

Marion County (047) Public District - FY 2024 - Consolidated - Rev 1 - Improvement Planning

Section I Coversheet, Assurances, Signature Page

EL District Plan Cover Sheet

Local Education Agency (LEA) Name:

Marion County

LEA Contact for ELs:

Kevin Dulaney

Name:

Kevin Dulaney

Signature:

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Position and Office:

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Check box if LEA receives Title III Funds

Check box if LEA receives an Immigrant Grant

Assurances

The LEA will:

Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan

Assure that all teachers in any language instruction educational program for English Learners (ELs) 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 learners

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 an **Equitable Services Implementation plan**, if applicable.

Assure **timely and meaningful consultation with private school officials** regarding services available to ELs in private schools that are located within the geographic boundaries of the LEA, if applicable

Signatures

EL Program Administrator Signature and Date

LEA Superintendent Signature and Date

*EL Advisory Committee Signatures

Comprehensive English Learner District Plan

Each LEA in Alabama must develop and implement a Comprehensive English Learner (EL) District Plan, in accordance with Section 3115 of Title III of the *Every Student Succeeds Act (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 instructional 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 all employees 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 may refer to 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.alsde.edu/departments/offices/federalprograms.

***THIS SIGN-IN SHEET IS TO BE USED BY LEAS THAT RECEIVE TITLE III AND THOSE THAT DON'T.**

Section II Checklist - ALL LEAS MUST USE THIS PLAN TEMPLATE

A. Required Theory and Goals

The LEA's educational **theory and goals** for its program of services - **to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)**

B. Identification and Placement Procedures

1) Include the LEA's procedures for identifying members for the EL Advisory Committee.

The EL Advisory Committee consists of the Federal Programs/EL Coordinator, the Parent/Community Liaison, community representatives, parents of EL students, EL teachers, and selected general education and special education teachers. An invitation is sent to each person. The advisory committee members are selected as a cross-section of

representatives to review and update the EL Plan, provide input on program effectiveness, make suggestions on areas of improvements, and discuss the current state of the program.

2) Include the LEA's **methods for identifying, placing, and assessing** the students to be included in the English language instruction educational program. The following components must be explained in the plan.

- Home Language Survey
- WIDA Online Screener (1st–12th Grade)
- WIDA-ACCESS Placement Test (W–APT) for Kindergarten
- ACCESS for ELLs 2.0®

Each school shall form an EL Committee consisting of a school administrator, a content area teacher familiar with the needs of EL students, an EL teacher, the school counselor, and others as designated by the principal. The EL's parent will be invited to participate in EL Committee decisions as needed. The Committee shall review all relevant information and determine appropriate placement and exit from the EL program for all ELs.

Home Language Survey

Every child enrolled in a school of the Marion County School System is given a Home Language Survey and it is placed in the student's permanent record folder.

Program Placement

A Home Language Survey must be completed for each student registering for enrollment in all Marion County schools. For any student for whom the Home Language Survey indicates a first language other than English on any of the survey questions, further assessment is required to determine the student's English-language proficiency level. Parents are provided interpreting services per parent request during registration to ensure parents understand the registration process and answer Home Language Survey questions. For students to be placed properly, following the identification of a language other than English on the Home Language Survey and placement screener assessment, the Individualized English Language Plan (I-ELP) Committee, a school committee responsible for guiding and monitoring the placement, services, and assessment of EL students, will meet to consider the needs of the student based on the required indicators such as results of the language screener (WIDA Screener for kindergarten and WIDA Screener Online for grades 1–12), grades, parent interviews, etc. EL Students are placed in age-appropriate grade using federal and state guidelines. Every school must identify, assess for English language proficiency, and place appropriately, all EL students who need language acquisition and accommodated instruction. Parents have the right to refuse supplemental services at any time and have their child immediately removed from the EL Program Supplemental Services. If parents/guardians wish to waive EL Program Supplemental Services, the child will continue receiving support only in the regular classroom through the Marion County Schools' core English Learner instructional program. All communication happens with parents in a language they can understand, based on parent request.

