

Halifax County Schools
Language Instruction Educational Program (LIEP) Services
2020-2021

LEA/Charter Name: Halifax County Schools LEA/ Charter Number: 420

Contact Name: Gerson A. Correa Email: correag@pi.halifax.K12.nc.us Phone: (252) 678-2040

CONTEXT (Include context for Remote Learning)

Halifax County Schools is a small public school district located in rural Northeastern North Carolina, consists of 11 schools – 6 elementary, 2 middle, 2 high schools and 1 early college. The school district serves 2,628 students in grades Pre-K through 12. The teacher-student ratio for the district is 1:16. According to state test scores, 24% of students are at least proficient in math and 25% in reading. Approximately 2% of the total student population has been identified as English Learners (EL). One full-time itinerant ESL teacher provides support and services to all district schools. The ESL teacher works collaboratively with school administrators and classroom teachers to determine the service model for individual student.

Remote Learning: Throughout the duration of remote learning Halifax County Schools has continued to provide the English Learners with equitable and meaningful access to content instruction through academic language development, delivered by a targeted services model at all grade levels. Changes to implement remote learning have been made to English Learner identification process, remote learning services, strategies for EL remote learning, and the role of the ESL teacher. The service model is based on the individual student needs. Services levels are determined on a case by case using the following criteria: English proficiency levels, time in the U.S. schools, educational background, and teacher recommendations. Progress is monitored through informal observation, formative assessment, standardized testing, and teacher collaboration feedback.

CRITERIA (1)

Comprehensive Language Services	Supportive Language Services	Transitional Language Services	Remote Learning Criteria(2)
<i>Students should meet <u>most of</u> the criteria under each type of language service.</i>			
Kindergarten: WIDA-APT score of 14 or below. Grades 1-12: WIDA SCREENER/ ACCESS scores Overall Composite Range	Kindergarten: WIDA-APT score of 15-22. Grades 1-12: WIDA SCREENER/ ACCESS scores Overall Composite Range	Kindergarten: WIDA-APT score of 23-26. Grades 1-12: WIDA SCREENER/ ACCESS scores Overall Composite Range	The provisional pathway outlined in the NCDPI Guidance for Provisional English Learner Identification document will be followed. These guidelines allow

<p>1.0-2.4 Reading and/or Writing 1.0-2.4 Listening and/or Speaking 1.0-2.9 Less than 2 years in US Schools Not proficient on EOGs/EOCs Needs language support to participate in content classes Students w/ Limited or Interrupted Formal Education (SLIFE) Other criteria could include: First Language literacy Recommendations by former teachers</p>	<p>2.5-3.9 Reading and/or Writing 2.5-3.9 Listening and/or Speaking 3.0-3.9 At least 2 years in US schools Not proficient on EOGs/EOCs Struggles to manage academics and/or to meet grade level expectations</p>	<p>4.0-4.8 Reading and/or Writing 4.0-5.6 Listening and/or Speaking 4.0-6.0 Years in US schools varies May be proficient on EOGs/EOCs Manages class content well and/or meet grade level expectations</p>	<p>students identified as potential ELs to receive services during remote learning. The appropriate level of service placement will be determined based on the evidence collected in the provisional identification process. A current EL Record will be created in PowerSchool. Parents will be notified of student identification and placement for services and available services. When regular school resumes, any student identified as a potential EL will be screened during this provisional process will take the English language proficiency screener. A Record Change Request (RCR) will be created for any students who do not qualify for services (identified as NEVER ELs) through the SBE approved screener.</p>
---	--	---	--

(1) Services for dually identified students (EC/EL OR AIG/EL) will be determined on a case-by-case basis.

(2) Due to the continuation of circumstances created by the COVID-19 pandemic, resulting an addition to the State Board of Education Policy, *TEST-011 - Identification of English Learners Participation in the Statewide Testing Program, Eligibility for Testing Accommodations, and Exit Criteria* was approved by the State Board of Education on August 6, 2020.

The requirement that the “initial assessment of both the W-APT and the WIDA Screener is required within thirty (30) calendar days of enrollment” as stated in TEST-011 is amended as follows for the 2020-21 school year only:
For all Halifax County Schools operating under Plan C for the 2020–21 school year (remote learning) are required to complete an initial assessment using **either** the WIDA Remote Screeners **or** Family/Caregiver Interview within forty-five (45) calendar days of enrollment.
All students who receive services as ELs under the provisional WIDA Remote Screeners or Family/Caregiver Interview must be screened using the W-APT or WIDA Screener within forty-five (45) calendar days of schools returning to Plan A or Plan B.

SERVICES: Elementary School			
Comprehensive Language Services	Supportive Language Services	Transitional Language Services	<i>Remote Learning</i>
<ul style="list-style-type: none"> • Weekly Pull-Outs(1:1) or Small Groups for 60-90 minutes with ESL Teacher • Co-teaching with classroom teachers based on student needs during English-Language Arts time • Instructional focus on language development (phonetics and phonemic awareness) • Technology infused activities • Appropriate instructional modifications in place • Afterschool tutoring provided, when available • Implementation of Linguafolio 	<ul style="list-style-type: none"> • Weekly Pull-Outs(1:1) or Small Groups for 60-90 minutes with ESL teacher to focus on specific skill sets identified through data reflection • Co-teaching with classroom teachers based on student needs during English-Language Arts time • Guided writing activities • Technology infused activities • Appropriate instructional modifications in place • Afterschool tutoring provided, when available • Implementation of Linguafolio 	<ul style="list-style-type: none"> • ESL support provided to students to meet specific language learning targets • Pull-Outs(1:1) or Small Groups for 45-60 minutes with ESL teacher to meet specific language needs as identified through data reflection, as needed • Provide coaching support to classroom teacher(EL strategies) • Appropriate instructional modifications in place • Implementation of Linguafolio 	<ul style="list-style-type: none"> • Comprehensive Language Services 2x a week (1:1) or small groups for 30 minutes via video calls . Coaching support to classroom teacher. Focus on language development. Implementation of Online Linguafolio. • Supportive Language Services 1x week (1:1) or small groups for 30 minutes via video calls. Coaching support to classroom teacher. Guided activities based on student needs. Implementation of Online Linguafolio. • Transitional Language Services 1x week (1:1) for 30 minutes via video calls, as needed. Implementation of Online Linguafolio.

