



Section I Coversheet, Assurances, Signature Page	
EL District Plan Cover Sheet	Local Education Agency (LEA) Name:
	Madison City Schools
LEA Contact for ELs: Natalia Dooley, Federal Programs Coordinator	
Name: Natalia Dooley	Signature:
Position and Office: Federal Programs Coordinator	Email Address: nadooley@madisoncity.k12.al.us
Telephone: 256-464-8370	Fax:
<input checked="" type="checkbox"/>	Check box if LEA receives Title III Funds
<input checked="" type="checkbox"/>	Check box if LEA receives an Immigrant Grant

Assurances		
The LEA will:		
<input checked="" type="checkbox"/>	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	
<input checked="" type="checkbox"/>	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	
<input checked="" type="checkbox"/>	Assure that all schools in the LEA are in compliance for serving English learners	
<input checked="" type="checkbox"/>	Assure that all individuals used as translators or interpreters are fluent in the language they are translating.	
<input checked="" type="checkbox"/>	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)		
<input checked="" type="checkbox"/>	Assure that the LEA has a process for parents to waive Title III Supplemental Services .	
<input checked="" type="checkbox"/>	Assure that the LEA has an Equitable Services Implementation plan , if applicable.	
<input checked="" type="checkbox"/>	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	
Natalia Dooley		08/30/2021
EL Program Administrator	Signature	Date
Ed Nichols		08/30/2021
LEA Superintendent	Signature	Date

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

***EL Advisory Committee Signatures**

See attached - collected digitally via live Google Form
(authentication via login)

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.**

2021-2022 Madison City Schools EL Advisory Committee Signatures

#	Timestamp	Type in your name in the field below. By typing your name, you sign the EL Plan Advisory signature page signifying that you have participated in the review of the 21-22 Madison City Schools Comprehensive EL Plan.	Your role or position (e.g. parent/guardian, teacher, principal, EL teacher, counselor, elementary coordinator, etc.)	Your school/location (e.g. Bob Jones High School, Central Office, etc.)	Please share any comments, feedback, or suggestions for the EL District Plan or EL Program in the space below:
1	9/8/2021 16:58:25	Bob Lipinski	Coordinator	Central office	Na
2	9/8/2021 17:17:48	Laura Minor	Asst. Principal	Columbia Elementary School	It's a wonderful program!
3	9/8/2021 17:24:11	Anna Felis	Teacher	Mill Creek Elementary	NA
4	9/8/2021 18:51:43	Dorinda C. White	Coordinator of Student Services	Central Office	Growing population!
5	9/8/2021 22:15:30	Michael Kelley	Teacher	Midtown	I think the plan looks great!
6	9/9/2021 7:21:04	Lauren Cecil	Teacher	Midtown Elementary	I was so grateful to work at EL Camp last summer, it is an amazing experience and I hope to be able to do it again! It really gave me a new appreciation for EL learners.
7	9/9/2021 7:23:27	Jenny Moorer	School Counselor	James Clemens High School	Looks good to me!
8	9/9/2021 8:03:29	Tim Van Dorn	Counselor	Bob Jones High School	The program as outlined looks great. The one comment I have is regarding grades/transcripts of international EL students - high school counselors have little to no guidance on how to interpret international transcripts (what credits to count for which graduation requirements, in which category to assign credit for language courses completed in the students' primary language, how to determine a students' level of math/science proficiency and placement, etc). All the plan states is "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." This process for counselors is quite complex, and we are not aware of best practices/policies for interpreting these international transcripts. Any assistance in this area would be helpful.
9	9/9/2021 8:28:36	Emeka Marshall	Teacher	Liberty Middle School	I have a question... For my students who struggle with the English keyboard, will we be allowed access to Chrome downloads that help them get adjusted to the letters and language? I am not sure if this is a legit question or not, but I see the frustration on some of my kids' faces.
10	9/9/2021 9:32:42	Amy W. Cannon	Counselor (Gr-N)	Discovery Middle School	The plan looks good as it is written.
11	9/9/2021 14:32:48	Nedra M. Russell	Assistant Principal (MAAP)	Rainbow Elementary School	The plans, as presented, are clear, concise, and explicit in regard to English Language Learners in our District. I do not have any suggestions at this time.
12	9/9/2021 15:20:12	Kate Hendrie	EL Teacher	Columbia Elementary School	Looks great!
13	9/10/2021 6:56:16	Lana Meskunas	Counselor	James Clemens High School	NA
14	9/10/2021 7:15:54	Kimberly Kerr	Teacher	Mill Creek Elementary	N/A
15	9/10/2021 7:35:06	Kimberly Harper	EL Teacher	Mill Creek Elementary	n/a
16	9/10/2021 11:31:30	Jennifer Walker	Counselor	Horizon	I agree with the plan
17	9/10/2021 11:55:30	Jonathan Micah York	Teacher	Liberty Middle School	Each section of the document was clear and concise.
18	9/13/2021 14:23:47	Tamra Johnson	EL Testing/Data Contract Employee	Central Office/all schools	Great job. Very thorough!
19	9/13/2021 15:21:33	Stephanie Bostick	College Counselor	Bob Jones High School	I think you do a great job. The spreadsheet is nice, keeps us updated on who is what.
20	9/13/2021 15:22:25	Carmen Taylor-Tubb	Principal	Mill Creek	Our EL program has come so far in just a few short years. We need to continue to focus on this subgroup in order to help our students grow.
21	9/13/2021 15:25:45	Brittany Borys	Teacher	Mill Creek Elementary School	I think the plan looks great (very organized and detailed)!
22	9/13/2021 15:26:39	Kaori Okazaki	Parent	Bob Jones High School	Thank you for your support.
23	9/13/2021 15:27:58	Kaori Okazaki	Parent	Bob Jones High School	Thank you for your support.
24	9/13/2021 15:44:52	Ariel Lavish	1st grade teacher	Midtown Elementary School	The plan looks great!

