

Section I Coversheet, Assurances, Signature Page	
EL District Plan Cover Sheet	Local Education Agency (LEA) Name:
	Thomasville City Schools
LEA Contact for ELs: Patricia N. Knight	
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<input type="checkbox"/>	Check box if LEA receives Title III Funds

Assurances

The LEA will:

- X 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
- X 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
- X Assure that all schools in the LEA are in compliance for serving English language learners (ELs)
- X Assure that all individuals used as **translators or interpreters are fluent** in the language they are translating.
- X 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

Patricia N. Knight

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9/18/2023

EL Program Administrator

Signature

Date

Vickie Morris

Vickie Morris

9-18-23

LEA Superintendent

Signature

Date

Thomasville City Schools COMPREHENSIVE ENGLISH LEARNER**Section A: 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)**

Thomasville City Schools (TCS) mission is to provide learning environments that motivate adults and students to stretch themselves to be continuous learners. TCS is committed to providing **all** students an equal opportunity to benefit from educational programs and services that are appropriate, effective, and evidence-based. The programs, practices, training, and accountability measures are designed so all students can become proficient in English in a timely manner and so they can achieve the state's academic content standards.

Under federal law, a student may not be excluded from participation in or denied the benefits of, any school program or activity on the basis of his/her national origin or English language proficiency. TCS is committed to the affirmation that all students, including those who are not proficient in English, can and will receive a free and appropriate education. The procedures in this plan assure all English learners (ELs) receive the same benefits as non-EL students in TCS and include policies and procedures for the registration, identification, evaluation, instruction-including programs and resources-and exiting criteria for ELs.

The LEA EL Advisory Committee helps to establish and review goals for the EL Program. Program goals are:

- ELs will strive to become proficient in the use of the English language without replacing the student's primary language.
- Teachers will implement the WIDA English as Second Language (ESL) standards in conjunction with TCS's evidence-based core curricula to include instruction and assessment.
- All students will be taught using a curriculum that cultivates college and career readiness.
- All EL students will be provided instruction in an environment that is safe, and conducive to learning.
- All EL students will be inspired to always strive to reach his/her fullest potential.
- ELs will be given the opportunity to meet state proficiency standards as well as advanced levels of student academic achievement on state content standards.
- Thomasville City Schools will meet the ALSDE Interim Progress Growth Targets.

Section B: Identification and Placement Procedures**1) Procedures for identifying the EL Advisory Committee**

Input from stakeholders is actively sought in order to ensure student needs are identified and all available community resources are being utilized. Each school's EL Committee will consist of the counselor, grade or department representatives and an instructional leader.

The Director of Federal Programs or designee is responsible for oversight of the LEA EL Advisory Committee and maintaining documentation as well as submitting required reports to the ALSDE. Implementation of the plan is reviewed periodically at district advisory committee meetings in order to support an increase in English proficiency, academic achievement, and other indicators of success. Goals and progress are communicated to all stakeholders through staff and parent meetings and press releases so there is a shared commitment to

quality education for all ELs in TCS.

A copy of the TCS Comprehensive EL District Plan will be located in the office of the Director of Federal Programs. Each administrator will keep a copy on the desktop of his or her computer. It will be available to parents, students, and the public for review in the schools' media centers and on the LEA and schools' websites.

2) Methods for identification, placement, and assessment

EL students are identified upon enrollment in the TCS district. As a part of the enrollment process, parents and/or guardians are asked to complete a Home Language Survey. This survey is used as an identifier for prospective EL students. This survey identifies any language other than English that was:

First learned or acquired by the student

Spoken most often by the student.

Spoken in the home of the student.

The enrollment process of all students is completed by the school-level counselor. Any student whose Home Language Survey indicates a language other than English on any of the survey questions is identified as a language-minority student. The school counselor and/or other school personnel will immediately begin taking measures to ensure that all needs of the EL student are met.

EL Screener – WIDA MODEL

When a student indicates a language other than English is used at home on the HLS, the World-Class Instructional Design and Assessment Measure of Developing English Language (WIDA MODEL) is administered to help determine eligibility for placement in the LEA's English language development program for grades K – 12 (see the Determination of Eligibility form in the Individualized-English Learner Plan (I-ELP). This instrument assesses English language proficiency in all four domains of language development-listening, speaking, reading, and writing, as well as comprehension, to ensure students' language needs are properly identified and addressed through the LEA's educational program. The WIDA MODEL provides an overall composite score based on the language domains tested. Every student that is enrolled in TCS must fill out the Home Language Survey. Any parent that indicates their child speaks a language other than English is screened. If the student enrolls the first day of school, there is a 30-day window to screen. If the student enters after day 1 of school, there is a 10-day window to screen.

