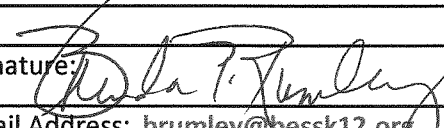


**Assurances**

Section I Coversheet, Assurances, Signature Page	
<b>EL District Plan Cover Sheet</b>	Local Education Agency (LEA) Name:
	<b>Bessemer City Schools</b>
LEA Contact for ELs:	
Name: Brenda P. Rumley	Signature: 
Position and Office: Federal Programs	Email Address: <a href="mailto:brumley@besck12.org">brumley@besck12.org</a>
Telephone: (205) 432-3004	Fax: (205) 432-3090
<input checked="" type="checkbox"/>	Check box if LEA receives Title III Funds

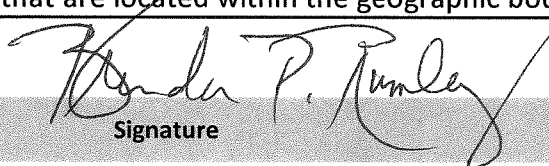
The LEA will:

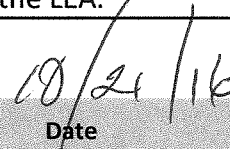
- Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan.
- Assure that all teachers in any language instruction educational program for limited-English proficient students that is funded with any source of federal funds are **fluent in English**, including having written and oral communication skills.
- Assure that all schools in the LEA are in compliance for serving English language learners (ELs).
- Assure that all individuals used as **translators or interpreters are fluent** in the language they are translating.
- Assure **ELs have equal access to appropriate categorical and other programs** and are selected on the same basis as other children.

(The following assurances apply only to LEAs that receive Title III funds)

- Assure that the LEA has a process for parents to **waive Title III Supplemental Services**.
- Assure that the LEA has 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.

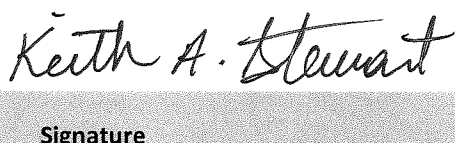
**Brenda P. Rumley**

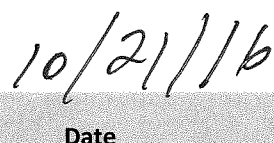
  
Signature

  
Date

EL Program  
Administrator

**Dr. Keith A. Stewart**

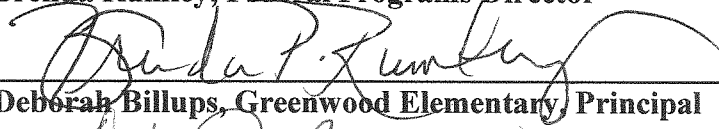
  
Signature

  
Date

LEA Superintendent

**EL Advisory Committee Signatures**

**Brenda Rumley, Federal Programs Director**



**Deborah Billups, Greenwood Elementary, Principal**



**Tonia Miller, Bessemer City High School, Counselor**



**Kim Hunter, Jonesboro Elementary School, Librarian**



**Xiomara Blasco, Bessemer City Middle School, Spanish Teacher**



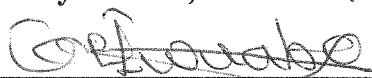
**Angela Bedgood, Professional Development Supervisor**



**Angela Taylor, EL Teacher**



**Christy Iwuaba, EL Teacher**



**Kimbley Gaston, Title 1 Parent Involvement Coordinator**



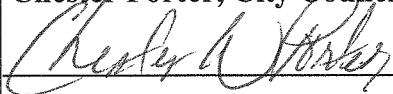
**Sheila Ward, Abrams Elementary School, Title 1 Paraprofessional**



**Parent, Bessemer City High School**



**Chester Porter, City Councilman**



**Comprehensive English Learner District Plan**

Each LEA in Alabama must develop and implement a Comprehensive EL District Plan.

# BESSEMER CITY SCHOOLS

## COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN

### SECTION A: Introduction and Educational Theory and Goals

Bessemer City Schools provides a comprehensive educational program for all students in grades K- 12. Research based instructional methods and strategies are used to ensure that all students are provided the best instructional practices available to optimize student learning. To that end, it is the goal for all students to be active, engaged learners across the curriculum. Students will work at a level appropriate to their skill level with on-going monitoring of instruction allowing for acceleration of instruction when possible. Bessemer City Schools will provide core reading instruction using Reading Street in grades K-5, Achievement Series, SFA in selective K-1 grades allowing for the maximum variety in the pace and level of instruction. Scranton Performance Series will provide assessments to help students meet the benchmarks, and ACT Aspire will provide summative assessments for grades 3-8.

### Section B: Identification and Placement Procedures

#### 1) Procedures for Implementing the EL Advisory Committee

Bessemer City Schools has identified stakeholders who will serve as the EL Advisory Committee based on their engagement with the students who are identified as EL. Those stakeholders include school based personnel [Administrator and Counselor], parents, district level personnel, EL teachers and a community leader. See signature page for specific names and titles of EL Advisory members.

#### 2) Methods for identification and placement

Students are identified for screening based on the results of their Home Language Survey. The ACCESS 2.0 for ELs English Language Proficiency Test is administered yearly. The W-APT Placement test is administered to new students whose Home Language Survey indicates any Language other than English. The framework of these tests report English Proficiency within six domains of proficiency levels ranging from 1.0-6.0. A score of 1.0-to -4.7 will provide documentation for program placement. A score of 4.8 or higher does not qualify a student for the program.