The above procedures are outlined below for all district and school staff to follow and ensure consistency of services for all EL students across all schools:(All staff shall observe all rules and laws governing the confidentiality of student information.)

English Learner (EL) students are identified through the use of a Home Language Survey.

EL students are assessed to determine if they need EL services:

If enrollment occurs at the beginning of the year, students must be assessed and placed into the ESL Program within thirty (30) days.

If enrollment occurs after the beginning of the year, students must be assessed and placed into the ESL Program within ten (10) school days.

EL students found to need EL services are entered into the EL Program via the I-ELP Committee.

EL students' English and academic progress are monitored and assessed on a regular basis to ensure

their needs are being met.

score of 4.8 or higher on the ACCESS for ELs, are exited from EL services.

are monitored for four years to ensure they will continue to be successful in the mainstream.

experience language-related difficulties may be re-screened using the WIDA Screener Online to see if they qualify for readmission to the EL Program.

Students who complete four years of monitoring are designated a Former English Learner (FEL), and are included in the EL database for statistical reporting and program evaluation purposes only.

WIDA Placement Test (WIDA Screener for Kindergarten and WIDA Screener Online)

Marion County Board of Education uses WIDA Screener for Kindergarten to assess English language proficiency for Kindergarten and 1st semester 1st grade only. WIDA Screener Online is an assessment designed to provide an initial measure of a student's English language proficiency in Grades 1–12. The purpose of this assessment is to help educators make decisions and identify whether a student is a candidate for English language support services. The WIDA Screener for Kindergarten and 1st semester 1st grade and WIDA Screener Online (for grades 1-12) are administered to all students who have a language other than English indicated on the Home Language Survey. The appropriate screener must be administered within 30 days (or within 10 days after the start of school) after the completion of the survey. Results of the screener shall serve as one indicator when determining if a student should receive direct EL services and should never be used as the sole indicator for determining the least restrictive environment for an EL student. Such things as grades, parent interviews, student interviews (when applicable), teacher input, attendance, discipline referrals, etc. should also be used in conjunction with the WIDA Screener for Kindergarten or WIDA Screener Online to determine placement needs. The following guidelines must be adhered to in determining eligibility for placement in the English language instruction educational program:

- Any student in Kindergarten or 1st semester of the 1st grade with an overall composite score of less than 4.5 on WIDA Screener for Kindergarten must be identified as English Learner and will require placement in the English language instruction educational program.
- Any student in 1st grade 2nd semester and grades 2-12 scoring an overall composite score of less than 5.0 on the WIDA Screener Online must be identified as English Learner and will require placement in the English language instruction educational program.
- Any student with an overall composite score of 4.5 or above on WIDA Screener for Kindergarten or 5.0 on WIDA Screener Online may be identified as English Learner and may require placement in an English language instruction educational program. Further assessment of the student's English language proficiency is needed to determine placement.

The ALSDE Alternate Screening Checklist

The ALSDE Alternate Screening Checklist is to be used for those potential EL students who cannot participate meaningfully on the WIDA Screener Online, WIDA or WIDA Screener for Kindergarten even with accommodations. The Alternate Screening Checklist is for severely cognitively disabled students and not intended for those students with disabilities who can participate with the use of accessibility supports and/or accommodations. This checklist provides educators with a mechanism to ensure that students with profound disabilities can be identified and provided the services they need.

ACCESS for ELLs 2.0

All English Learners grades K-12, regardless of the number of years of enrollment in U.S. schools, must participate in Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS 2.0), 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.

ESL students who achieve fluency, which is defined as attaining a composite score of 4.8 or higher on the ACCESS for ELs, are exited from EL services.