SERVICES: Middle School			
Comprehensive Language Services	Supportive Language Services	Transitional Language Services	<i>Remote Learning</i>
<ul style="list-style-type: none"> • Weekly Pull-Outs(1:1) or Small Groups for 60-90 minutes with ESL Teacher • Co-teaching with classroom teachers based 	<ul style="list-style-type: none"> • Weekly Pull-Outs(1:1) or Small Groups for 60-90 minutes with ESL teacher to focus on specific skill sets identified through data reflection 	<ul style="list-style-type: none"> • ESL support provided to students to meet specific language learning targets • Pull-Outs(1:1) or Small Groups for 45-60 minutes with 	<ul style="list-style-type: none"> • Comprehensive Language Services 2x a week (1:1) or small groups for 30 minutes via video calls . Coaching support to classroom teacher if

<p>on student needs during English-Language Arts time</p> <ul style="list-style-type: none"> ● Targeted subject intervention ● Technology infused activities ● Appropriate instructional modifications in place ● Afterschool tutoring provided, when available ● Implementation of Linguafolio 	<ul style="list-style-type: none"> ● Co-teaching with classroom teachers based on student needs during English-Language Arts time ● Guided writing activities ● Technology infused activities ● Appropriate instructional modifications in place ● Afterschool tutoring provided, when available ● Implementation of Linguafolio 	<p>ESL teacher as needed</p> <ul style="list-style-type: none"> ● Provide coaching support to classroom teacher(EL strategies) ● Appropriate instructional modifications in place ● Implementation of Linguafolio 	<p>needed. Focus on language development. Targeted subject intervention</p> <p>Implementation of Online Linguafolio.</p> <ul style="list-style-type: none"> ● Supportive Language Services 1x week (1:1) or small groups for 30 minutes via video calls. Coaching support to classroom teacher. Guided activities based on student needs. Targeted subject intervention. Implementation of Online Linguafolio. ● Transitional Language Services 1x week (1:1) for 30 minutes via video calls, as needed. Targeted subject intervention. Implementation of Online Linguafolio.
--	--	--	---

SERVICES: High School			
Comprehensive Language Services	Supportive Language Services	Transitional Language Services	<i>Remote Learning</i>
<ul style="list-style-type: none"> ● Weekly Pull-Outs(1:1) or Small Groups for 60 minutes with ESL Teacher ● Co-teaching with classroom teachers based on student needs during English-Language Arts time ● Targeted subject intervention ● Peer Tutoring 	<ul style="list-style-type: none"> ● Weekly Pull-Outs(1:1) or Small Groups for 60 minutes with ESL teacher ● Guided writing activities ● Technology infused activities ● Appropriate instructional modifications in place ● After school tutoring provided when available 	<ul style="list-style-type: none"> ● ESL support provided to students to meet specific language learning targets ● Pull-Outs(1:1) or Small Groups for 45 minutes with ESL teacher as needed ● Provide coaching support to classroom teacher(EL strategies) ● Appropriate instructional 	<ul style="list-style-type: none"> ● Comprehensive Language Services 2x a week (1:1) or small groups for 30 minutes via video calls . Coaching support to classroom teacher. Focus on language development. Targeted subject intervention. Implementation of Online Linguafolio. ● Supportive Language

<ul style="list-style-type: none"> • Technology infused activities • Appropriate instructional modifications in place • After school tutoring provided when available • Implementation of Linguafolio 	<ul style="list-style-type: none"> • Implementation of Linguafolio 	modifications in place <ul style="list-style-type: none"> • Implementation of Linguafolio 	Services 1x week (1:1) or small groups for 30 minutes via video calls. Coaching support to classroom teacher. Guided activities based on student needs. Targeted subject intervention. Implementation of Online Linguafolio. Transitional Language Services 1x week (1:1) for 30 minutes via video calls, as needed. Implementation of Online Linguafolio.
---	---	--	--

SCHEDULES OF SERVICES: School Visits				
Monday	Tuesday	Wednesday	Thursday	Friday
358 9-12 8:00-10:00a 356 K-5 10:30a-3:00p	340 K-5 8:00-11:30a 324 6-8 12:00-3:00p	304 K-5 8:00-11:00a 346 9-12 11:30-3:00p	328 K-5 8:00-11:30a 376 6-8 12:00-3:00p	336 K-5 8:00-9:30a 348 K-5 10:00-2:00p
Planning 3:00-4:00p	Planning 3:00-4:00p	Planning: 3:00-4:00p	Planning 3:00-4:00p	1st Fridays PLC 2:30-4:00p 2nd & 3rd Fridays Office Work/ Data Entry 2-4p 4th Fridays Migrant Program Support 2-4p

Remote Learning
ESL services will be provided on a case by case basis. First, we will prioritize that English Learners continue having access to content instruction, devices, and high-speed Internet during remote learning. The first nine weeks of the school year we will make sure to implement the Provisional English Learner Identification process and identify new students. Then, we will contact regular education teachers and families.