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

A student will exit the program when a score of 4.8 on the ACCESS test is attained, along with other criteria such as classroom performance in a least restricted environment and results from state accountability assessments. Students are monitored for four years and may reenter the EL program if it is determined appropriate by the El Support Team.

### 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 ELD program

A comprehensive needs assessment is done to ensure that any barriers to the instructional program are eliminated. Activities include: attention to district dress code, instructional materials, technology and supplies for classroom engagement, and personal health and beauty needs. Bessemer's Core Language Program is implemented using WIDA standards and Can Do Descriptors by the general education teachers [K-12] and EL teachers in all academic content areas for grades K-12. Using a push-in and limited pull out method within the program, EL students are provided scientifically-based content strategies to enhance their learning opportunities in small groups or individualized setting as needed for academic success.

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

Attention is focused on the implementation of WIDA standards along with Can Do Descriptors and CCRS standards within the daily content lesson for all students [K-12]. Academic English proficiency is part of the daily lesson format in each content area to ensure continuous improvement of skill level and understanding of the academic content.

**3) Specific components of the LEA's ELD program**

Bessemer City Schools has an appropriate English language acquisition program at the elementary, middle and secondary levels. EL staff will provide the students the components necessary for classroom academic success including: small group instruction, differentiated instruction, Imagine Learning, EL component of Reading Street, Plato (at BCHS), Finish Line for ELs eBooks, Leveled Readers and general education classroom strategic teaching, within each content area based on the best practices.

**4) Grading and retention policy and procedures**

Bessemer City Schools reports grades to parents through 9 week report cards and 4 week mid-term progress reports. No EL student's grade will be determined as a result of limited English language proficiency. All students receive grades based on student's engagement in the curriculum [effort/participation]. Lack of proficiency will not result in retention in content area grades.

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

- A specifically trained, qualified EL teacher will be part of the staff of the Bessemer City Schools along with two paraprofessionals [one assigned to BCHS and one at BCMS.]
- Imagine Learning, leveled readers, the EL component of Reading Street, Plato Credit Recovery Study Island and Class Works.

**6) Method for collecting and submitting data**

The EL teachers work in collaboration with the system wide school improvement specialist. The system wide school improvement specialist meets with school administrators and school leadership teams to analyze achievement data, which is collected electronically by Scantron Achievement and Performance Series, Imagine Learning, and ClassWorks. They also review AMAOs and plan strategically to address student progress. The EL staff will share WIDA ACCESS scores with the system wide school improvement specialist. Follow ups at each school is provided by the EL staff.

**7) Method for evaluating the effectiveness of the ELD program**

Bessemer City School evaluates the effectiveness of the ELD program using the following methods:

- Exit letter/interviews (parents, students, teachers)
- Level of English language proficiency attained by the student

Student's achievement is the focus of the plan with attention to ongoing academic progress. Engagement by EL teachers and staff is based on student need and academic achievement. Results are found using SDE accountability results and WIDA ACCESS scores.

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

EL students are part of the same identification and referral process as other general education students with access to all intervention and RTI procedures. Interventions though PST for nine weeks is conducted for all students for whom there is a concern. A lack of English language acquisition must be considered and eliminated as a causation for referral. All meetings are conducted in the native language of the child and parent with interpreter as needed.

\*Check EL Tool Kit chapter on ELs and Sp.Ed.

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**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**

Bessemer City School Student Services Director holds testing meetings with members of the individual school testing team until they become acquainted with the SDE accountability requirements for EL students as part of the annual measure of English proficiency. School Testing Teams, led by the school counselor, leads a building based professional development activity where all staff members are trained and made aware of the requirements for EL English proficiency as determined by SDE.

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

Bessemer City Schools performs on-going monitoring and evaluation of each school's engagement with its continuous improvement plan, ACIP. Monitoring is done through analysis of student performance on the appropriate classroom measures of students' achievement along with quarterly site visits by designated staff members (the Director of Curriculum Instruction, the System Wide School Improvement Specialist, the EL staff, and others).

**Section E: Parent Involvement****1) Methods for promoting parent involvement activities to help improve student achievement**

A parent representative has been included on the EL Advisory Board to promote parent involvement activities to help improve student achievement. Monthly school-based parental involvement meetings are held both during the school day and in the evening to accommodate working parents. An Interpreter is present at these events to ensure the opportunity for communication and exchange of ideas among stakeholders. Topics for these events are suggested from the yearly and monthly Needs Assessment. Information about these events is scheduled in advance and promoted to ensure adequate notice. Translated documents are provided in native languages.

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

- EL identification and placement and
- Separate notification for the LEA or school academic status

All documents informing parents of EL identification and placement along with the school's academic progress are provided in their native language from TransAct. The district interpreter is available for parent conferences in Spanish/English.

**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 ELD program**

Funds are used for professional development of general education teachers and /or EL teachers as well as for materials and supplies. SAMUEL meetings and EL specific trainings are provided as deemed appropriate for the needs of teachers and students.

**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)**

In the event a non-public school wishes to participate in Title III services, the Director of Federal Programs will consult with the EL staff to establish a time to begin consultation. The consultation will include, but is not limited to, issues such as:

- How ELs will be identified.
- How the needs of ELs will be identified.
- How, when, where, and what services will be provided.
- How the services will be assessed.
- Rights and responsibilities of the non-public schools, including the complaint process.

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

11/22/14