This allows comparisons to be made between ELs and non-ELs in mainstream programs. College and Career Readiness Standards will be

included. Data collection and analysis includes state tests (ACAP SUMMATIVE, Aimsweb, Star, and ACCESS, etc.) and standard based curriculum tests.

*The Federal Programs Coordinator* is responsible for the total EL program and conducts all aspects of the program in cooperation with school administrators, the curriculum coordinator, the special education coordinator, and other appropriate personnel. Responsibilities of this person, at a minimum, are to ensure that students are identified and that an effective, appropriate instructional program is provided. All school personnel should know who has been designated as the system's Federal Programs Coordinator.

The Federal Programs Coordinator is a liaison for school personnel, parents, and the community. This person must work diligently with teachers and administrators to assure that English Learners are identified and served.

The Federal Programs Coordinator is responsible for submitting annual reports and surveys to the Alabama State Department of Education. The Federal Programs Coordinator works closely with the Student Services Coordinator to ensure that there are no barriers to enrollment for ELs. The enrollment policies and procedures for Oxford City Schools include appropriate mechanisms for facilitating the entry of students who may not have a birth certificate, social security number, immunization record, or immigrant documents.

*Principals* will ensure that the EL Committee identifies potential social, emotional, or academic problems that may affect an EL's performance and assists in planning an appropriate course of action for instructional effectiveness. Following the annual EL evaluation, principals will assist in developing annual goals and objectives along with planning the EL curriculum.

*ESL Teachers* plan and implement instruction based on diagnosed needs of each individual student, and provide written evidence of these plans. By building our English Language Development Program on the WIDA Standards, our instruction is anchored in academic standards, focused on academic language proficiency, models the progression of language acquisition, contains model indicators of language incorporated with content, and provides high levels of cognitive engagement, even at low proficiency levels.

ESL Teachers evaluate student performance in the EL class and provide classroom teachers with input regarding progress. The English Language Development Program incorporates and follows the language performance rubrics and definitions used by WIDA Performance Indicators. ESL Teachers review the accommodations folder maintained by the classroom teacher to assist the teacher with using assessments to inform instruction. Under reasonable terms, ESL Teachers are available to students and parents for education-related purposes outside the instructional day when it is required or requested. They are also an invaluable resource member of their local school staff. They play an important role in developing program goals for the upcoming year along with planning curriculum. The ESL Teachers agree that conversation and collaboration are the keys to successfully serving ELs.

*Classroom teachers* communicate closely with the ESL Teacher in their school regarding EL's progress and class assignments. They participate in state and district staff development opportunities to increase understanding of ELs. They learn about the needs of their ELs and how to incorporate effective strategies and methodologies into their classroom lessons. Classroom teachers in Oxford City Schools are aware of the assessed English language proficiency level for each EL they serve. Documentation of accommodated lessons is maintained in a folder for each EL served by the teacher. Classroom teachers play a vital role in assisting the EL Committee when writing the Individual English Learner Plan (I-ELP). The classroom teacher collaborates with the ESL Teacher to discuss different strategies and approaches for struggling students. Classroom teachers are included in the annual development of program goals and in planning the EL curriculum.

## Professional Development

Staff development opportunities will be provided for all ESL personnel, certified and non-certified. ESL teachers and committee members attend SAMUEL workshops provided by the state department. Each committee provides turnkey training to faculty and staff through workshops and/or faculty and data meetings. Additionally, regular program teachers receive training in the instruction of second language learners through scheduled district staff development days. Access to additional workshops, conferences, and/or through contracted consultants will also be provided.

Additional staff development opportunities and training will be provided to address specific areas of need as required. This will be accomplished by providing the opportunity to attend related workshops, conferences, and/or through contracted consultants.

ESL personnel meetings will be held annually to coordinate the implementation of the EL program toward the attainment of the program's goals and objectives.