LEAs may use the WIDA W-APT Kindergarten Screener (W-APT) or WIDA Model for Kindergarten students.

Kindergarten students taking the W-APT: 25

Kindergarten student taking the WIDA MODEL: 4.0

Students taking the WIDA Screener Online: 5.0

Initial Language Proficiency Assessment and Program Placement

An initial assessment of English language proficiency will be conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Any student, whose parent or who self-identify (middle and high school level only) a language other than English to any of the three questions above, will be afforded the opportunity to be assessed according to the procedures and criteria set. Enrollment in summer or first day of schools must be assessed within (30) days. Enrollment after first day of school must be assessed within (10) days.

Thomasville City Schools will use the World-Class Instructional Design and Assessment (WIDA) – Placement Test (W-APT) will be used to assess the language proficiency of those students identified through the Home Language Survey. The test will be administered by the building-level school counselor. The W-APT assesses English language proficiency in all four areas of language development, which are: listening, speaking, reading, and writing. The W-APT produces an overall composite score based on the areas of language assessed. The following guidelines are followed during the eligibility determination process:

Any student scoring an overall composite score of 3.9 or below on the W-APT will be identified as limited English proficient and will require support in an English language instructional program.

Any student scoring an overall composite score of 4.0 or above on the W-APT may be identified as limited English proficiency and may require support in an English language instructional program.

The W-APT will be used as only a piece of the evidence used to identify possible EL students. Other assessments such as academic records, benchmark assessments, state-required assessments, and teacher's records will be used as a determining factor in the eligibility process. Parents will be notified of the EL Team's decision. All information and records accumulated will be placed in the student's cumulative records.

The goal of Thomasville City Schools is for our limited English proficient students to attain fluency in the English language, meet or exceed the academic content standards outlined by the state, and receive college and career-ready preparedness. All EL students will be placed in the appropriate general education classroom, have access to the appropriate grade level instruction as well as be among their peers.

3 Methods and procedures for exiting students from the LIEP and for monitoring progress

English Learners will remain in the EL program until he/she obtains a score of at least 4.8 (Composite Score) on ACCESS for ELLs state English language proficiency test. The criteria have been established to ensure that students can meet high academic standards in the classroom (as described in the Alabama Course of Study) and attain proficient levels of achievement (as measured by state assessments).

Exiting Steps

1. The classroom teacher, Title I teacher, or parent petitions the School EL Committee for the student to exit.
2. The School EL Committee reviews the data and determines if the student qualifies for exiting. If the team recommends exiting, the student's parent(s) will be asked to grant permission to proceed. When a student exits the EL program, the student is placed on monitoring status for **four** academic years.
3. Parent(s) sign the Program Exit/Notification.

There is no limit to participation in the EL Program. At the end of each year, the student's academic progress is reviewed and the determination of remittance or maintenance for the need for instructional support is determined. However, if monitoring shows or a lack of academic success arises, the student will receive instructional support. Need is the determining factor, and a student may participate as long as the school EL Committee determines the student is eligible.

Monitoring English Learners Who Have Exited EL Status:

Each student who exits EL status will be monitored by the EL Committee for **four** academic years to ensure his/her continued academic success. At the end of **four** school years, a student who is achieving at grade level and meeting the state accountability standards will no longer be monitored.

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 IELP

Comprehensive Needs Assessment

Thomasville City Schools will conduct an annual comprehensive needs assessment that includes the number of students who were identified as LEP and information on the student's characteristics including their native language, their proficiency level in English, and academic achievement data.

TCS conducted a Needs Assessment by looking for trends in reading, writing, speaking, and listening on ACCESS 2.0. We looked at the scale score to determine strengths and weaknesses. We will determine what our professional development needs are according to the test results.

TCS's core program is English as a Second Language. This program is designed to teach EL explicitly about English language through Sheltered instruction.

