

HOMEWOOD CITY SCHOOLS EL PLAN, FY 20

Section A: Introduction and Educational Theory and Goals

The mission of the Homewood City Schools is to educate and empower all students to maximize their unique potential. English as a Second Language will be taught to enable English Learners (EL) to become competent in the comprehension, speaking, reading, and writing of the English language. The program shall emphasize mastery of English language skills, and content area concepts and skills so students are able to participate effectively in the regular academic program and to reach their full potential. The instructional goals are as follows: to increase the English language proficiency at an adequate rate (APLS), attain proficiency within five years, and meet AYP in Reading and Mathematics; to provide each EL student the opportunity to reach his/her full potential. According to research, it takes the average EL from one to three years to acquire the social language which is needed to function on a daily basis, moreover, it takes approximately five to seven years to acquire the language skills necessary to function in an academic setting. Working with this premise in mind, the Homewood City School System has developed a plan to meet the needs of the ELs. Homewood City Schools offer English as a Second Language(EL) as its English language instruction educational program for English Learners (ELs). It is a program of techniques, methodology, and curriculum designed to teach EL students English language skills, which may include comprehension, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. English is the language of instruction. EL instruction is related to the content of instruction in math, science, language arts, and social studies. Progression through the EL program is designed to equip ELs with the language skills necessary for successful independent functioning in the general education environment.

It is the policy of the Homewood City School Board that no person in the district shall, on the basis of race, color, disability, creed, religion, sex, age, or national origin be denied the benefits of, or be subject to discrimination in any education program of activity.

Section B: Identification and Placement Procedures

Procedures for implementing the EL Advisory Committee Homewood City Schools did consult with teachers, school administrators, parents, and education related community groups, and institutions of higher education in developing the EL program and handbook. Each member is provided a copy of the current plan.

1) Methods for identification and placement

The Home Language Survey (HLS) will be the identification tool for potential English Learners (ELs). This survey is given to all students as part of the registration process by the staff member responsible in each school for registering (registrar, secretary, guidance counselor, teacher or administrator). The parent or guardian of the student shall sign the survey. All HLSs shall be filed in the students' Cumulative Record Folders and a copy provided to the EL teacher. If the HLS shows a language other than English, further assessment is required. To determine if a new student (who does not have current ACCESS scores) needs ESL services, the MODEL or WIDA Screener will be administered. If a student scores below 5.0 composite score on the WIDA screener or below 4.0 composite score on the MODEL, the student must receive EL services. Teacher judgment, other assessments, and previous schooling are some of the factors to be considered in determining EL services.

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

The criterion for exiting is established by the state as a composite score of 4.8 or higher on the ACCESS for English Language Learners proficiency test. Written notice will be provided within five days of the exit date from the program. The notice will be printed in English and when possible in the parents' primary language. The EL case manager shall monitor the progress of the student for four years. There is no time limit for participation in the EL program.

Section C: Programs and Instruction

1) Programs and activities that will be developed, implemented, and administered to ensure ELs acquire academic language as part of the core EL program

Homewood City Schools uses a comprehensive needs assessment with input from EL staff, parents, students, administrators, general education teachers, and special education teachers. Results from this assessment are used to develop the core EL program. The core program is Structurally Designed Academic Instruction in English (SDAIE). The primary focus is on academic content with first language support and scaffolding of key concepts. Academic English skills are developed through reading, writing, speaking, and listening activities. This research-based program is implemented to ensure that ELs acquire academic language. This core program occurs in the general education setting by the classroom teacher.

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

The EL staff assesses ELs annually, using ACCESS, to determine progress in English acquisition. The ACCESS results are reviewed by the EL Committee and used to guide the EL Plan for each student. In addition, teachers receive annual training on best practices for teaching ELs, including how World-class Instructional Design and Assessment (WIDA) English language proficiency (ELP) standards fit with the curriculum. EL staff also collaborates with general education teacher to integrate WIDA ELP standards in content class instruction.

3) Specific components of the LEA's EL program

A variety of components are used in the ESL program. SDAIE Core components include:

- **Sheltered English instruction or content-based classes**—EL students are taught content by teachers who adapt their language to the proficiency level of the students. Acquisition of academic English is one of the goals, but the primary focus is the content.
- **EL pull-out**—Students are pulled out for a portion of the school day to receive EL instruction.
- **EL push-in**—The EL teacher goes into regular classes to support ELs. Communication and collaboration between content teachers and EL teachers is an essential component.