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

**Grading: It is against the law to fail a student because he/she is not proficient in English.**

Grading of 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 students' I-ELP. This complies with the federal law (Every Student Succeeds Act 2015). Appropriate instruction and differentiation must be adjusted according to language proficiency level in order to appropriately accommodate the student. Documentation of these components (lesson plans, work samples, and ongoing assessments) should be maintained by the classroom teacher. (Alabama EL Policies and Procedures Manual)

Assessments must allow students to demonstrate their knowledge and skills in spite of language barriers. Alternative assessments are to be used when needed. Examples of alternative assessments include but are not limited to portfolios, presentations, oral reports, making lists, or any product that allows a student to express what they have learned.

- An accommodations folder for each EL is to be kept in the regular classroom with evidence of accommodated work and assessments.
- Grades placed in a student's cumulative folder is based on the students' level of proficiency and must reflect the student's academic achievement on grade level academic content and student academic achievement standards
- When applicable, designate on the report card that an EL has received grading accommodations.

### Retention

School districts are directed, by federal law, to ensure that English Learners can participate meaningfully in the districts' educational program. This does not mean that ELs cannot fail. Rather, the classroom teacher must provide full documentation of accommodations having been made to assure the student full access to the content. Classroom teachers and the ESL teacher must collaborate in order to guarantee this access. Evidence and documentation of instructional and assessment accommodations are kept by the classroom teacher in each ELs accommodations folder. When a student is not demonstrating mastery and appropriate assessment suggestions have been implemented, the classroom teacher will collaborate with the ESL teacher to consider other accommodations. If the student is still not performing successfully, the EL Committee will convene to

review the child's accommodations folder and discuss other possible strategies.

Retention of ELs shall not be based solely upon level of English language proficiency (*Lau vs. Nichols*). Prior to considering retention of an EL, the following points should be addressed and documented by the EL Committee:

1. What is the student's level of English language proficiency?
2. Has an Individual English Language Plan (I-ELP) been implemented to document classroom accommodations and student progress?
3. To ensure meaningful participation, are classroom accommodations being made in the areas of:
  - Teacher lesson delivery?
  - Activities and assignments?
  - Homework?
  - Formal and informal assessments (e.g., quizzes, tests)?
4. How much individual English language development instruction is the student receiving during the school day?
5. Has an alternate grading strategy been implemented (e.g., portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
6. Has the student's classroom teacher been adequately trained with instruction and assessment strategies specifically designed for the students learning English?
7. Do the report cards indicate that students were graded according to their I-ELPs?

At the end of each nine-week grading period, the ESL Teacher will review the grades of ELs. These grades will be discussed with the principal and EL Committee, if needed. Grades will be filed in the student's cumulative record.

**5) Include the specific staffing and other resources to be provided to English Learners 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

#### Staffing

Oxford City Schools will strive to employ educational personnel who have formal training in second language acquisition. All teachers and paraprofessionals in any language instruction educational program for English Learners are fluent in English, including having written and oral communication skills. ESL staff members are responsible for English language instruction for ELs. They may also provide tutoring and monitoring to English Learners and Former English Learners (FEL) as indicated in the Individual English Language Plan (I-ELP).

All ELs will receive their primary instruction from certified teachers through the regular academic program.

If sufficiently qualified teaching applicants are not available, non-certified applicants may be employed who are bilingual, have EL experience, and/or have EL training. Non-certified ESL personnel will work under the direct supervision of a certified teacher.

Currently a Federal Programs Coordinator, (5) ESL teachers (2 of whom are content teachers with ESL certification and HQ content status), and (1) bilingual translator are employed by Oxford City Schools.

#### State Requirements for Teaching ESL

- **ESL Certification is awarded through programs at Alabama colleges or with reciprocal agreements with other states and as of June 1, 2007, with PRAXIS II.**
- **ESL P-6 Teachers can have:**
  - **ESL Certification**
  - **Foreign Language Certification**
  - **Regular Elementary Certification**
- **Secondary ESL Teachers can have:**
  - **ESL Certification**
  - **Foreign Language Certification**
  - **Regular Elementary Certification**
  - **English/Language Arts Certification**

Oxford City Schools will maintain its status of hiring only teachers and staff that meet state certification and licensure requirements (ESSA, Sec 1112(c)(6)). Oxford City Schools will provide appropriate professional development for teachers who have not received formal ESL certification.