Monitored students who

3) Include the **method and procedures for exiting students from the English Language Instruction Educational program (LIEP) and for monitoring their progress** for a period of at least four years (new in ESSA), and at a minimum, follow SDE exiting requirements for ELs. All school personnel should be aware of the State established exit criteria of a composite score of 4.8 on the ACCESS for ELLs 2.0® English language proficiency test.

The EL will remain in the ESL program until he/she scores a 4.8 on the ACCESS for ELs.

When the student achieves the exit criteria level, the EL teacher will petition the EL Committee for the student to exit the program. The EL Committee will inform the parent that the student has scored a 4.8 and will exit the program. When a student exits the ESL program, the EL teacher will monitor the student's progress for a period of four years. The student will not be monitored after the fourth year unless he/she is referred back to the EL Committee. At the end of four years, a student who is achieving at grade level will officially exit the program.

There is no time limit for participation in the ESL program. Need is the determining factor, and a student may participate as long as the EL Committee determines the student eligible.

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 LIEP.

- Process the system uses to conduct a comprehensive needs assessment
- Rationale for selecting the particular EL program/s and how they are evidence-based

Marion County Schools offers the core program for English Learners in the regular classroom of the core academic teachers. ELs participate the majority of the school day in regular academic classes and/or special programs. Content area teachers accommodate instruction to meet individual EL needs. English language acquisition services will be delivered through regular core instruction. Ongoing, specific ESL professional development is provided to classroom teachers on strategies for appropriate accommodations. Some of these accommodations include oral rather than written assignments, oral testing, extra time to complete assignments, shortened assignments, alternative assignments, and tutoring. The LEA will provide professional development activities to equip teachers with strategies for instructing and accommodating ELs such as providing opportunities to attend professional development and inviting SDE EL staff to provide in-District training. We will provide the EL components, if available, in adopted textbooks, iReady, reading programs, and intervention programs.

The LEA adopted textbooks, iReady, intervention programs, and reading programs have EL components that are used by regular classroom teachers. Teachers meet monthly to review and analyze all current data and redirect instruction as needed.

Resources, such as bilingual dictionaries, apps, picture dictionaries, translated documents, notices, and letters, etc. are placed in the school's library or provided by the EL teacher. Students have access to Chromebooks.

A supplemental English as a Second Language Program is provided to all ELs in grades K-12 through collaboration, pullout and push-in services by an EL instructor in each local school. These services are provided in a classroom setting. For all aspects of Marion County's English language instruction educational program, the teacher will use approaches anchored in scientifically based research that demonstrate effectiveness in increasing English proficiency and student academic achievement in core academic subjects. The teacher will include activities that focus on listening, speaking, reading, and writing to facilitate second language acquisition. EL and mainstream teachers will work together to provide the most appropriate instruction using best practices to meet the individual language and academic needs of students. The EL curriculum is based on WIDA – English Language Proficiency Standards for English Language Learners in Kindergarten through grade 12.

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

- How data is used to improve the rate of language acquisition for ELs
- How the LEA supports each school with respect to continuous improvement practices and specific professional development
- How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum

English language acquisition services will be delivered through regular core instruction. English language development will be provided by the EL teacher through pullout and push-in classes and/or by the regular education teacher in the regular classroom. In addition, the EL teacher will collaborate with the regular classroom teacher to build capacity in the teacher to facilitate English language acquisition. ELs will participate in the regular classroom for academic core subjects with appropriate accommodations at the students' English language proficiency levels. The focus for elementary schools and middle schools for Entering and Beginning (Level I and II) students will be the acquisition of the English language (comprehension, speaking, and reading) while providing access to grade level content. The focus for all English Learners will be acquiring English proficiency along with core content. All EL students will focus on college and career readiness.

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

Traditional procedures for assigning grades to students may not be appropriate for English language learners. The same methods and criteria applied to their English-speaking age and/or grade level peers cannot always be used to assess students who lack English language proficiency. Teachers are encouraged to maintain high expectations for student learning and must accommodate and adapt lessons and assignments so that ELs can progress. Likewise, assessments should be accommodated so that students can demonstrate their knowledge and skills.

