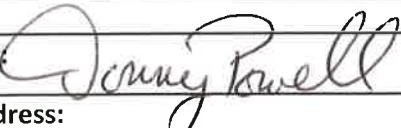




Section I Coversheet, Assurances, Signature Page	
EL District Plan Cover Sheet	Local Education Agency (LEA) Name:
	Covington County
LEA Contact for ELs:	
Name: Donny Powell	Signature: 
Position and Office: Federal Programs/EL Coordinator	Email Address: donny.powell@cov.k12.al.us
Telephone: 334-427-3820	Fax: 334-222-9059
<input type="checkbox"/>	Check box if LEA receives Title III Funds

Assurances		
The LEA will:		
<input 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 type="checkbox"/>	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	
<input type="checkbox"/>	Assure that all schools in the LEA are in compliance for serving English language learners (ELs)	
<input type="checkbox"/>	Assure that all individuals used as translators or interpreters are fluent in the language they are translating.	
<input 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 type="checkbox"/>	Assure that the LEA has a process for parents to waive Title III Supplemental Services .	
<input type="checkbox"/>	Assure that the LEA has a non-public school participation plan .	
<input type="checkbox"/>	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	
Donny Powell		10-7-14
EL Program Administrator	Signature	Date
Shannon Driver		10-7-14
LEA Superintendent	Signature	Date

EL Advisory Committee Signatures

Catrina Arnold

Deidre Bedsole

Cam Jones

Jessica McCarty

Kim Rabren

Shirley Stone

Tammy Taylor

Jennifer Warthen

Ellen Sikes

Brenda Johnson

Jamie Kelley

Jennifer Hammac

Donny Powell

Nikki Guilford

Shannon Driver

Randy McGlaun

Joy Colvin

John Evers

Comprehensive English Learner District Plan

Each LEA in Alabama must develop and implement a Comprehensive EL District Plan, in accordance with Section 3116 of Title III of the *No Child Left Behind Act of 2001*, for serving students who are limited-English proficient and immigrant students, where one or more students are determined to need support. **The LEA is required to have a Comprehensive EL District Plan whether or not the LEA currently has ELs enrolled and regardless of Title III eligibility.**

The Comprehensive EL District Plan should address each aspect of the LEA's program for all ELs, at all grade levels, and in all schools in the school system. The Comprehensive EL District Plan should contain sufficient detail and specificity so that each staff person can understand how the plan is to be implemented and should contain the procedural guidance and forms used to carry out responsibilities under the plan.

To facilitate LEA compliance and the Alabama State Department of Education (SDE) review of the plan, LEAs will develop the Comprehensive EL District Plan using the template included at the end of the checklist. LEAs are encouraged to use the EL Policy and Procedures Manual when developing and revising the plan for a clear understanding of the requirements for serving ELs. The EL Policy and Procedures Manual was developed by the Alabama State Department of Education and is available for downloading at www.alex.state.al.us/ell/

Section III LEA Template	
LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN	
Section A: Introduction and Educational Theory and Goals	
<p>The Covington County Board of Education seeks to insure that every student who has a primary home language other than English and is identified as limited English Proficient (LEP) will be provided with opportunities to participate in an EL program.</p> <p>The EL program shall strive to enable an EL student to become competent in listening, speaking, reading, and writing in the English language. This instruction shall emphasize the acquisition and mastery of English to enable the students to participate fully in the total school program.</p>	
Section B: Identification and Placement Procedures	
1) Procedures for implementing the EL Advisory Committee	
<p>The EL Advisory Committee will meet to develop a plan for the LEA. The SDE template will be utilized in the planning. The committee will meet each year to evaluate and adjust the plan as needed.</p>	

2) Methods for identification and placement

A home language survey will be administered to every student at the time of enrollment and maintained in the student's permanent record. The school system will then identify and assess every limited English proficient student who needs assistance in order to have success in school.

The school system will administer the W-APT Placement Test to the students who are identified as limited English proficient within thirty (30) days of their initial identification. Testing will be done by a trained teacher or administrator.

The EL Committee will review the W-APT results to suggest least restrictive placement.

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

The Covington County School System will annually test all limited English students using ACCESS for EL's for a period of at least two years. The SDE exiting requirements for EL's will be followed. Limited English Proficient students will be included in the LEP subgroup for the purpose of accountability until they have scored at Level 4.8 (Composite Score) on ACCESS for EL. EL students who test proficient shall be monitored for two years after testing proficient. The students will not be maintained in alternate language programs longer than necessary based on program exit criteria.

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 ESL program

In grades K-5, the system will use the EL component of the reading program, Reading Street, which is research based. Also, Compass Learning and other supplemental age appropriate programs will be used for vocabulary development. Math testing will utilize graphics and clip art to aid in understanding.