#### **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**

#### Collecting and Submitting Data

The Federal Programs Coordinator works closely with Technology Specialists, ESL teachers, counselors, registrars and INOW managers to ensure that EL data is correctly entered into INOW. Periodic data verifications are made to ensure that data requested by the ALSDE is correct.

Upon identification and placement, students are given a code in the STI Program. The SDE uses the following coding system for ELs:

EL 1- Active EL students who are in their first year in a U.S. school.

EL2- Active EL students who are in their second year or more in a U.S. school.

FEL 1- (Monitoring Year 1)- Students who have exited the ESL program and are in their first year of systematic monitoring by the ESL teacher. Should these students experience academic failure based on their lack of proficiency in English, will be given the appropriate language screener and when applicable will be re-identified as an EL and will be served again in the ESL program. These students no longer take ACCESS for ELLs 2.0 English Language Proficiency test.

FEL 2- (Monitoring Year 2) - Students who have exited the ESL program and are in their second year of systematic monitoring by the ESL teacher in the regular classroom. Should these students experience academic failure based on their lack of proficiency in English, will be given the appropriate language screener and when applicable will be re-identified as an EL and will be served again in the ESL program. These students no longer take ACCESS for ELLs English Language Proficiency test.

FEL 3- (Monitoring Year 3) - Students who have exited the ESL program and are in their third year of systematic monitoring by the ESL teacher in the regular classroom. Should these students experience

academic failure based on their lack of proficiency in English, will be given the appropriate language screener and when applicable will be re-identified as an EL and will be served again in the ESL program. These students no longer take ACCESS for ELLS English Language Proficiency test.

FEL 4- (Monitoring Year 4) - Students who have exited the ESL program and are in their fourth year of systematic monitoring by the ESL teacher in the regular classroom. Should these students experience academic failure based on their lack of proficiency in English, will be given the appropriate language screener and when applicable will be re-identified as an EL and will be served again in the ESL program. These students no longer take ACCESS for ELLS English Language Proficiency test.

FEL- Former EL students who have successfully completed four years of monitoring and are no longer an EL.

LEP Waived Services- Students who are EL yet parents have refused supplemental Title III services.

NOM PHLOTE- National Origin Minority Student Who's Primary Home Language is Other Than English. These students have a non-English language background but are fluent in English and do not require EL services. Parents, however, may need information in their home language.

**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

Program Evaluation

All districts awarded Title III grants must report to the SDE how their Title III program and professional development activities link to scientific research on the education of ELs.

Oxford City Schools uses both formal and informal evaluations of the program to determine progress in meeting the determined goals. The evaluation is an ongoing process. The progress of each EL is assessed by reviewing a variety of data and Report Cards. These reports are available in data portals and will be used in the annual evaluation.

A formal evaluation of the EL Program is conducted at the end of each school year and a copy of the results is submitted to the SDE. This evaluation consists of data collected from the individual schools concerning the following:

- The number of students in the district who attained language proficiency (4.8 or greater on the ACCESS for ELLs)
- The percent of students in the district who scored proficient
- The number of students in the district who have been in an ESL program five years or longer
- The percent of students in the district who have been in an ESL program five years or longer who scored proficient
- Number of students in the EL program
- Number of students who were recommended to exit the program
- Promotion and retention rates
- Inclusion of EL students in gifted and talented, Special Education Identification as well as other special programs
- Participation in extracurricular activities
- Graduation and drop out rates

All of this information will be compiled into a system report that will be completed by the Federal Programs Coordinator. The EL Main Data Collection is submitted annually to the ALSDE through

the Accountability Web Portal.

**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.**

Oxford City Schools receives Federal financial assistance and does not, on the basis of national origin or limited English proficiency:

- provide services, financial aid, or other benefits that are different or provide them 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, or
- defeat or substantially impair the objectives of federally-assisted programs.

It is understood that the regulatory requirements from Title VI of the Civil Rights Act of 1964 have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English.