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25	9/13/2021 15:46:31	Stefanie Cook	School Counselor	Madison Elementary	I would like to make sure our EL students and families are aware of counseling services we offer. Oftentimes they are the quiet ones who do ask for these services. Looking back at my data, very few EL students receive counseling services. I just want to make sure we are advertising services we offer EL students. I know that is something I will target this school year.
26	9/13/2021 15:52:03	Rosalyn Smith	Counselor	James Clemens	None at the time.
27	9/13/2021 16:19:59	Heather Donaldson	Chief Academic Officer	Central Office	I appreciate the extensive details of this plan and how thorough it is.
28	9/13/2021 16:20:59	Sevim Whitaker	EL teacher	Discovery	Beautifully written in words that a beginner could comprehend. Suggestion- Everywhere Federal Programs Coordinator is written might be consistent when using capital letters. For example sometimes it is written as federal programs coordinator instead of Federal Programs Coordinator. Just very minor! You are so talented with your word selection!
29	9/13/2021 16:24:55	Miranda Bolden	AP	Rainbow Elementary	I think the plan is excellent. We have effective criteria for identifying, supporting and celebrating our EL students. I am excited to see more opportunities for parent/family involvement.
30	9/13/2021 16:50:54	Sharon Powell	secondary coordinator	Central Office	I think it looks great!
31	9/13/2021 16:51:05	Jamie Golliver	Principal	Madison Elementary	Continue to involve stakeholders in asking for feedback and sharing ideas.
32	9/13/2021 17:08:44	Cara Marsico	Teacher	Mill Creek Elementary	N/A
33	9/13/2021 17:22:54	Kathy Miller	Assistant Principal	Midtown	Looks great!
34	9/13/2021 21:36:16	Adrienne King	Teacher	Discovery Middle School	None
35	9/14/2021 9:10:04	Kelle Moody	Counselor	Discovery Middle School	N/A
36	9/14/2021 9:28:59	Kelcie Thomas	Teacher	Rainbow Elementary	N/A
37	9/14/2021 9:40:55	Demetria Patterson	MAAP	Mill Creek Elementary	N/A
38	9/14/2021 10:41:43	Michelle Phillips	ESL teacher	Mill Creek	The District's EL plan is well written and thorough.
39	9/14/2021 11:24:56	Nichole Phillips	PreK Administrator	Madison City PreK Center	EL services benefit many families in our district and a growing population of students.
40	9/14/2021 11:51:32	Jessica Mayes	EL Teacher	Heritage Elementary	No comments
41	9/14/2021 12:12:13	Beth Massey	EL Teacher	Madison Elementary	n/a
42	9/14/2021 12:24:45	Sharon Rowland	EL Teacher	Bob Jones High School	I think it's important to continue to monitor student numbers to quickly add new teaching units when possible.
43	9/14/2021 13:07:34	Jamie Hill	Principal	Columbia Elementary	Our EL programs meet and exceed expectations each year.
44	9/15/2021 7:49:43	Madi Spurgeon	1st grade teacher	Midtown Elementary	n/a
45	9/15/2021 9:56:11	Savannah Demeester	Principal	Midtown Elementary	I am very impressed with our EL department and leadership. The support is there for our staff and that greatly benefits the students. Appropriate guidelines and procedures are followed to provide all EL identified students with the appropriate instruction needed. Thank you for all you do!
46	9/15/2021 11:19:46	Casey Gaines	Counselor	Heritage Elementary	I believe we have one of the best EL programs. Our teachers are dedicated to building a community with our EL families and providing resources for each student to be successful.
47	9/15/2021 11:48:19	Georgina Nelson	principal	Heritage Elementary	We love the support of our district and EL teachers for our EL students. Thanks for the support.
48	9/15/2021 15:17:20	Shanaya S. Thompson	School Counselor	Columbia Elementary School	Thank you for sharing and providing adequate explanation of these services!

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49	9/15/2021 18:24:06	Carissa Davis	School Counselor	Midtown Elementary School	I learned so much by reviewing this EL Plan! I think it is great that EL students are monitored for four years when they exit the program. I am also very thankful that Madison City Schools provides EL instruction over the summer. I believe it is advantageous that the plan includes the stages of language development and staff development opportunities. It also looks like Ellevation provides many great resources. I am curious to know what a score of 5.0 means on the WIDA. Maybe the meanings of the scores can be included in future EL Plans. I am so proud of our Federal Programs Team and all of our EL Teachers in Madison City!
50	9/16/2021 20:57:49	Kiley Rikard	administrator	Mill Creek Elementary School	very thorough, well developed
51	9/16/2021 22:44:25	Lauren Hillis	EL Teacher	Rainbow	It looks good!
52	9/18/2021 6:03:55	Karl Fernandez	Principal	Rainbow Elementary	None at this time.
53	9/19/2021 9:06:33	Kim Stewart	Principal	Discovery Middle	N/A

**LEA COMPREHENSIVE ENGLISH LEARNER
DISTRICT PLAN - ALSDE TEMPLATE**

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)

Section B: Identification and Placement Procedures

1) Procedures for identifying the EL Advisory Committee

Madison City Schools established an EL Advisory Committee for the purpose of program needs, assessment, evaluation, and for developing the Comprehensive EL Plan. The EL Advisory Committee makes recommendations to the district regarding the ESL program, as well as, makes recommendations regarding:

- Developing elements of the Language Instruction Educational Program.
- Providing high-quality professional development for staff.
- Facilitating successful parental involvement programs to further student success.
- Budgeting of state, local, and federal funds.
- Evaluating the effectiveness of the Language Instruction Educational Program.