A student may not be assigned a failing grade in a content area on the basis of lack of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). The key to appropriate grading of ELs is appropriate instructional accommodations. Even non-English proficient students can learn content while acquiring English. If content teachers are unsure how to accommodate ELLs, they should ask for training. Prior to considering retention of an ELL, the following points should be addressed by the EL Committee.

- Ø What is the student's level of English language proficiency?
 - Ø Has an Individual English Language Plan (I-ELP) been implemented to document classroom modifications and student progress?
 - Ø 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 and tests)?

Ø How much individual English language development instruction is the student receiving during the school day?

- Ø Has an alternate grading strategy been implemented (e.g., a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
 - Ø Has the student's classroom teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?
 - Ø Do the reports cards indicate that students were graded according to their I-ELPs?

It is important for content teachers of beginning ELs, to consult with the EL teacher, to formulate alternative assignments and assessments. Implementation of alternative assessments includes, but is not limited to, asking students to prepare portfolios, present projects or oral reports, make lists and other products that express what students have learned, or use rubrics.

Students in Grades 9-12 must be given the opportunity to earn credits toward graduation. Students should be given grades on work done with accommodations. Teachers are often concerned about their responsibility for the state course of study and college and career readiness. They must keep in mind that LEP students work under a dual burden: learning a new language and learning new content in a language they have not yet mastered.

Teachers must follow these guidelines:

- ELs must receive instructional accommodations on content work and accommodations on assessments on when needed.
- Grading is based on accommodated work. True/False questions on tests are discouraged.

- ELs must not be failed on the basis of lack of English language proficiency.
- Grades placed in a student's cumulative folder must reflect the student's academic achievement on

grade level academic content and standards.

Teachers must follow I-ELP.

Other Suggestions for Grading:

- Designate on the report card that the student is not fully proficient in English by writing "EL" or by adding an asterisk (*) to the grade. This can be followed by a description of the student's most recent English language proficiency level from an approved language proficiency assessment.
- Assign a grade and follow it with explanatory comments.
 - Describe progress over time in narrative form with examples of student work.
 - Develop an individualized education plan and assign a grade relevant for plan objectives.

4) Include details on the **specific staffing and other resources** to be provided to English learners under the LIEP in the district. ESL staff should be qualified with academic preparation in English-as-a-second-language, e.g. as documented in the 1991 Office of Civil Rights (OCR) Memorandum.

- Qualified personnel (state certification and/or ESL licensure)

- ESL staff development

- Content teacher and administrator staff development

The core program for EL students is provided by the regular classroom teacher with accommodations. All teachers with EL students are provided with professional development in best practices for ensuring the student receives English language development and access to grade-level core content. This professional development is provided by allowing teachers to attend SAMUEls and other opportunities provided by the SDE as well as professional development provided by the EL teacher and the LEA.

The EL will also be served by the EL teacher through pullout, push-in and peer collaboration. Marion County Schools employs one full time EL teacher and two part-time EL teachers to serve EL students in the district. This teachers are certified in compliance with SDE requirements and is fluent in English. The EL teachers work with school administrators and classroom teachers to develop a schedule for EL students and their teachers. The EL teachers participate in all SDE provided professional development as well as webinars (such as TransACT, Master Word, and ELLevation).

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

- How schools are trained to use the state system/database to code ELs and enter reliable and accurate data

Upon identification and placement, students should be given a code in PowerSchool. The table below contains codes used by State Student Assessment and PowerSchool along with a definition of codes. For state assessment and accountability purposes, the SDE uses one coding system for ELs.