It is also understood that all teachers are language teachers and models of language for their students. Throughout life, all individuals are language learners perfecting their skills in understanding, speaking, reading, and writing. When ELs enroll in this system, it is essential that needed support such as language development and instructional accommodations be provided. It is expected that as the EL gains fluency, fewer variations and accommodations in classroom activities will be necessary.

Services provided to all eligible students, including EL students, are as follows:

Referral of ELs to Special Education

*There is no minimum age, English proficiency level, or time in school requirement to meet before a child can be referred for evaluation. Delaying a special education evaluation of an English Learner (EL) suspected of having a disability based on his EL status is not permissible under IDEA.*

**I. All students with disabilities are guaranteed the right to a free, appropriate public education; an IEP with related services, if needed, that meet their specific needs; due process; education in the least restrictive environment; tests that are not culturally discriminatory; and a multidisciplinary assessment. Public Law 108-446 requires that state and local education agencies ensure that the students are assessed in all areas related to the suspected disability. The materials and procedures used to assess an English Learner (EL) must be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English language skills. Home language survey and parent/family interviews are vital to gain developmental information, current level of functioning, and functioning compared to culturally/linguistically similar peers. The WIDA ACCESS test or comparable measure should be administered to determine English proficiency. If the student does not score in the proficient range, testing must be completed in the dominant language. For preschool ELs, a home language survey and parent/family interviews will guide the IEP Team's decision regarding in which language the assessment should be conducted. Assessments should always be "provided and administered in the child's native language or other mode of communication and in the form most likely to**

yield accurate information on what the child knows and can do academically, developmentally, and functionally” (34 C.F.R. §300.304(c)(1)(ii)). **All meetings regarding an EL suspected of having a disability MUST include personnel with qualifications and/or expertise in second language acquisition.**

## II. Determining Eligibility

- **All meetings regarding an EL must include personnel with qualifications and/or expertise in second language acquisition to rule out limited English proficiency as the determining factor in eligibility decisions.**
- **If the student is assessed in English, then the disability should manifest in English.**
- **If the student is assessed in the native language, then the disability must be present in the native language.**
- **A student cannot have a disability in one language but not in another.**

**The EL with disabilities has a right to the same individual special education services as other students with disabilities. ELs must be provided English language acquisition services that are an integral part of their IEP.**

**ELs are eligible to receive Special Education Services on the same basis as all other students. Care should be exercised to ensure that limited-English proficiency is not the basis of a referral. (See Appendix I, Information on preventing inappropriate placements of ELs in SES).**

**In situations where it is not realistic to test in the native language or mode of communication for an EL, the LEA must consider information that will enable the eligibility team to make a decision as to whether the child has a disability and the effects of the disability on educational needs.**

**A child may not be determined to be eligible for special education if the determinant factor is the child’s lack of instruction in reading, math, or limited-English proficiency. The IEP for an EL with a disability must include all of the components as listed in the *Alabama Administrative Code*. The IEP Team must consider the language needs of the student as those needs relate to the child’s IEP when developing, reviewing, and/or revising IEPs (34 C.F.R. §300.346 (a)(2)(ii)).**

**The IEP Team should consider a continuum of placement/service options. If they determine that both services are appropriate and necessary for the student to access the curriculum, then ELs may receive both special education and English language services concurrently. ALL ELs with IEPs must have an EL plan documented on the profile page of the IEP. On the IEP, the Student Profile page should include a statement regarding the EL plan and the question “Does the student have limited English proficiency?” should be checked YES under Special Instructional Factors.**

**Parent participation is a required part of the special education process and to ensure active participation, accommodations must be made at all meetings and in written communications for the non-English speaking parent. This may also be necessary for parents of students who are National Origin of Minority whose Primary Home Language is Other Than English (NOM-PHLOTE). These accommodations must include a translator for oral communication, and written communication must be in the parent’s native language.**

**The full guidance document titled *English Learners (ELs) and the Special Education Eligibility Process***

may be accessed at <http://www.alsde.edu/sec/ses/Pages/home.aspx>.

ELs cannot be referred to the PST if language is the barrier to achievement.