Instructional support will focus on teaching both content and language in a cognitively rich learning environment. Lessons will include both content goals and language goals for the students. However, necessary accommodations will be made in the classroom for EL students as a means for them to understand the subject content. This method utilizes the overview of the English language to teach language objectives and subject content concurrently. The delivery of content is the same as that taught to non-LEP students. Oftentimes, the key concepts and vocabulary are at a lower level, which means it is differentiated to meet the learning needs of EL students.

TCS shall develop and implement an English learner educational program that provides English learners genuine and practical opportunities to develop conversational and academic English proficiency and to demonstrate achievement of the state's content and student performance standards that are expected of all students. The program will employ curricula, instructional materials, methodologies, and professional development based on evidence-based research on teaching English learners and immigrant children and youth.

TCS will develop an English language educational program that includes objectives in the English language skills of listening, speaking, reading, writing, content vocabulary, cultural concepts, and study skills students need to succeed in regular classrooms.

2) How the LIEP will ensure that ELs develop English proficiency

English Proficiency

After the student's needs have been identified and prioritized, the LEA will provide support as new strategies are implemented in the district. Strategies of support may include professional development for teachers and administrators, other resources, and/or reviewing other successful EL instructional programs.

The WIDA English Language Proficiency Standards for English Language Learners were adopted by the State of Alabama as a means to align curriculum, instruction, and assessment for English Learners. The teachers in the TCS district will implement the WIDA ELP standards in their classroom, which is an inclusive setting. This strategy will offer EL students the opportunity to receive instruction that is meaningful and purposeful as they begin their journey to progress through the stages of English language development and/or mastery.

The five ELP standards are social and instructional language, the language of language arts, the language of mathematics, the language of science, and the language of social studies. All of these standards cover the four domains of language, which identify how EL students process and use language. The four domains are: listening, speaking, reading, and writing. Students who are acquiring a new language go through a transformation of five stages in language development: entering, beginning, developing, transitioning, and bridging until English proficiency is attained. The data collected from ACCESS and W-APT is used to determine and implement effective instructional practices that focus on content in conjunction with the integration of the WIDA standards.

3) Grading and retention policy and procedures

EL Grading Guidelines

The following guidelines must be followed to assure that EL students' language does not impede his/her academic progress and grades.

- General education teachers will grade non-English speaking students in the content areas for improvement. Besides the appropriate subject "EL" must be written with the grade following: example – math EL/82
- For intermediate English-speaking students, teachers will grade on improvement as well as knowledge of content.
- A grade of "F" cannot be assigned to an EL student without full documentation of accommodations having been made to assure the student full access to the content.

At the end of each nine-week period, the general education teacher will complete a progress report for each EL student and forward it to the school-level counselor. This report will be filed in the student's EL portfolio and reviewed by the EL Advisory Committee and/or PST.

Roles of Problem Solving Team (PST) and EL Committee

- When an EL is not making progress in the classroom, the EL Committee should re-evaluate the I-ELP. If the EL Committee has exhausted all of its resources and academic and/or social problems still need to be addressed, students may also be referred to the school's Response to Instruction (RtI) Committee. Members of the EL Committee, including the Federal Programs Director when possible, should serve on the RtI Committee. ELs cannot be referred to the RtI Committee if language is the barrier to achievement and should be referred to the RtI Committee only after differentiated instructional strategies have been provided for the EL for a reasonable amount of time in Tier I and there is documented data showing this instruction has been unsuccessful. RtI committees may not have the specialized training needed to write appropriate strategies or accommodations for students whose primary language is other than English, so the EL Committee should be consulted in this process.
- If an EL student is being discussed for possible special education issues and language is not the issue, then RtI is the appropriate vehicle, provided the Federal Programs Director and counselor 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 and RtI Committees/PST are separate entities but may include some of the same members.

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

All students identified as EL will receive instruction by a highly-qualified teacher. Thomasville City Schools strive to adhere to the state-mandated teacher/pupil ratio. Assessments such as ACCESS and W-APT are administered by the building level counselor. The counselor is also responsible for the upkeep of all EL information pertaining to all identified students. Independent translators will be available as needed. However, the EL coordinator is responsible for the total program and conducts all aspects of the program in cooperation with the school administrators, counselors, teachers, special education coordinator, and other appropriate personnel.

The EL Coordinator is responsible for coordinating all EL programs and services. The EL Coordinator will serve as a liaison for school personnel, parents, and the community, ensure that students are identified, and that an appropriate and effective instructional program is provided.