Below is a list of comparison of codes:

Table 1-COMPARISON OF CODES FOR ENGLISH LANGUAGE LEARNERS

Codes for State Assessments	Student Information System Codes	Definitions of Codes
Non-EL	0	Students whose home language surveys do <i>not</i> indicate a language other than English spoken in the home. These are <i>not</i> students classified as NOMPLOTE
LEP Year 1	1	Limited-English Proficient students who are in their first year in a U.S. school.
LEP Year 2 or more	2	Limited-English Proficient students who are in their second year or more in a U.S. school.
FLEP Monitoring Year 1	3	Students who have exited the ESL program and are in their first year of systematic monitoring. These students no longer take ACCESS for ELLs English Language Proficiency test.
FLEP Monitoring Year 2	4	Students who have exited the ESL program and are in their second year of systematic monitoring. These students no longer take ACCESS for ELLs.
FLEP	5	Former Limited-English Proficient students who have successfully completed two years of monitoring and are no longer LEP.
LEP Waived Services	6	Students who are LEP yet parents have refused supplemental Title III services.
NOM PHLOTE	7	National Origin Minority Student Whose Primary Home Language is Other Than English. These students have a non-English language background but are fluent in English and do not require ESL services. Parents, however, may need information in their home language.

6) Include the LEA's method for **evaluating the effectiveness of its program** for English learners

• LEA engagement in the continuous improvement cycle

• In relation to English proficiency and challenging state academic standards

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

- To increase the English language proficiency to the degree necessary to allow successful independent functioning in the regular school program.
 - To provide the EL the opportunity to reach his/her full potential.

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

The evaluation will be an ongoing process. The progress of each EL is assessed at the end of each grading period using the academic progress report given by the regular program, monitoring forms. These reports are kept on file at the individual schools and will be used in the annual evaluation.

A formal evaluation of the ESL program will be conducted at the end of each school year. This evaluation will consist of data collected from the individual schools concerning the following:

General Information

• Number of limited-English proficient students at each school.

• Graduation Rate of EL students

• Pass/Fail Rate of EL students of current grade.

• Number of students by gender and ethnicity who participate in the ESL program.
• EL student enrollment by language and grade level.

• Assessment data such as STAR, Pre-
• Percent of ELs

ACT, ACAP, DIBELS, ACT, and Work Keys.
attaining English language Proficiency

- Meeting Requirements for the EL Subgroup at the LEA Level

Each school will be held accountable for the following:

• Annual increases in the number or percentage of students making progress in learning English.

• Annual increases in the number or percentage of students attaining English proficiency by the end of each school year.

• Adequate yearly progress, as defined by the state, for limited-English proficient students consistent with Title I, Section III (b)(7).

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the state's student assessment system. (Title I, Section III (b)(2)(i)(ii) states that not less than 95 percent of each school's limited-English proficient students are required to take the state's assessments, unless the number of such students is insufficient to yield statistically reliable information.

All of this information will be compiled into a system report, which will be completed by the ESL Program Area Specialist with input from the system-wide ESL Advisory Committee. The data is then submitted to the SDE through the Data Compilation Report. Areas of deficiencies will be identified. The ESL Advisory Committee will then develop strategies to correct these deficiencies for the upcoming school year. Strategies used may include but are not limited to workshops, professional development activities for ESL staff or regular staff, purchasing updated and/or new materials and teaching supplies, employing additional staff, and research on specific areas that need to be addressed.

7) Include LEA's **method of identification and referral of ELs for special services (including Gifted Ed)** Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language.

English Learners (ELs) served by the system's ESL program will receive special education services on the same basis as native English-speaking students. Students who are experiencing academic difficulties, not related to their LEP status, may be referred by the RTI team at their school. Supplementary aids and services and/or classroom accommodations may be recommended by the EL Committee in an effort to improve the student's academic functioning. If these interventions are not successful, the student may be referred for special education services. If the EL Committee puts in writing that they do not believe the student's difficulties are caused by a language barrier, the committee may directly refer the student for testing.