**English Learners may be referred to the Problem Solving Team (PST) only after accommodations and differentiated instructional strategies have been provided for a reasonable amount of time in Tier I and there is data showing that this instruction has been unsuccessful. .**

**The PST is the appropriate vehicle if an EL is being discussed for possible special education issues and language is clearly not the issue, provided ESL staff member(s) are part of the team. Once language has been eliminated as the barrier to achievement, ELs must be served in the same way as all other students.**

**The school system ensures:**

- **that the individualized education program for each child with disabilities is reviewed in accordance with Federal and State regulations, and**
- **that an evaluation of the child, based on procedures which meet Federal and State regulations, is conducted every three years or more frequently if conditions warrant or if the child's parent or teacher, requests an evaluation.**

Gifted and Talented

**Oxford City Schools' Gifted Education Program is available to all students identified for placement in accordance with regulations established by the Alabama State Department of Education regardless of their race, ethnicity, sex, national origin, or primary language. In compliance with the Title VI Resolution Agreement, Oxford City Schools will focus on finding gifted students in under-represented populations. ELs will not be denied access to gifted services on the basis of EL status.**

Title I

**EL students are eligible for Title I services on the same basis as other students who receive service.**

Advanced Placement (AP) Courses

**English Learners are eligible to participate in advanced placement courses; however, according to the College Board Advanced Placement Program, accommodations for ELs are not permitted on AP Exams. ELs enrolled in AP courses will receive classroom accommodations when needed to access the content. This information is shared with parents and students.**

#### **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.**

- **Alabama's ESSA Indicators: Interim Progress in Achieving English Language Proficiency (Title I, Section 1111(c)(4)(A)(ii)**

**Interim progress in terms of accountability regarding ELs is defined as: Making annual increases in the percent of children making progress in learning English**

**Interim progress for ELs is determined using the following data:**

- 1. Proficiency level of the EL**
- 2. Targets for annual increases in English proficiency and attainment of English using a baseline.**

**3. Consistent methods and measurements to indicate progress in English proficiency (WIDA ACCESS for ELLS).**

**1. Progress in Achieving English Language Proficiency – Cumulative Growth Title I of ESSA requires long-term goals for English learners for increases in the percentage of such students making progress in achieving English Language Proficiency (ELP) as measured by the statewide English language proficiency assessment. Alabama will use ACCESS for ELLS to evaluate progress toward English language proficiency. Cumulative Growth is used to calculate the expected progress ELs make toward English language proficiency. Cumulative Growth is when the previous year’s growth is compared to the current year’s growth target to determine the students expected level of proficiency. Student growth expectations will increase each year so student’s meet the proficiency cut score within seven years after their initial year. The proficiency cut score is a composite score of 4.8 on ACCESS for ELLS. The number of years to achieve proficiency varies based on the student’s initial level of proficiency. Students at lower levels of English language proficiency will have more ambitious annual growth targets.**