The EL Coordinator will also provide training to administrative staff and to personnel at each individual school on

registration and other topics related to EL students.

Paraprofessionals and volunteers will be used to assist in TCS 's EL program. In addition, TCS will secure the services of teaching assistants, psychologists, counselors, principals, and social workers, as needed to provide effective services to EL students. All personnel will know and understand the school' s EL plan and shall receive appropriate training to conduct tasks assigned to them.

All non-certified personnel working in TCS's EL program must work under the direct supervision of a certified teacher and are not to be given direct responsibility for teaching and/or supervising students.

TCS shall provide high-quality professional development to classroom teachers, including teachers in "regular" classrooms, principals, administrators, and other school or community-based organizational personnel. Professional development activities shall be:

- Designed to improve the instruction and assessment of limited-English proficient students and designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for English language learners
- Based on scientifically-based research demonstrating the effectiveness of the professional development in increasing students' English proficiency and of substantially increasing content knowledge, teaching knowledge, and teaching skills
- Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.

5) Method for collecting and submitting data

In accordance with ALSDE requirements, school systems must systematically maintain information in individual student profiles for all students identified as EL/language- minority students. Each school in TCS will complete and maintain an EL Student Master List. TCS will also utilize the PowerSchool data system to manage this information. Training on entry guidelines for the items in PowerSchool, to be completed for EL data collection purposes will be addressed at system-wide technology, Title I and assessment meeting. Only school staff with full office rights will be able to access the EL data screens. However, much of the information needed will have to be obtained from the district Assessment Coordinator and counselor. To access the screen to enter EL student program in PowerSchool, click on the Federal Programs tab at the top of the student data screen. All students with another language spoken in the home are checked in PowerSchool, as determined by the Home Language Survey.

The counselor at each individual school is responsible for collecting all data regarding EL students. Demographic and academic information is retained in PowerSchool. EL codes and dates are also kept in PowerSchool which is entered by the counselor. In addition, student data is kept in an individualized folder. The folder contains the following information:

- Screener (K-4) students (W-APT).
- Eligibility determination sheet.
- Developmental program form.
- Description of the EL instructional support.
- Placement notification.
- ACCESS results.
- Work samples.

6) Method for evaluating the effectiveness of the program

The evaluation for the EL Program is divided into two parts, core and supplemental. ACCESS scores are used to evaluate the core program in which classroom teachers utilize the Sheltered Instruction approach. The second part of the evaluation of the EL Program reflects the effectiveness of PD and the use of the two instructional academic coaches at middle and high school along with the reading and math coach at the elementary school who work with identified students and classroom teachers. Professional development webinars will be used. Classroom teachers and administrators will use a google docs survey to evaluate the effectiveness of these strategies in meeting the needs of identified ELs.

7) Method of identification and referral of ELs to the Special Services Program including Gifted Ed

TCS shall ensure that English learners are not assigned to or excluded from special education programs, including programs for the academically gifted, from other specialized programs, or other support services that are available to other students in the school, because of their limited-English language proficiency. Evaluation, placement, and notification to parents of students with special needs shall be conducted in accordance with current authorization of the Individuals with Disabilities Education Act and its regulations.

All students with disabilities are guaranteed the right to a free, appropriate public education; an individualized education program with related services, if needed, that meets their specific needs; due process; education in the least restrictive environment; tests that are not culturally discriminatory; and a multidisciplinary assessment. TCS shall ensure that students are assessed in all areas related to the suspected disability. The materials and procedures used to assess a limited-English proficient student shall 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.

The limited-English proficient student with disabilities has a right to the same individual special education services as other students with disabilities. Additionally, they will be provided alternative language services that are an integral part of their individual education plan. In situations where it is not realistic to test in the native language of an EL student, TCS will 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 the limited-English proficiency.

The Individualized Education Program (IEP) for a limited-English proficient student with a disability shall include all of the components as listed in the Alabama Administrative Code. The IEP team shall consider the language needs of the student as those needs relate to the student's IEP. 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. To the extent possible, TCS shall provide an interpreter for oral communication and translate written communication into the parent's native language.