As a general rule, ELs who are following normal developmental patterns for learning a new language SHOULD NOT BE REFERRED. ELs, because of their cultural and linguistic backgrounds, have special instructional needs. These needs should not be confused with disabilities nor should they serve as a basis for referral for a special education evaluation.

Prior to the acceptance of a referral for a special education evaluation for the ELs, efforts must be made to meet the student's needs within the context of the regular education program including English as a Second Language classes and documentation of assessments, accommodations, and interventions. 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 also learning English as a Second Language.
- Noted developmental delays or other at-risk conditions.

Based on the review of the submitted documentation, the RTI team or the EL Committee and the ESL teacher/specialist will recommend the referral of a student to special education for evaluation after all other avenues have been explored, and after a conclusion has been reached that the student's needs cannot be met by the regular education program.

Referral information may indicate that a structured development history is needed to assist in the evaluation of a student's problem. The information gained from this history would be helpful in determining that a student's eligibility for special education services was not determined by the student's limited English proficiency or a lack of instruction in reading and math. The information recorded 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-LEP students.

D. Assessment and Accountability

- 1) Describe how the LEA will encourage and hold schools accountable for **annually measuring the English proficiency** of ELs and for participating in the state-administered testing program.
 - Including coordination with the LEA Test Coordinator/Director
 - Including communication of assessment and accountability requirements to schools

All EL students must participate in the statewide student assessment programs, with or without accommodations, and be included in the accountability system. There are no exemptions from state assessment for EL students after the first year in a U.S. school.

Assessment results for each English Learner that participates in the state's assessment system, under standard conditions or with approved accommodations, will be included in the calculations and determinations for academic accountability at the LEA and school levels. The SDE will establish annual measurable achievement objectives for English Learners and for students' development and attainment of English proficiency while meeting challenging state academic content and student academic achievement standards as required by Title I, Section 1111(b)(1). The measurable objectives will include the definition of Adequate Yearly Progress (AYP) for limited-English proficient students.

Each school and the LEA will be held accountable for the following:

- Annual increases in the number or percentage of students making progress in learning English.
- Annual increases in the number or percentage of students attaining English proficiency by the end of each school year.
- Adequate Yearly Progress, as defined by the state, for limited-English proficient students consistent with Title I, Section 1111(b)(7).
- The percentage of limited-English proficient students who participate in the state's student assessment program. Title I, Section 1111(b)(2)(i)(ii).

All discrepancies between the numbers of students enrolled, the number of students tested, and the number of students included in accountability decisions must be documented. Title III, Part A, Subpart 2, requires LEAs to annually assess the English language proficiency of each EL student. Students must achieve Adequate Yearly Progress in their English language acquisition based on the state-adopted English language development assessment.

Testing accommodations are allowable for an EL student for the purpose of enabling the student to demonstrate the degree of achievement which he or she possesses.

Accommodations can be made to ensure that each EL student receives individual consideration of his or her language proficiency, but an accommodation cannot be provided if it changes the nature, content, or integrity of the test.

When determining appropriate accommodations for an assessment, the ESL committee must look at the accommodations regularly being made on the student's classroom tests over time in that particular subject area. Accommodations on state assessments must be accommodations which are a part of the student's instructional program; however, the ESL committee must work within the framework of the approved accommodations on the on the EL Accommodations Checklist. The ESL committee must remember that an accommodation on a state assessment cannot supplant the skill the test is designed to measure. Accommodations which change the nature, content, or integrity of the test, such as reading of a reading test designed to assess the skill of reading, are not allowed.

All EL students must participate in the assessment program and should be coded as such on the answer document. The EL bubble will be gridded on the student's answer document.

2) Describe how the LEA will **hold schools accountable** for meeting proficiency and long term goals.