The EL Advisory Council convenes yearly (face to face or virtually) to review, revise, and update the EL Plan for the district. The Federal Programs Coordinator facilitates the work of the EL Advisory Council and monitors the program throughout the school year working collaboratively with the local school administrators, district administrators, general education teachers, EL teachers, community members, parents, students, and other appropriate stakeholders. The Federal Programs Coordinator is responsible for scheduling the annual committee review. The LEA's procedure for identifying the members of the EL Advisory Council involves working with school leadership teams and EL teachers to ensure representation from each school and from various departments involved in educating EL students. The Federal Programs Coordinator ensures that the following representatives are included in the EL Advisory Council: principals, central office administrators, counselors, EL teachers, gen. ed. teachers, parents, community members, and other stakeholders as appropriate. The committee members are responsible for attending the meetings, sharing ideas and giving input. Members are also encouraged to assist in developing/suggesting a list of translators or agencies to help with finding translators for the District.

A copy of the EL Plan is posted on the district website and maintained by the Federal Programs Coordinator on file at the Madison City Schools Central Office.

2) Methods for identification, placement, and assessment

Program Placement

A Home Language Survey must be completed for each student registering for enrollment in the Madison City Schools. This can be done online or in person. 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 HLS 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 modified instruction. Prior to placing a student in an EL instructional educational program, the Madison City Schools will ensure that the school notifies parents in writing regarding their rights, responsibilities, and opportunities for participation in the program. 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 Madison City 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.
- 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.
- EL students who have been exited from EL services are monitored for four years to ensure they will continue to be successful in the mainstream.
- Monitored students who 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)

Madison City School District 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.

Provisional Identification for Potential English Learner Students

In an effort to assist school districts in Alabama in the identification of potential ELs during a time of extended school closures and/or during a time when remote learning is an option for the district, the ALSDE Provisional Identification Plan for Potential English Learner Students will be implemented. This plan is intended to guide school staff, who have been assigned the responsibility of identifying potential EL students, to gather enough information from the parents, guardians, and students to be able to make a provisional determination of placement so that EL students may receive language support services. This plan does not negate the administration of the state's screening assessments (i.e., WIDA Screener Online or WIDA Screener for Kindergarten). When school resumes, EL students who were either identified or not identified as EL via provisional process will be administered these formal screening assessments. For students who have selected the remote learning option and are attending school virtually, the district must determine a date, time, and location that is suitable for the student and allows for a safe process in which to administer the formal screening instrument. EL students who have been provisionally identified **will be coded in the SIS** until a formal screening assessment is administered. SIS code will be adjusted as necessary to reflect the results of the formal screening at that time. Documentation from this provisional plan must be submitted to the System Test Coordinator or the EL Coordinator and kept on file until the formal screening assessment is administered once the student returns to school.

During the time when Alabama schools are closed and continuity of services are being provided remotely, face-to-face screening of potential English learners (ELs) is not possible. In the event ELs enroll, and a language other than English has been indicated on the Home Language Survey (HLS), the following procedure will be used. This process does not replace the formal identification process when face-to-face screening is possible. It is simply to be used in order to meet the requirement of screening potential ELs upon enrollment. Once school resumes, and as soon as possible, formal screening with the WIDA Screener Online or WIDA Screener for Kindergarten must take place for any student who has been given provisional EL status.

1. Review the HLS:
 - a. Must be reviewed by an EL teacher/coordinator or other staff member assigned this responsibility.
 - b. If the HLS indicates a language other than English for any question, a family interview must be conducted to determine if the student is a potential EL.
 - c. The interview will be conducted by phone or (Webex, Zoom, skype, etc.).
2. Family Interview for Student Information:
 - a. Must be conducted by an EL teacher/coordinator or other staff member assigned this responsibility.
 - b. May require an interpreter. Interpreters may be used to ask the questions below.

Provisional Identification and Parent Notification

The system must inform the parent/guardian(s) of the provisional status of the student as an EL **OR** if the student was **NOT IDENTIFIED** as an EL. Additionally, the parent/guardian(s) must be provided with a description of the provisional placement and EL services made available to their child. Services will be provided in a manner that is safe for both the student and the educator and in accordance with the LEA's guidance on remote learning.

Once schools have reopened for normal operations, systems will communicate to parents the results of the administration of the *WIDA Screener Online* or the *WIDA Screener for Kindergarten*.

Provisional Identification and Additional Considerations

- If a **student is unable to complete the interview process** (e.g. because of a disability, inability to understand English, or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the following:
 - HLS
 - Family Interview Questions for Parent/Guardian
 - Academic records review, if possible
 - Test scores of any kind, if applicable
- If reasonable evidence of English proficiency cannot be established based on those sources, then the student should be provisionally identified as an EL and receive services until formal screening can be completed.
- Generally, a student who easily communicates at a "High Level" is not likely to qualify for EL status and should not be provisionally identified as an EL.
- The interviewer should consider:
 - **Under-Identification:** students who **are most likely not English proficient** but *seem to be* (false positives). In this case, expectations should be set higher and questions modified in order to capture all that you can about the student's language skills, so as not to mis-identify.
- Regardless of whether a student is provisionally identified as an EL or not, the formal identification process must be completed once school resumes and face-to-face screening with the *WIDA Screener Online* or *WIDA Screener for Kindergarten* is possible. This also includes students who **were not provisionally identified**. All potential ELs, who were identified as a provisional EL or were not identified as a provisional EL, must be administered the *WIDA Screener Online* or *WIDA Screener for Kindergarten* as soon as possible.
- **The student is not officially identified in the system's student information system (SIS) until the identification process is completed by administering the *WIDA Screener Online* or *WIDA Screener for Kindergarten*.**

- The Local Education Agency **MUST ensure** that students who are given a provisional status assignment (identified as provisional EL or provisional non-EL) be documented by some means (e.g. records kept at the Central Office by the System Test Coordinator or EL Coordinator) so that once school resumes, all students can be formally screened with the *WIDA Screener Online* or *WIDA Screener for Kindergarten*.