4) Grading and retention policy and procedures

The EL Committee will determine grading guidelines for each EL. These guidelines will be documented in the EL plan. An EL student can earn a failing grade if the EL plan has been followed. Documentation must be filed with the EL case manager to illustrate that appropriate instruction and support were provided. Lack of ability to read and write in English cannot be the basis for an "F". It is against the law to fail a student because he/she is not proficient in English. Retention of ELs shall not be based solely upon level of English language proficiency. The EL Committee should address the following points; student's level of English language proficiency, implementation of the EL plan, classroom accommodations, amount of EL instruction received daily, use of alternative

grading strategy, adequate EL training for student's classroom teacher(s), and report cards indicating that grades were based on the EL plan.

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

The number of staff employed in the ESL program will be based on the following criteria: number of ELs, the level of English proficiency of the ELs, the achievement level of the students, the grade level of the students, and other programs in effect at the individual schools. Instruction in the EL program must be provided by qualified and appropriately trained teachers. Core EL instruction must be received from certified teachers. All ELs will receive their primary instruction from certified teachers through the general education program. EL staff may pull out or push in to provide additional support in English language development. EL staff also provides assessment, tutoring, and monitoring to both EL and FEL students as needed.

6) Method for collecting and submitting data

Upon identification and placement, students should be given a code in the iNow, the state of Alabama's current student data system. The date of placement in the EL program is also entered as well as demographic information. Data is collected from iNow as needed. Additional data is collected annually by the LEA for the EL program evaluation and also for a yearly state report. The information for the yearly state report is reported through the state accountability portal. Homewood Schools utilize the ELLevation program as an online data instrument for records and for writing and maintaining EL plans.

7) Method for evaluating the effectiveness of the ESL program

The EL staff evaluates the program annually by completing the OCR evaluation form. The results are reviewed at the end of year EL meeting and used to set yearly goals for the ESL program and create professional development plans. ACCESS scores and grades are reviewed to determine individual student successes and areas for growth. Homewood Schools utilize the ELLevation program as an online data instrument for longitudinal data to see student progress.

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

EL students who are experiencing academic difficulties are initially referred to the Homewood Student Support Team at his/her school. EL students may be referred to scientifically research-based programs that are a part of the Homewood City Schools' RTI program. In addition, the EL RTI process has been implemented to rule out English as a second language as the reason for the student's poor academic performance. Classroom accommodations may be recommended. If these interventions and/or accommodations are not successful, the student may be referred for special education services. Specific indicators which validate the need for special education evaluation are: poor communicative proficiency in the home as compared to siblings and age peers in bilingual environments, especially when this lack is noted by parents; English language development that appears to be significantly different than that of peers who are learning English as a second language; and noted developmental delays or other at-risk conditions. Information, including the Home Language Survey, should remove all doubt that socio-cultural factors are the primary contributors to the student's learning or behavior problems. Essential factors needed to make this determination may be beyond the referral information required for non-EL students. Tests administered to the ELs, will be determined by the Referral Eligibility Meeting Committee. The test may be presented in the native language of the student when such a test format is available and appropriate. An interpreter will be provided, if needed. Personnel who are trained in the administration of the tests will do the testing. Upon completion of all evaluation material

and information, the Referral Eligibility Meeting Committee will convene to determine if the student qualifies for special education service. Students referred for the Gifted and Talented Program will go through the same identification process as their grade level peers. All IDEA -2006 procedures will be followed for the referral evaluation process.

Section D: Assessment and Accountability

1) Method for holding schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program

The EL staff members who have completed the appropriate assessment training and certification will administer the WIDA MODEL or WIDA-ACCESS Proficiency Test (WIDA Screener) to all potential ELs within ten (10) days of identification. At the beginning of school, a thirty (30) day window is allowable. The MODEL/WIDA Screener is the primary instrument utilized to determine the level of English language proficiency. The MODEL/WIDA Screener measures speaking, listening, reading, and writing skills. The ACCESS test is the annual assessment used to measure proficiency levels of ELs. The participation of ELs in the State Assessment Program will be determined per State Assessment guidelines. No student shall be excluded from participation in the state's required assessment based solely on the length of time the student has been enrolled in the school, the LEA, the state, or the United States. All ELs, whether they receive or waive supplemental Title III services, must be tested annually using ACCESS for ELs, the state English proficiency test. Decisions regarding appropriate accommodations for EL students must be made on an individual basis by the EL Committee. For an approved accommodations checklist, refer to the EL Participation Documentation Form in the Alabama Student Assessment Program Policies and Procedures for Students of Special Population. The EL Committee should consider the content nature of each specific assessment and the level of the student's language proficiency when making decisions about appropriate accommodations for assessments.