- Monitoring and evaluating school engagement with continuous improvement plan

Marion County Schools follow the ALSDE accountability model. State guidelines for schools not meeting this accountability piece will be closely followed. Data is collected and monitored through the ALSDE AIM Portal. EL teachers provide IELPs of students to teachers responsible for following those plans. We employ 2 FTE EL teachers who monitor progress and coach teachers on areas of weakness or concern. The principal provides feedback after walkthroughs. The regional ALSDE EL coach provides technical assistance throughout the year. Each of these proven strategies allows local schools to be accountable for adequate yearly growth that lead to meeting long term goals. Local principals and the system EL coordinator are invited to meetings where teachers, parents, or students have specific concerns.

Marion County's goals are based around the following improvement practices:

Provide sustained professional learning of best practices to classroom teachers, EL teachers, and administrators through the district PLCs

Train EL and classroom teachers on integrating the WIDA ELD standards with the daily instruction

Support schools in the practice of continuous improvement by collaborating in the development of the Continuous Improvement Plan

Ensure that I-ELPs for each EL focus on the individual learner's needs

Monitor EL student academic and language acquisition data and progress

Improve community and family connections by facilitating parent and family engagement for ELs

Continuously evaluate the core EL program and supplemental EL services to adjust the course of action and address challenges

Develop relationships with classroom teachers, EL teachers, school administrators, parents, students, and community advocates to ensure the success of the English Language Instructional Educational Program.

E. Parent, Family, and Community Engagement

1) Describe how the LEA will inform EL parents using information and notification in the following format:

According to current federal requirements, LEAs must, not later than 30 days after the beginning of the school year, provide notification to parents related to

1. The reasons for the identification.
2. The child's level of English proficiency.
 - a. How such level was assessed.
 - b. The status of the child's academic achievement.
3. The status of the child's academic achievement.
3. The method of instruction used in the program
4. How the program will meet the educational strengths and needs of the child.
5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.
7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
8. Information pertaining to parental rights that includes written guidance detailing:
 - a. The right of the parents to have their child immediately removed from supplemental Title III programs upon request. (IF APPLICABLE)
 - b. The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available. (IF APPLICABLE)
 - c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

According to current federal requirements, LEAs must, not later than 30 days after the beginning of the school year, provide notification to parents related to:

1. The reasons for the identification.
2. The child's level of English proficiency.
 - a. How such level was assessed.
 - b. The status of the child's academic achievement.
 - c. The status of the child's academic achievement.
3. The method of instruction used in the program
4. How the program will meet the educational strengths and needs of the child.
5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

6. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.

7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.

8. Information pertaining to parental rights that includes written guidance detailing:

- a. The right of the parents to have their child immediately removed from supplemental Title III programs upon request. (IF APPLICABLE)
- b. The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available. (IF APPLICABLE)
- c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the EL Committee must carry out the parent notification requirements within two (2) weeks of a student being placed in such a program.

The notice to parents shall be printed in English and/or the parents' primary language. Parents are not required to respond affirmatively to the notification for the student to participate in the English language instruction educational program. Upon receipt of written instructions from the parent, however, the EL Committee must withdraw the student from the formal English language instruction educational program. The teachers and school are still obligated to provide appropriate, informal strategies to ensure that the student's English language and academic needs are met.

If parents refuse supplemental services, a Denial to Participate Form should be signed by the parents and placed in the student's Cumulative Record Folder by the ESL instructor. The school district is still required to make accommodations in instruction and monitor the student's academic performance. Although the parent has denied ESL services for the student, the student must continue to participate in the annual English Language Proficiency testing (ACCESS for ELs) until attaining proficiency.

School information is provided to parents in a language that they can understand through interpreters and/or forms and letters in the home language. These forms are often obtained through TransACT, the compliance and communication center provided to the district by the Alabama SDE.

All EL students and parents in Title I schools will be included in the Title I Parental Involvement Program. Mrs. Wilds sends newsletters and social media links to parents that are in a language the parent can understand. An EL parent is included as a parent leader for the LEA.