ACCESS for ELLs 2.0

All EL students in MCS in 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.

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

Students are re-evaluated on an annual basis. The I-ELP Committee reviews multiple methods for evaluating progress such as ACCESS for ELLs 2.0 results, state reading and math assessments results, portfolios, anecdotal records, teacher recommendations, STAR reading and math assessment results, and other appropriate data. EL students remain eligible for EL service until they meet all criteria for exit from the EL Program.

EXIT AND TRANSITION CRITERIA

A student's exit from the EL instructional program should be considered tentative, and should be followed by periodic review of his or her progress. Title III of Every Student Succeeds Act of 2015 mandates monitoring for four (4) years so that achievement data reported for those recently-exited students can be included in the reports required of Title III subgrantees.

Madison City Schools system will monitor and evaluate student progress to determine if a student requires re-entry into the program and will provide accommodations in the event that the student needs additional support in the all-English general education environment.

To exit the EL program, a student must score a 4.8 on the ACCESS for ELLs 2.0.

EL students who meet the exit criteria of the district will exit the program. They will be designated as Former English Learner students (FEL) and will be monitored for four (4) years. EL students who do not meet the exit criteria outlined will be recommended for continuing services. Changes in the EL instructional program will be documented in the student's school I-ELP Plan.

The EL teacher will inform the parents of any change in status. Parent letters must be signed and returned to the school. Each letter will be filed in the student's EL file.

The above procedures are outlined below and are followed by all district and school staff to ensure consistency of services for all EL students in the district

MONITORING EXITED STUDENTS

The academic achievement of students who have formally exited the EL language instructional program will be monitored periodically. Every Student Succeeds Act of 2015 requires that exited students must be monitored for four (4) years, and that their progress on academic content and achievement standards be reported on state reports.

General education teachers will complete an FEL YR 1 Monitoring Form, FEL YR 2 Monitoring Form, FEL YR 3 Monitoring Form, or FEL YR 4 Monitoring Form for each monitored/exited student that will be provided by the EL teachers. This form will provide information to:

- Determine if the student is adjusting and succeeding academically.

- Verify that the student is sustaining the criteria used to exit the EL instruction educational program.
- Identify academic needs.
- Identify other needs.

The data is reviewed by the local school's I-ELP Committee. The committee will determine if re-entry into the EL program is required. The monitoring forms will be distributed through Ellevation software and maintained by the EL teachers.

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 LIEP

The Madison City Schools system is committed to focusing on the following target areas for EL students: (a) English language development and attainment as it relates to State English language proficiency standards in listening, speaking, reading, writing, and comprehension and (b) measuring academic achievement in content areas that include reading, language arts, math, and science.

Further, the Madison City Schools system is committed to supporting scientifically research-based and effective programs, practices, and training so that all students become proficient in English and can achieve the state's academic content and student academic achievement standards.

Madison City Schools' staff realizes that not all program models are equally suitable for all districts.

Therefore, our district conducts a comprehensive needs assessment that drives the process of selecting our EL program. When conducting a needs assessment, various points of data were collected and analyzed to help inform program selection (e.g. ACCESS for ELLs 2.0 test scores, student academic assessment scores, parent surveys, teacher surveys, district overall staffing and instructional trends, etc.). The EL program needs assessment is conducted by the school EL leadership team for each school. Then individual school data and needs assessments are analyzed by the EL leadership team to identify district trends and assess district-wide needs for the district EL Needs Assessment. Such comprehensive district needs assessment allows our district to set data-driven goals and strategies for meeting those goals. Madison City Schools English Learner Plan is developed each year based on results of data analysis from comprehensive needs assessment. The plan is updated annually based on these results. The EL program staff develops the original draft of the EL plan and submits it to the EL Advisory Committee for review and recommendations. It is then presented to the district superintendent for approval. Any and all changes are referred back to the EL Advisory Council for review.

The EL leadership team reviews the needs assessment, current instructional evidence-based practices, and research, and selects the core program (Language Instruction Educational Program or LIEP) for the district, based on the results of the needs assessment. The core EL program is included in the district EL plan.

Based on the needs assessment, the district selected English as a Second Language Program as the core program (Language Instruction Educational Program or LIEP) for the district. This core EL program is designed to ensure different instructional pathways needed for various needs of diverse EL learners are effective and sufficient for ELs to be successful in the classroom settings where English is the language of instruction.

English as a Second Language (ESL) is a program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in

all four language domains (i.e., speaking, listening, reading, and writing). ESL programs teach the following: conversational English, grammar, reading, listening comprehension, writing and vocabulary.

This involves teaching of grade-level subject matter in English in ways that are comprehensible and engage students academically, while also promoting English language development. In addition to the requirement of skills in both English development and subject-specific instruction, clearly defined language and content objectives, modified curriculum, supplementary materials, and alternative assessments must be present (Echevarria, Vogt, & Short, 2000).

The ESL LIEP ensures that ELs gain the English language skills necessary to function successfully in an English-speaking academic setting. If academic deficiencies exist, the district provides additional support as needed to ensure that ELs meet the same challenging state academic standards that all students are expected to meet. All instruction in Madison City Schools' English language instructional program is provided by qualified and appropriately-trained certified teachers.

After conducting the needs assessment and selecting the ESL program as LIEP for Madison City Schools, the next step is program implementation. EL Leadership team developed an action plan that indicates how and when goals and strategies will be met, the personnel responsible for each action step, and the funding required to implement the program.