**Refer to Table 1: 2018-2019 EL Guidebook Office of Student Learning-- Federal Program**

**Section 46**

2018-2019

Table 1

Cumulative Growth						
Initial Year	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
1.0	1.6	2.3	2.9	3.5	4.2	4.8
1.1	1.7	2.3	3.0	3.6	4.2	4.8
1.2	1.8	2.4	3.0	3.6	4.2	4.8
1.3	1.9	2.5	3.1	3.6	4.2	4.8
1.4	2.0	2.5	3.1	3.7	4.2	4.8
1.5	2.1	2.6	3.2	3.7	4.3	4.8
1.6	2.1	2.7	3.2	3.7	4.3	4.8
1.7	2.2	2.7	3.3	3.8	4.3	4.8
1.8	2.3	2.8	3.3	3.8	4.3	4.8
1.9	2.4	2.9	3.6	3.8	4.3	4.8
2.0	2.6	3.1	3.7	4.2	4.8	
2.1	2.6	3.2	3.7	4.3	4.8	
2.2	2.7	3.2	3.8	4.3	4.8	
2.3	2.8	3.3	3.8	4.3	4.8	
2.4	2.9	3.4	3.8	4.3	4.8	
2.5	3.0	3.4	3.9	4.3	4.8	
2.6	3.0	3.5	3.9	4.4	4.8	
2.7	3.1	3.5	4.0	4.4	4.8	
2.8	3.2	3.6	4.0	4.4	4.8	
2.9	3.3	3.7	4.0	4.4	4.8	
3.0	3.5	3.9	4.4	4.8		
3.1	3.5	4.0	4.4	4.8		
3.2	3.6	4.0	4.4	4.8		
3.3	3.7	4.1	4.4	4.8		
3.4	3.8	4.1	4.5	4.8		
3.5	3.8	4.2	4.5	4.8		
3.6	3.9	4.2	4.5	4.8		
3.7	4.0	4.3	4.5	4.8		
3.8	4.1	4.3	4.6	4.8		
3.9	4.1	4.4	4.6	4.8		
4.0	4.3	4.5	4.8			
4.1	4.3	4.6	4.8			
4.2	4.4	4.6	4.8			
4.3	4.5	4.6	4.8			
4.4	4.5	4.7	4.8			
4.5	4.6	4.7	4.8			
4.6	4.7	4.7	4.8			
4.7	4.7	4.8	4.8			
4.8	4.8	4.8	4.8			

2. **2018-2019 EL Guidebook Office of Student Learning-- Federal Program Section 47 C. Interim Progress Targets** were established based on two years of statewide district data. The table shows the percentage of ELs within a district and respective schools that must make the progress target in order to meet the ELP indicator. Each year, the proportion of students in a district expected to make progress in ELP increases.

Table 2 illustrates the target percentage for all LEAs. Each LEA will calculate numbers based on the 2016-2017 baseline data for the district. Interim Progress is reported as the percentage of students in a district who make progress in their overall score. The same percentages are used for each school in each district to calculate interim progress.

Table 2

<b>Progress Targets Based on Previous Year's Data</b>	
<b>Year</b>	<b>Targets</b>
2017	40%
2018	47.5%
2019	55%
2020	62.5%
2021	70%
2022	77.5%
2023	85%

**For example: In the 2017-2018 school year, 47.5% of ELs in an LEA who took ACCESS for ELLS would have to make their cumulative growth target to meet the interim progress target.**

Participation Requirements

**All ELs, whether they receive or waive supplemental Title III services, must be tested annually on the state adopted English proficiency test, *Assessing Comprehension and Communication in English State-to-State for English Language Learners* (ACCESS for ELLs 2.0).**

**All ELs must participate in the statewide assessment program for accountability purposes with the following exceptions per ALSDE Memo.**

**An EL student during his/her first 12 months of enrollment in U.S. schools is defined as an EL student who has attended schools in the United State (not including Puerto Rico) for 12 months or less. The definition provided a window (the student's first 12 months attending schools in the U.S.) within which time such a student is entitled to an exemption from academic content assessments in**

reading/language arts for accountability purposes.

All EL students in Grade K-12, regardless of the number of years of enrollment in U.S. schools, must participate in ACCESS, the state-administered English language proficiency test, or Alternate ACCESS for ELLs. Participation in one of these English language acquisition assessments, which is required, will satisfy the reading participation requirement for accountability purposes for these students.

All EL students must participate in the statewide Student Assessment Program for accountability purposes. EL students, during their first 12 months of enrollment in U.S. schools, will not be required to participate in the Reading/Language Arts test of *ACAP SUMMATIVE* or the Reading test of the *Alabama Alternate Assessment (AAA)*.

EL students, during their first 12 months of enrollment in U.S. schools, must take the mathematics test of *ACAP SUMMATIVE*, the mathematics test of The Pre-ACT, ACT Plus Writing, or the mathematics test of the AAA, with accommodations as necessary.

EL students, during their first 12 months of enrollment in U.S. schools, must take the science portion of *ACAP SUMMATIVE*, the science test of The Pre-ACT, ACT Plus Writing, or the science test of the AAA (Grades 5, 7, and 11), with accommodations as necessary.

EL students, during their first 12 months of enrollment in U.S. schools, must take the English of the Pre-ACT and the reading and the writing test of The ACT Plus Writing.