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

In addition to providing the above information, the ALSDE requires each LEA or school that is using Title I and/or Title III funds to provide a language instruction educational program and that has failed to make progress on the WIDA assessment for any school year, shall separately inform a parent or the parents of a child identified for participation in the program, or children currently enrolled in the program, of such failure not later than 30 days after such failure occurs.

If a child enrolls in school after the beginning of the school year, the LEA must notify parents of the failing school's language instruction educational program within 10 days of the child being placed in such a program. Parent notifications must be communicated in a language and/or manner that the parents can understand.

TCS Director of Federal Programs will send the acceptable parent notification forms, available in 22 languages online at TransACT, to the appropriate schools upon receipt of the annual WIDA Report. The school counselor is responsible for sending the parent notification letters to all EL parents/guardians.

2) Method for holding schools accountable for meeting proficiency in academic achievement

All TCS schools are held accountable for monitoring and evaluating the school's continuous improvement plan. Adjustments to curriculum and professional development are made when data is received. Accountability for reaching measurable progress or growth include but not limited to:

- School walk-through
 - School data meetings
 - District wide data meetings
 - ACIPs
 - Webinar Training Sessions and Annual EL Conference
- Professional development regarding EL students

Section E: Parent, Family, and Community Engagement

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

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

1. The reasons for the identification.
2. The child's level of English proficiency.
 - a. How such a level was assessed?
 - b. The status of the child's academic achievement.
3. The method of instruction used in the program.
4. How the program will meet the educational strengths and needs of the child.

5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for such program, the 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 include 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 is available. (IF APPLICABLE)
 - c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

The ALSDE requires school systems to include parent(s)/guardian(s) of ELs, to the extent practical and possible, in the development of Title I LEA and school level parent involvement policy and Alabama Continuous Improvement Plans (ACIPs), the TCS Comprehensive EL District Plan, and the LEA LIP (when an LIP is necessary). TCS Federal Programs Advisory and EL Advisory Committees have EL parental and community representation. Forms and communication to parents of ELs are available, to the extent practical, in the parent/guardian/community representative's native language. Cultural awareness activities are recommended for special events such as Hispanic Heritage Month and October Parent Month. TCS works closely with community agencies such as the Clarke County Health Department, Department of Human Resources, Clarke County Extension Services, Boys and Girls Club, Thomasville Parks and Recreation Department, churches, etc. to ensure ELs and their families receive community services. EL parent meetings/workshops are held during the school year to provide information to assist parents in meeting the needs of their child; translators are provided when needed. In addition, staff members are provided an opportunity to attend PD sessions to assist them in working with parents of ELs. Community programs are held in conjunction with community agencies and churches to also meet the needs of EL parents. The Annual Meeting of Title I Parents is held at the beginning of each school year. Invitations to all school events are translated as needed.

TCS shall ensure that English learners are educated in the least restrictive and least segregated manner possible based on the educational needs of the students. Students shall be included, to the extent possible and practicable, in all aspects of the regular school program that are available to other students.

TCS will implement an effective means of outreach so that parents of ELs can:

- Be involved in the education of their children.
- 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 student achievement standards as all children are expected to meet.

TCS shall make reasonable, meaningful, and sufficient efforts to involve parents/guardians of students who are English learners in their child's overall educational program. Notifications of system and school policies and procedures, school activities, academic and behavioral expectations, available alternative language and support services, and student academic progress, shall be made to parents/guardians in a uniform format and, to the extent practicable, in a language that they can understand.

TCS will ensure that appropriate notification is made to parents prior to placing a student in an English language instruction educational program. In accordance with Title III regulations, TCS shall, not later than thirty (30) days after the beginning of the school year, inform the parents of a limited-English proficient child identified for participation in, or participating in an English language instruction educational program, about the following:

- The reasons for the identification of the student as limited- English and the need of placement in an English language instruction educational program
- The student's level of English proficiency; how such level was assessed; and the status of the student's academic achievement, to the extent known
- The method of instruction to be used in the English language instruction educational program and how the program differs in content, instructional goals, and use of English from "regular" programs in the school
- How the program will meet the educational strengths and needs of the student
- How the program will specifically help the student learn English and meet age appropriate academic achievement standards for grade promotion and graduation
- The specific exit requirements for the program; the expected rate of transition from the program into regular classrooms; and the expected rate of graduation from high school, if appropriate

SYSTEM PLAN ITEM RELATED BY FISCAL RESOURCE