Below are the key components of the district core EL program:

- Empathetic English Learner Instruction and Services Training
- Integration of Alabama College and Career Readiness Standards and the WIDA ELP Standards
- Digital Tools Supporting WIDA ELP Standards and Instruction
- Collaborative Professional Development
- English as a Second Language Program - Sheltered Instruction (SI) Model (Alternate name, according to USDOE, 2012: Specially Designed Academic Instruction on English or SDAIE)
- English as a Second Language Program - Pull-out English Language Development Model
- Outreach for Non-English Speaking Parents (EL and Immigrant Parents)

- 2) How the LIEP 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

Madison City Schools follows ALSDE and WIDA guidelines utilizing the WIDA English Language Proficiency (ELP) Standards that are designed to assess the progress of children in attaining English proficiency, including a child's level of comprehension in the four recognized domains of speaking, listening, reading, and writing. All Madison City Schools EL students participate in ACCESS for ELLs 2.0 that is administered annually to all English language learners in Alabama. This standards-based, criterion referenced English language proficiency test measures English language learners' social and academic proficiency and progress in English providing valid language acquisition data that is used in all planning and instruction to improve the rate of language acquisition of ELs. ACCESS for ELLs 2.0 meets the Every Student Succeeds Act of 2016 mandate, requiring states to evaluate ELL students in grades K through 12 on their progress in learning English. All students identified as ELs take the ACCESS for ELLs 2.0, including students whose parents have waived supplemental Language Instruction Educational Program. Students who have formally exited language assistance services and are in monitored status are not administered the assessment.

WIDA Screener for Kindergarten and WIDA Screener Online are assessment tools known as "screeners" and are used by the district to measure the English language proficiency of students who have recently arrived in the U.S. or are new to the district and indicated another languages on the home language survey (without having a previous record of EL screener or test). WIDA Screeners help determine whether or not a child is in need of English language instructional services, and if so, at what level. This data is utilized for instruction, family and parent support, as well as professional development based on the level and number of students with different levels of proficiency in English. When any of the students are identified as immigrant students, they receive additional supplemental instruction, rigorous and evidence-based accommodations, rich family and parent engagement support, as well as summer EL instruction to help students acquire and improve their language proficiency.

Madison City Schools' ELs speak 86 languages and are a diverse group with personal, cultural, and educational backgrounds that often require instruction that meets their particular needs. It is the expectation in Madison City Schools that all ELs are provided with access to the Alabama CCRS through different instructional pathways to master those standards. General education teachers and EL teachers are offered professional development opportunities and coaching to ensure that the instruction they provide makes content comprehensible, accelerating acquisition of academic language proficiency and literacy. Classroom teachers accommodate instruction and assessments to accommodate the needs of EL students. Appropriate instructional support with the purpose of increasing academic English and achievement includes front loading content or vocabulary, adequate amount of pre-activities and modeling, access to reading material in their native language for classroom and homework assignments, availability of bilingual books (both fiction and non-fiction), meaningful hands-on activities that contextualize abstract concepts, and use of their native language in writing and speaking activities (even if the teacher does not know this language). As noted in the ALSDE EL Guide based on Gottlieb (2006), "any modification of instruction that depends on supports to bolster the students' access to meaning" is considered a classroom accommodation. As the ELs attain fluency in English, fewer variations or accommodations in classroom activities are necessary. English Learners simultaneously learn English and content. The WIDA ELD Standards facilitate the design of language development objectives that support, guide, and develop content knowledge and skills at the appropriate level of English proficiency.

Educators must go beyond teaching ELs survival English by developing their academic English within the context of all content areas. Students who are acquiring a new language undergo six stages of language development: Entering, Emerging, Developing, Expanding, Bridging, and Reaching until they attain English proficiency. All Madison City teachers and administrators receive training on WIDA standards and ELD levels and are offered ongoing PD and support on implementing this knowledge in daily instruction of the ELs. District utilizes EL-appropriate materials for all subject areas. Additional support is provided through Ellevation software offering data access and instructional strategies for all ELs. Professional development is occurring. EL Leadership Teams have been formed and are creating and facilitating ongoing systemic professional development which may utilize ELlevation Strategies PD. By implementing the WIDA ELD standards in the classroom, teachers are able to provide ELs with meaningful access to local curriculum as they progress through the stages of language acquisition.

Based on district academic data, perception surveys, interviews (parents, teachers, administrators, and students), ACCESS for ELLs data, and teacher-collected data, each school and district look at the needs, goals, strategies, and action steps and re-evaluate the effectiveness of the current efforts and alter the plan to ensure continuous growth and improvement take place on a regular basis.

3) Grading and retention policy and procedures

Grading of ELs in Madison City Schools is based on students' level of English proficiency. The teacher ensures this through the continual use of accommodations and assessments according to the students' IELP. Appropriate instruction and differentiation is adjusted according to language proficiency level in order to appropriately accommodate the student. Documentation of these components (lesson plans, work samples, and ongoing assessments) should be maintained by the classroom teacher. Alternate grading is considered for ELs when a composite ACCESS for ELLs 2.0 or Screener score is 2.9 or below. The decision to use an alternative grading scale is made by the Individualized English Learner Program (I-ELP) development committee on an individual basis.

When content is appropriately accommodated, ELs should be able to demonstrate mastery/non-mastery of the content standards. ELs who fail to master appropriately-accommodated content standards may receive additional support through the RtI process. Teachers may grade students using a numerical grade on accommodated work.

If a teacher believes she/he is justified in assigning an EL a failing grade, it must be clearly documented:

- what accommodations were provided,
- what steps were taken to support the student,
- that the EL teacher, parents, and/or the school counselor were involved in attempts to support the student, and
- that the lack of English language proficiency was NOT the sole reason for the low/failing grade.

If ELs are failing to make progress or are unable to make progress in content classes, general education teachers should consult with the EL teacher or district EL program staff to ensure all needs of the EL student are met in the most appropriate and effective way.

Retention of ELs is never based solely upon level of English language proficiency. Prior to considering retention of an EL, the following points are addressed in consultation with the EL Committee.