All EL students must participate in the end-of-course assessments for any of the courses for which they are enrolled and receiving course credit and for which an end-of-course assessment is administered.

The EL Committee must include decisions regarding the criteria outlined above in the Individual English Language Plan for EL students in their first 12 months of enrollment in U.S. schools. These decisions must be made on an individual basis.

#### Accommodations on High Stakes Assessments

Decisions regarding appropriate accommodations for ELs must be made on an individual basis by the EL Committee.

All ELs will participate in the high stakes assessments. Accommodations for ELs will be according to the current guidelines found in the *Alabama Student Assessment Program Policies and Procedures for the Students of Special Populations*

#### Proficiency Accountability

Oxford City Schools will use a variety of methods to measure the adequate progress of ELs. Instructional specialists and ESL Teachers collaborate with classroom teachers for input on student progress. This input is shared and discussed at data meetings, collaborative planning meetings, and through coaching cycles held at each building. By following the District's Reading and Math Progressions in grades K-3, high stakes assessment preparatory materials in grades 3-8, and *ACAP SUMMATIVE* language and reading standards skills assessments and report card grades in 9-12<sup>th</sup> all ELs are receiving instruction that will move them toward the goals of attaining English proficiency while achieving high levels of instruction in core academic areas and becoming contributing members to the community. In order to track their progress, the following instruments will be used:

\*AIMSWEB benchmark scores along with progress monitoring scores for students in grades

**K-6.****\*STAR Reading Benchmark Assessments (Grades 3-12)**

**\*Progress Reports - Student progress reports are sent to parents. The criteria used in these reports include achievement in core academic subjects and attendance in the regular classroom program for grades 5-12.**

**\*Scores on the Language Proficiency Instrument - Each student in the EL program will be given the WIDA Online Screener grades 1-12, W-APT for Kindergarten or WIDA Model for Kindergarten to assess language proficiency when the Home Language Survey indicates that they are an English Learner. This assessment tool will be administered upon their arrival from another destination and will be measured with the ACCESS for ELLs assessment in the spring. The scores are compiled on a chart by the ESL Teacher and compared to measure adequate progress in language acquisition.**

**\*EL and FEL Monitoring Forms completed each nine week grading period**

**Through the various methods of systematically monitoring student progress, data driven instruction and assessment can be planned using the WIDA Amplified Standards and Performance Indicators appropriately. Assessments must allow students to demonstrate their content area knowledge in spite of their English language proficiency. The WIDA Model Performance Indicators, WIDA Amplified Standards, and WIDA Can do Descriptors can be used to develop appropriate assessments for ELs.**

**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**

Parent Notification

**Oxford City Schools will implement effective means of outreach so parents can be involved in the education of their children. It is the goal that parents of ELs be active participants in assisting their children to learn English, to achieve at high levels in core academic subjects, and to meet the same challenging state content and achievement standards of all students. Since the parents of ELs may speak little or no English, assistance in understanding school-related information is needed. When possible, documents are translated into the parent's home language and/or an interpreter is employed to assist. When needed and possible, each school will:**

- 1. Annually evaluate educational programs to determine any barriers that may exist in preventing parents of ELs from participating in school activities.**
- 2. Provide an interpreter to assist in the registration of ELs or non-English speaking students.**
- 3. Provide an interpreter for parent/teacher conferences.**
- 4. Provide information related to school and parent programs, meetings, and other activities in the home language.**
- 5. Provide full opportunities for the participation of parents with limited-English proficiency in the education of their children, including providing information and school profiles in a language and form parents can understand.**
- 6. Include parents of ELs in the development of school and/or system plans.**
- 7. Parents are encouraged to participate in PTO (Parent Teacher Organization)**

Staff will consider the following factors that may impact the degree and extent of involvement by parents of ELs:

- Length of residence in the U.S.
- English language proficiency
- Prior experiences of parents
- Economic need of parents
- Availability of support groups and bilingual staff

According to ESSA Title I requirements, districts must, not later than 30 days after the beginning of the school year, provide notification to parent(s) of ELs identified for participation in an English language instruction educational program of:

1. The reasons for identification.
2. The child's level of English proficiency including how such level was assessed and 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.
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 I programs upon request.
  - b. The options that parents have to decline to enroll their child in such supplemental Title I programs or to choose another program or method of instruction if available.
  - c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

Parent notification is to be communicated in a language and/or manner that the parents can understand. An interpreter and/or *Transact*® will be used to assist in this communication. It is not necessary for parents to respond affirmatively to the notification for the student to participate in the ESL program.