Grades 6-8 will utilize the EL component of the reading program which is a research-based program. Also, Compass Learning, which is a research based intervention program with an EL component, and other supplemental age appropriate programs will be utilized at the secondary level.

Grades 9-12 will utilize Compass Learning, which is a research based intervention program with an EL component, and other supplemental age appropriate programs will be utilized at the secondary level.

At the end of the year, all personnel who have worked with EL students will complete a needs assessment to identify areas for improvement. We will use the sample survey from the ELL Policies and Procedures Manual.

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

Data from state testing regarding EL students will be provided to each school yearly. This data will be used to develop the EL component on the Continuous Improvement Plan of each school. The LEA will provide the appropriate funding, training, and system level support to implement the school's plan of action.

The LEA will work with each school to insure that WIDA standards are incorporated or intervention with Course of Study content.

3) Specific components of the LEA's ESL program

For EL students in grades K-5, a daily pull-out time will be provided by the school reading coach. The length of time of the pull-out will be based upon the student need. The focus will be on vocabulary acquisition using material from Reading Street, Compass Learning, and other supplemental age appropriate programs. On a weekly basis, the system reading and math coaches will work with the students.

For EL students in grades 6-12, the media specialist will pull the EL students daily to an EL Resource Center in which the EL students will work on language development utilizing the Compass Learning EL component, the EL component of the Glencoe Teacher's Edition and other supplemental age appropriate programs.

4) Grading and retention policy and procedures

The failure and retention of any EL student will be determined through the support of evidence that:

- A. accommodations were provided
- B. consideration was made of the student's level of language proficiency
- C. progress monitoring and intervention strategies were implemented

A committee consisting of principal, staff members who work with the students, system EL Coordinator, parents and any other personnel needed will make the determination. No EL student will be retained if the committee determines that language was a barrier to promotion.

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

The LEA will utilize the appropriate grade level teachers, reading and math coaches (school and system level), media specialist and counselors in working with EL students.

Counselors will be trained on the ACCESS for EL's training course online from the WIDA Consortium website. Teachers and coaches will receive training from SDE SAMUEL Training Sessions.

6) Method for collecting and submitting data

All system attendance clerks have been trained by STI personnel on the correct use of INOW. The school attendance clerks will send EL data to the system attendance clerk who will verify and check the information. The data clerk will then send the data to the SDE on ADM reports.

7) Method for evaluating the effectiveness of the ESL program

EL students will participate in the state testing program in accordance with the guidelines for Student Assessment Program. The LEA will conduct a program evaluation after a year of implementation to determine the effectiveness of the program. School system and state data will be collected and reviewed by the EL Advisory Committee. A summary of the effectiveness will be made by the committee to address future goals and plans.

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

Referrals of EL's to Special Education will follow LEA procedures for all students. The schools will utilize RTI interventions in working with EL students. Parents will be involved with the process. If it is determined by the RTI Team that a Special Education Referral needs to be considered, a meeting will be set up with the parents involving the schools administration, regular and special education teachers, and the system EL coordinator. When EL students are exempt from the state testing program, WIDA test scores will be used to monitor academic progress.

Section D: Assessment and Accountability

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

The LEA Testing Coordinator will train the Building Test Coordinator from each school on testing procedures for all state required assessments including ACCESS. The LEA Testing Coordinator will monitor the administration of the tests. Results of the testing of EL students will be reviewed by LEA Testing Administrator and will share this with the schools.

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

The LEA Accountability Coordinator will monitor the test results in relationship to the schools meeting proficiency and the Annual Measurable Achievement Objectives (AMAO).

Section E: Parent Involvement

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

The Lea will follow the eight requirements of parent notification of placement in an EL program. Within 30 days after identification, the parent will be notified by the school principal or his/her designee of the following:

- A. the need of placement
- B. the English proficiency and the academic achievement level of the child
- C. methods of instruction which will be used
- D. how the program will meet the needs of the child
- E. how the program will help the child learn English and meet age-appropriate academic standards
- F. review the exit requirements for the program
- G. if the child has a disability, an explanation will be given on how the program meets the objectives of the IEP
- H. will give information pertaining to parents rights

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

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

At any time that a school or the system does not meet AMAO for the year, parents of EL students will be notified by the school principal within 30 days of notification. Parents will be informed of plans or changes and adjustments.

Section F: Title III (To be completed if the LEA receives Title III supplemental funds)

1) Use of Title III funds to supplement the core ESL program

2) Method the LEA uses to initiate contact with non-public school officials to engage in timely and meaningful consultation regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA (if applicable)

Section E: Appendix *(Required documents are Home Language Survey, Parent Notification Letters, and Title III Supplemental Services Waiver Letter; the LEA may include any other related documents)*

Covington County Board of Education

English Learner District Plan

_____ I have reviewed and approve the Covington County EL District Plan for 2014-2015

_____ I have reviewed and do not approve the Covington County EL District Plan for 2014-2015

Signature

Date