- What is the student's level of English language proficiency?
- Has an Individual English Language Plan (I-ELP) been implemented to document classroom modifications and student progress?
- To ensure meaningful participation, are classroom accommodations being made in the areas of: - Teacher lesson delivery at student's level of English proficiency? - Activities and assignments? - Homework? - Formal and informal assessments (e.g., quizzes and tests)?
- How much individual English language development instruction is the student receiving during the school day?

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

District utilizes the Retention Guidelines Chart offered by ALSDE Guidebook as a guide for the I-ELP team to make the retention and promotion decisions for the EL students. All points on the chart, including English language proficiency, full implementation of I-ELP, full implementation of accommodations, significant and sufficient amount of ELD instruction, alternate grading, intense and effective classroom teacher PD, and grading according to I-ELP, have to be addressed with a positive answer for the team to consider retention. Otherwise, retention of the EL student is not recommended.

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

The Madison City Schools follows current certification recommendations and guidance of the Alabama State Department of Education for hiring teachers qualified to teach English Learners. Based on the needs assessment, the district ensures it provides the personnel necessary to effectively implement EL programs. Supplemental EL teacher units and placements are made based on the:

- Number of active and monitored ELs in a school
- Level of need of each EL
- Proximity of the schools (if itinerant)
- School improvement status (if applicable)
- Number of immigrant ELs
- Number of dually-identified ELs (SpEd)
- Number of ELs with limited, interrupted, or no formal schooling.

Key personnel English Learner instruction includes teachers who are qualified to provide EL services, core-content teachers who are highly qualified in their field as well as trained to support EL students, and trained administrators who can evaluate these teachers. Current district efforts include focus on ensuring that administrators who evaluate EL program staff are adequately trained to meaningfully evaluate EL teachers and effectiveness of their instruction and/or support.

Staff development opportunities are provided to all teachers, administrators, and other staff in the district through administrative conferences, in-service programs, and regional, state workshops and national conferences. All school staff that impact the education of ELs are encouraged to seek training in how to best support English Learners. There are several options available for training and professional development:

- EL training sessions are provided through local collaborative efforts;
- Graduate level classes in ESL are offered at UAH, UAB, and University of Alabama;
- Workshops are provided by ALSDE ESL Coaches;
- Nation-wide seminars and conferences (BER, WIDA, TESOL) in ESL are offered regularly; and
- On-demand training is offered through the district EL program office.

All certified district employees are offered district-level opportunities to engage in EL-focused professional development. Classroom teachers may elect to participate in a faculty-wide training session or view an on-line video. EL teachers and district EL staff work with school personnel to differentiate and customize EL training based on school and personnel needs. Samples of professional development sessions offered to all staff include:

- Understanding the WIDA Standards
- Empathetic EL Instruction
- There WILL be a Test! Assessing English Learners
- Can You Hear Me Now? Expressive Language: Speaking & Writing for English Learners

- English Learners. How and Why We Accommodate
- Empathetic EL Instruction for New Teachers
- Empathetic EL Instruction and Leadership for Administrators
- WIDA Scaffolding for EL Instruction Training
- WIDA Leading Schools for Multilingual Learner Achievement
- Differentiation for Linguistically Diverse Students
- Introduction to the WIDA ELD Standards and Assessment System
- Ellevation software data and Ellevation Strategies

Madison City School district ensures that the EL plan includes job embedded, collaborative professional development opportunities to schools through the district's professional learning communities, collaborative ½ day professional development days, district and school professional development horizontal and vertical professional development opportunities. District offers opportunities for feedback and emphasizes the importance of the follow-up training in order to prepare EL program teachers and administrators to implement the EL program effectively.

5) Method for collecting and submitting data

For state assessment and accountability purposes, the SDE uses one coding system for ELs. Similar codes are also used by the ALSDE for data collection from PowerSchool. Upon identification and placement, EL students are given such appropriate EL or Immigrant code (per ALSDE guidance) in the PowerSchool program allowing the district and the state to track, monitor, and assess EL students based on the assigned EL codes.

The district federal programs office and EL teachers maintain an EL student database of all EL students in Madison City Schools. EL teachers collect EL data at each of their assigned schools and submit this data to the district federal program coordinator via Ellevation. EL teachers work with school registrars to enter and update EL student information in PowerSchool as soon as student EL status is assigned or changed following ALSDE guidelines and timeline.

District staff and EL teachers have been trained on how to input the correct status for EL students into PowerSchool. They are aware that the EL status can be found in the district Student Information System (SIS) and are continuously trained by the district and other appropriate staff on PowerSchool data updates and state guidelines for collecting and submitting data. Each of these individuals makes a concerted effort to check the status of students at the beginning of each school year and periodically throughout the year. The data are normally updated by the EL teachers who check PowerSchool monthly to ensure that new students have been entered with the correct status. Before each data pull by the ALSDE, the EL teachers are notified by the Coordinator of Federal Programs to check the correctness of the status of all EL-coded students.

District staff and attend training sessions offered by ALSDE and PowerSchool to learn about most current guidelines and codes and offer a turn-around training to school staff and EL teachers to ensure reliable and accurate data entry.

During the 2019-2020 school year the district transitioned from school tracking logs to an online live Ellevation database that is synchronized with the district SIS to support data collection and enhance teacher collaboration and instruction of the EL students in a more meaningful way. This process will continue during the 2021-2022 school year.

6) Method for evaluating the effectiveness of the program

The purpose of program evaluation is to provide information for decision-making at several levels in the implementation of the program. The Madison City Schools will use formal and informal data to evaluate the English Learner program.