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

AMAOs are based on the percent of ELs making Adequate Progress in Language Acquisition (APLA), the percentage of ELs attaining fluency, and the percentage of ELs meeting AYP requirements for the EL subgroup at the LEA level. ACCESS scores are used to measure English proficiency and the percentage of ELs attaining fluency. Using baseline ACCESS scores, the state (SEA) has set targets for annual increases in proficiency. Individual schools and the district must attain AMAO criteria. If a school or LEA fails to meet AMAO targets for 2 consecutive years, the SEA will require an improvement plan, including factors that prevented achievement of AMAOs and research based strategies, activities, and methodologies to meet AMAOs.

Section E: Parent Involvement

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

Parent involvement begins with the enrollment of the student in school with the completion of the Home Language Survey. Parents of ELs are encouraged to be active members of the EL Committee, including giving permission for the student to participate in the EL program, signing the EL plan, meeting annually to review and update the EL plan, and additional meetings for questions or concerns. Language is often a significant barrier for EL parents. Steps are taken to ensure that barriers to communication are removed and parent participation is encouraged, as open, interactive communication is the foundation of active parental involvement. Homework works to translate all

communications home to parents. Homewood uses state EL resources entirely for a tier of translation services, including the employment of a part-time EL Family Support translator, who has regular hours at 4 of the 5 schools. This individual has helped to build our EL parents' comfort and confidence in approaching and interacting with the schools. Homewood has contracts with Spanish and Arab translators who are easily accessed for conferences, meetings, and events. Each Homewood school has a speaker/headphone system which allows for more fluid translation services in meetings. Finally, Homewood utilizes *Linguistica International* phone translation services to help with more obscure languages and with more immediate needs of communication.

Homewood EL teachers assess and provide school-based activities to address the specific needs of the parent population. Parents who speak a language other than English are invited and encouraged to participate in all programs and activities just as native-English speaking parents are. In fact, a goal of the district is to ensure that EL parent participation mirrors that of parent participation in general. These include parent-teacher conferences, parent workshops, Parent-Teacher Organization, extra-curricular events, enrichment activities, and a wide-range of other special activities. Shades Cahaba has a summer reading programs which has a greater EL participation rate than the regular population. Homewood Middle School PTO has a group of parents serving as volunteer translators as school functions. Hall-Kent EL and Title I work collaboratively on a summer program ("RISE") which provides academic support to students in the summer and after school as well as summer child care during the program time.

EL parents will be notified of EL classes in the community in which they may participate. Homewood City Schools will continue to work closely with various community organizations and area churches. Parent input will be solicited for suggestions to improve the overall EL program. Interpreters will be provided for registration and for parent/teacher conferences. Information related to school and parent programs, meetings, and other activities will be provided in the child's home language. Meaningful opportunities for parent participation in the education of their children will be offered. Parents of ELs will be asked to participate in the development of system-wide or individual school Parent Involvement Plans and Title I Targeted-Assistance Plans.

2) Methods (in a language they can understand) for notification requirements for ELs students regarding

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

According to Title III, Part C Section 3302(a), each LEA shall, "not later than thirty days (30) after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in or participating in" an English language instruction program, about the details of the program as instructed in the parental notification section of this document. If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the LEA must carry out the parent notification requirements within two (2) weeks of a student being placed in such a program. TransACT documents available in multiple languages may be used as part of this notification. The most current test results and the EL plan will be placed in the student's EL folder.

In the case that the LEA or a school failed to meet AMAOs, parents would be notified using TransACT documents available in multiple languages.

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 EL program

Title III funds will be used to provide professional development for the EL teachers and regular education teachers throughout the year, including national and state conferences (WIDA; AMTESOL) and consultants for professional learning days. Additionally, tutors will be provided at some schools to assist with student support. Scientifically research based supplemental reading and language arts programs will be purchased with these funds. Summer tuition could be considered for EL students to attend summer school.

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)

Annually a meeting is held with directors of the private schools located in the Homewood City Schools' district. The meeting is held at the beginning of each school year. The Child Find process for special education students and the EL student identification process is outlined. Names of contacts are provided. The timeline for identification and the amount of funds available for each private school is provided. The Directors of the private schools give their input on how the Title III money will be spent to support the EL students in the private schools.

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)*