Efforts will be made to furnish notices in a language appropriate to the parents. The district has determined that assessment results should be translated in the home language using either a translated document or presented orally by a translator.

#### 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.**

The purpose of Title III is to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Oxford City Schools use Title III funds to implement language instruction educational programs designed to help ELs achieve these standards and to provide professional development activities to aid teachers in meeting the needs of ELs.

The *National Staff Development Council Standards* are used when planning professional development. These standards focus on staff development that improves the learning of all students.

### Context Standards

- **Organizes adults into learning communities whose goals are aligned with those of the school and the district. (Learning Communities)**
- **Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)**
- **Requires resources to support adult learning and collaboration. (Resources)**

### Process Standards

- **Uses disaggregated student data to determine adult learning priorities, monitors progress, and helps sustain continuous improvement. (Data Driven)**
- **Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)**
- **Prepares educators to apply research to decision making. (Research Based)**
- **Uses learning strategies appropriate to the intended goal. (Design)**
- **Applies knowledge about human learning and change. (Learning)**
- **Provides educators with the knowledge and skills to collaborate. (Collaboration)**

### Content Standards

- **Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)**
- **Deepens educator's content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)**
- **Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)**

### Current Identified Topics for Ongoing Professional Development Specific to ELs

- **WIDA ELD Standards alignment with CCRS**
- **Using the WIDA Model Performance Indicators and Can Do Descriptor Key Uses in planning and assessing student language and content learning**
- **Identifying needs of Newcomers, Long-Term ELs and SLIFE students**
- **Instructing and Assessing ELs according to proficiency levels**
- **On-going sheltered instruction implementation**
- **WIDA Online Professional Learning Modules**

### Supplementary Services

**Four of the six schools in the Oxford School System had teams participate in the Cohort training provided through the Alabama State Department of Education. Those teams have done turn-around training within the system. Members of the team serve on each school's CIP team and present at grade level/faculty meetings to keep all teachers current on strategies and assessment needs. High intensity, ongoing professional development is also provided after system ESL teachers and/or principals attend SAMUEL workshops. In monthly data meetings at each school, ELs are very much a part of student reviews and planning for instruction according to needs.**

**The core instructional programs in Oxford City Schools are carried out by grade level/subject area teachers with all students (regular program, EL, gifted, special needs).**

**Professional development is provided by vendors and local specialists so that scientific, research-based programs are carried out with fidelity. The programs adopted and used in Oxford are Go Math, V-Math, Wonders, Journeys, Corrective, Read Well, Read 180, System 44, Read Naturally, and Early Interventions in Reading, and Do the Math. Supplementary support to ELs is given through the**

employment of resource teachers who are either meet state certification and licensure requirements or ESL certified. ESL resource teachers work with small groups of students beyond the core instruction provided in the assigned classrooms. EL teachers serve as resources to regular program teachers in identifying strategies and interpreting assessment results for planning. They support ELs in the same supplementary manner that a Title I resource teacher support regular program instruction.

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

Non-Public School Contact

The five public school systems in Calhoun County work collaboratively each spring to hold an annual meeting with non-public school officials regarding federal programs. Invitations are sent by certified mail to announce the purpose, meeting date, place, and time. In that letter, information is given as to contact names for each school system in case a non-public official would like to make an individual appointment.

At this meeting, federal regulations and procedures are discussed so that non-public school officials who attend will know student rights to participation in the programs funded through *ESSA*.

For those who do not wish to attend the meeting, an information sheet is requested giving enrollment information to each public school system to be used to complete surveys for the Alabama State Department of Education.