Each year, the EL Coordinator and EL Committee will review student data and program implementation for program effectiveness. During the review, the EL Committee will consider the following:

- Proper identification
- Proper assessment

If appropriate, the following components will be reviewed in order to implement an improvement plan:

- Data collection process
- Instructional strategies and curriculum implementation
- Staff Development
- Reliability and validity of assessment tools
- Student placement

In order to provide the most effective learning environment and support to ELs, the EL program is committed to a continuous cycle of school learning and improvement. To ensure the EL Program is successfully attaining identified goals, the EL program staff:

- Partners with schools in the creation of continuous improvement plans (CIPs) or school action plans;
- Participates in data meetings, walkthroughs, and RTI meetings;
- Participates in district feeder pattern meetings;
- Conducts an annual program evaluation.

Madison City Schools monitors and evaluates the effectiveness of its program for English learners on a regular basis. In order to ensure English Learners develop English language proficiency, and master the challenging state academic standards, the district federal programs staff collaborates with other district and school administrators to:

- Provide sustained professional learning of best practices to classroom teachers, EL teachers, and administrators through the district PLCs
- Review training feedback for EL and classroom teachers and results of the walkthroughs on integrating the WIDA ELD standards with the daily instruction
- Review district and school practices of continuous improvement to ensure they address the identified needs, strengths, and weaknesses in a meaningful way
- Continuously review the use of data by schools to evaluate the efforts to improve the rate of language acquisition for ELs
- Review I-ELPs to ensure that I-ELPs for each EL focus on the individual learner's needs
- Monitor EL student academic and language acquisition data and progress and adjust goals and actions based on the data
- Review parent and staff feedback regarding 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
- Review staff feedback to evaluate the collaborative culture focused on the success of the English language instruction educational program.

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

Referral of an English Learner to Special Education is always treated with careful consideration. District and school staff receive continuous training and guidance to ensure language development is not mistaken for or confused with learning difficulties. No EL student may be referred for Special Education services without the knowledge and input of an EL teacher.

Guidelines for ELs and Special Education Services:

- English learners suspected of having a disability must be identified and evaluated in a timely manner.
- ELs may not be determined eligible for special education if the determinant factor is their limited-English proficiency.
- ELs may not be denied special education services because of their limited-English proficiency.
- ELs' levels of proficiency must be considered when determining appropriate assessments and evaluation materials.
- Special education evaluations must be provided and administered in the student's native language, unless it is clearly not feasible to do so, to ensure a student's language needs can be distinguished from a student's disability-related needs.
- ELs identified as having one or more disabilities are entitled by law to receive both EL and special education services (see students' I-ELP and IEP/504 Plan).

The following procedures will guide school personnel in this process.

- If an EL is suspected of having one or more disabilities, the EL teacher should be notified immediately.
- If a student enters the district and is identified as both an EL student and a Special Education student, both programs should be notified immediately. Both programs will work together to carry out the student's IEP and I-ELP.
- The I-ELP Committee will suggest appropriate accommodations and interventions to the school's RTI team. If interventions have not been educationally successful after a reasonable time, a Special Education referral may be considered.
- Before a referral may be made, information must be gathered from parents regarding the student's physical development, first language development and any situation that may affect the student's abilities or progress. This may necessitate the use of a translator.
- Assessments used to evaluate EL students for Special Education must be administered in the student's dominant language when available. Assessment of the student's linguistic ability should also be done in the student's dominant language. A qualified individual fluent in the language of the assessment must administer these assessments. In instances where there is any question as to which language to administer the evaluation, the EL teacher will coordinate the efforts with the and, with input from the student's parents/guardians, will make the final determination.
- Translating assessments invalidates them. Translated assessments can only be used as informal measures. Test manuals or testing companies should always be consulted for information about translation of the test before attempting to administer the test in this way.
- The and the Special Education department must work closely together throughout the referral, evaluation and placement process. Once an EL student has been placed in Special Education, the EL Program should continue to work with the student and Special Education teacher. The Individual Education Plan (IEP) must include a description for communicating with non-English speaking students and/or parent. If a translator is needed to communicate with parents of the student, a program-approved translator should be used. Other parents in the community, siblings of the student or peers of the student are not appropriate choices to translate for IEP and other meetings concerning the student's needs.

For more information on Serving ELs in Special Education Programs, district will refer to the English Learner Tool Kit, Chapter 6: Addressing English Learners with Disabilities
<http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

English Learners are eligible for Gifted Education under the same criteria as general education students. Gifted students are defined as those students who perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. Madison City Schools utilizes Gifted Education guidance for EL student eligibility for Gifted Services.

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 order to provide the most effective learning environment and support to ELs, the ESL office is committed to a continuous cycle of school learning and improvement. To ensure the ESL Program is successfully attaining identified goals, the EL program staff:

- Partners with schools in the creation of continuous improvement plans (CIPs) or school action plans;
- Participates in data meetings, walkthroughs, and RTI meetings;
- Participates in district feeder pattern meetings;
- Conducts an annual program evaluation.

The Federal Programs Coordinator collects data pertinent to the EL Program evaluation on an on-going basis throughout the school year. This data is analyzed in the months of June, July, and August (as state assessment data are received) to evaluate the effectiveness of the district's EL program. Qualitative and quantitative results from the annual program evaluation are presented to the EL Advisory Committee for review. These results, along with recommendations from the EL Advisory Committee, become the data that drive the needs assessment for the upcoming year. Program changes and improvements are made based on the annual evaluation.

In order to ensure all schools with English learners are kept up-to-date regarding EL assessment and accountability issues, the Assessment and Accountability Coordinator and the Federal Programs Coordinator collaborate on all issues involving EL assessments and accountability. This includes, but is not limited to:

- Planning for and scheduling the ACCESS for ELLs 2.0 English language proficiency testing
- Communicating expectations for ACCESS for ELLs 2.0 to schools
- Providing training to building test coordinators on ACCESS for ELLs 2.0
- Providing training to test administrators for ACCESS for ELLs 2.0
- Ensuring all test administrators for ACCESS for ELLs 2.0 have completed the training and have been WIDA-certified
- Distributing and collecting ACCESS for ELLs 2.0 testing materials
- Analyzing ACCESS for ELLs 2.0 results to project meeting interim proficiency growth targets for schools
- Communicating ACCESS for ELLs 2.0 results to schools and district-level administrators
- Providing training to schools and district-level administrators on assessment and accountability based on most recent guidelines

The Assessment and Accountability Coordinator and the Federal Programs Coordinator communicate the assessment and accountability requirements to schools through a variety of methods, such as:

- Training sessions for school and district-level administrators
- Training sessions for schools counselors and EL teachers
- Training sessions to school leadership teams
- Emails to principals

- Principals' and Assistant Principals' meetings
- District EL Plan

In addition, the Federal Programs Coordinator and EL teachers are available to work with all schools on developing schools' Continuous Improvement Plans (CIP). EL teachers help schools review accountability requirements and ACCESS for ELLs 2.0 results to develop effective strategies and action steps for meeting the needs of ELs. The Federal Programs Coordinator and Instruction Department staff participate in formal and informal walkthroughs at all schools to help monitor implementation of the CIP and school or district goals based on the needs.

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

Monitoring and evaluating school engagement with continuous improvement plan

Madison City Schools will hold schools accountable for meeting proficiency and long-term goals through monitoring and evaluating schools' progress and engagement with the continuous improvement process and plan. In order to ensure English Learners develop English language proficiency, the district Federal Programs and EL staff will collaborate with other district and school administrators to:

- 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
- Continue hiring and growing the EL teachers to supplement EL instruction and assist classroom teachers with integration of the WIDA standards into their lesson plans
- Support schools in the practice of continuous improvement by collaborating in the development of the Continuous Improvement Plan
- Provide in-depth training to EL teachers, school administrators, central office staff, and school leadership teams on the use of data to improve the rate of language acquisition for ELs
- 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, community advocates and representatives from post-secondary education institutions to ensure the success of the English Language Instruction Educational Program.

Madison City Schools follows an accountability model set by the Alabama State Department of Education. If either the district or a local school fails to meet the state accountability targets for EL students, a district-wide or school-wide EL Improvement Plan will be implemented to ensure the EL accountability targets are met. All EL Improvement Plans must specifically address the factors that prevented the district or school from meeting the state accountability target.

District Federal Coordinator and EL teacher will assist in the development of the EL Improvement Plan for any school not meeting the state accountability target. Throughout implementation of the plan, the district Federal Programs Coordinator will:

- Provide technical assistance to the school
- Develop professional development strategies and activities based on scientifically-based research and evidence-based data to ensure that the schools address the professional development needs to meet the plan goals
- Require the school to implement and utilize such activities and strategies to improve the instruction provided to ELs.

If state accountability target for ELs is not met for 2 consecutive years, the district will:

- Require the school not meeting the state EL accountability target modify curriculum, program, and method of instruction for EL students.

- Require the school to evaluate staffing practices and address personnel situations affecting the school's ability to meet the state EL accountability targets.

Section E: Parent, Family, and Community Involvement

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

District Federal Programs Coordinator and EL teachers in Madison City Schools make a rigorous and conscious effort to build relationships with the EL parents and ensure that EL parents and families receive support and important information regarding their child's academic progress and English language development in a format and language they can understand. All parent notifications are sent to parents in English and, if available, a language that the parents can understand. Madison City Schools contracts with a part-time Spanish interpreter, as well as Japanese and Arabic interpreters and relies on other outside programs and agencies, such as *Transact*, to assist with translations in other languages. District contracts with outside agencies, such as Foreign Language Services, Language Link and Motaword for additional language interpreting and translations, as EL students and families in the district speak 86 different languages. The District has purchased a subscription to TalkingPoints, an app that translates information into a language of parent choice and allows parents to send texts in their native language which are then translated back to the language of the teacher's choice.

2) Methods (in a language they can understand) for notification requirements for ELs students regarding EL identification, placement, exit, and monitoring

Based on federal guidelines, appropriate notification is made to parents regarding the following:

- Eligibility and placement in EL Program
- Status change within the EL Program

Appropriate notification is made to parents that their child is eligible for and will be placed in the district's EL program prior to the placement and within 30 days of the beginning of the school year. If enrollment occurs after the beginning of school, parent notification is made within ten (10) days. This notification is made in writing, in a language the parent's understand, and includes the following information:

- The reason the child was identified for the EL program
- The need for the child's participation in the EL program
- The child's level of English language proficiency and how it was assessed
- The level of the student's academic achievement
- The method of instruction to be used in the EL program
- How the program will meet the strengths and needs of the student
- How the program will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation
- How the program will support the child's academic progress
- Program support for students with IEPs and how the program meets the objectives of the IEP of the child (if applicable)
- Specific exit requirements for the program, expected rate of transition from EL program into the regular classroom, and the expected rate of graduation from secondary school
- Rights related to the student's participation in the program (right to have the child removed from supplement EL program upon request - if applicable, the option to decline to enroll the child in supplemental EL program or choose another program or method of instruction - if available, and various programs and methods of instruction if more than one method is offered)

Appropriate notification is made to parents when their child changes status within the EL Program, such as:

- Exiting the EL Program
- Successful completion of each monitor year

- Reentry into EL Program
- Annual eligibility of services for parents who have waived Title III supplemental services

This plan was reviewed, revised, and updated by the district EL Advisory Council. The district used a digital signature process to collect signatures of all EL advisory council members who participated in the EL Advisory Council work to review the EL Plan. This process was documented via digital Google Form (Fall 2021 EL Advisory: [click this link](#) to see the form and [this link](#) for digital signatures/responses/comments).