



ENGLISH LEARNER PROGRAM PLAN

2020-2021

I. Introduction:

The Choctaw County School District (CCSD) consists of three elementary schools and one jr. high/high school. The total enrollment in the district is approximately 1,300. Of this number, approximately 4 students are English Learners. The English Learners in the Choctaw County School District speak 3 different languages.

Definition of an English Learner (EL)

An EL is a student:

- Who is aged 3-21;
- Who is enrolled or preparing to enroll in an elementary or secondary school;
- Who was not born in the United States OR whose native language is a language other than English; and
- Where difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - The ability to obtain proficiency on state assessments described in section 1111(b)(3)
 - The ability to successfully achieve in classrooms where the language of instruction is English; and
 - The opportunity to participate fully in society.

It is the policy of the Choctaw County School District that no compulsory school-aged individual shall, on the grounds of race, color, disability, sex, religion, or national origin be excluded from the full participation in or be denied the benefits of the educational programs provided by the school district.

The EL program is supported with state, Federal Title I, Part A funds and if available, Title III LEP and Immigrant funds. The Federal Programs Director/EL Coordinator is responsible for the oversight of these funds.

II. Program Overview and Educational Approach:

- EL students receive core instruction in the general education classroom in an immersive setting with English speaking peers. The general education program provides students with differentiated learning opportunities based on their needs.
- Students will receive EL services based upon English proficiency levels and individual needs as determined by each student's Language Service Plan (LSP). The program operates using a pull-out instructional model in the elementary schools and an EL course model in the middle and high school. The teacher providing services, develops the EL instruction based on the state guidelines for English Learners and implements evidence-based strategies recommended by the Mississippi Department of Education. It is the overall goal of the program for students to become proficient in the English language within four years of beginning EL services. The Choctaw County School District focuses on five standards to help students gain proficiency in English Language acquisition, make progress in core content areas of instruction, and earn the Carnegie units necessary to graduate from high school. Each goal is supported by national learning standards that are applicable to EL students in grades K-12.

Standard 1

English learners communicate for social, intercultural, and instructional purposes within the school setting.

Standard 2

English learners communicate information, ideas, and concepts necessary for academic success in the area of language arts.

Standard 3

English learners communicate information, ideas, and concepts necessary for academic success in the area of mathematics.

Standard 4

English learners communicate information, ideas, and concepts necessary for academic success in the area of science.

Standard 5

English learners communicate information, ideas, and concepts necessary for academic success in the area of social studies.

III. Process for Enrolling and Identifying EL Students:

- The parent, guardian, accompanying adult, or unaccompanied student will complete the district enrollment application which includes the Home Language Survey (HLS) and identification of immigrant status. Proof of residency, proof of required vaccination, and proof of age as required by MS Code 37-15-9 will be collected for enrollment. The school district will assist families in providing all requirement documents and not bar students from enrollment based on a lack of required documents as allowable by federal regulations. The HLS must be completed for all new entering students at the time of registration.
- The school enrollment clerk will assign an MSIS number to the student if he/she does not have one assigned from another school district.
- The school counselor will collect the information, distribute the enrollment information, and notify the appropriate EL service provider, school records clerk, school counselor, and/or administrator within five days of a potential EL student's enrollment if the HLS indicates a language other than English is the first or home language. The HLS will be added to the student's cumulative folder by the school records clerk.
- The school counselor will assess the student using the state-approved screening instrument. The test is used to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. The results of screening assessments will be sent to the district EL Coordinator within 30 days of the beginning of the school year or within 10 days after enrollment if said enrollment takes place after the beginning of the school year. Parental permission is not required for EL screening.
- The school counselor will mark all students meeting the Immigrant and/or EL indicator in the student data package.

- No later than 30 days after the beginning of the school year or 10 days after enrollment if the enrollment takes place after the beginning of the school year, the school EL service provider will send a letter to the parent or guardian informing him or her of the assessment results. Notification will be in a language parents can understand to the extent practical and practicable. At this time, parents may accept or opt out of the services by indicating their preference, signing the form, and returning the form to the school.

- The district will maintain documentation of the following:

- Registration Form;
- Criteria for Enrollment of Potential EL Students;
- State approved screening/assessment reports;
- Parent Notification;
- English Language Learner Student Plan;
- Waiver of Services (Opt-Out).

- Each school will form a collaborative EL student evaluation team (SET) to develop English Learner Service Plans (LSP) for each EL student. The plan will be filed annually until the student exits EL status. The team will consist of the EL service provider, parent, teacher, counselor, administrator, intervention coordinator where applicable. Language service plans and student progress will be reviewed quarterly.

IV. Procedures for Annually Assessing EL Students:

- All students classified as EL will be assessed annually using the statewide EL assessment.

- The District Testing Coordinator (DTC) will attend MDE training sessions for administering the statewide EL assessment. School test coordinators (STCs) will be trained as applicable. The DTC and/or STC will train all other assessment personnel as necessary.

- The DTC will inform counselors and/or STCs of the testing window mandated by the state and will ensure that materials are available for assessing students during the selected window.

- All EL students will be reassessed in the spring using the statewide EL assessment. Qualified school personnel will administer the statewide EL assessment according to MDE Office of Student Assessment guidelines and the district test security plan.
- The DTC will receive copies of the statewide EL assessment reports during the summer and will distribute the reports to the school principal or counselor and EL coordinator.
- Parents will be notified of the results of the statewide EL assessment within 30 days of school resuming in the fall.

V. Process of Exiting Students from EL Services:

- Students must achieve the following assessment scores on the LAS Links/English Language Proficiency Test (ELPT) in order to officially exit EL status:
 - Overall Proficiency Level 4 or 5, and
 - Reading Proficiency Level 4 or 5, and
 - Writing Proficiency Level 4 or 5.

VI. Process for Monitoring Students Exited from EL Services:

- Students who have achieved the aforementioned proficiency levels and exited the program must be monitored for a period of four academic years. Monitoring for a minimum of four years will consist of the following responsibilities on the part of the EL service provider, tutor, counselor, interventionist, and/or school administrator:
 - Contact teacher(s) each 9-weeks grading period to determine if the student is adjusting and succeeding academically and sustaining the criteria used to exit from the EL program;
 - Review grades and progress reports; and
 - Review standardized test scores or pertinent school-level data.
- If monitoring shows the student is falling behind as evidenced by classroom work, grade, and/or English language skills, the student will be given further

language acquisition interventions or core content support through the MTSS/RTI process.

VII. Programs and Services for Identified EL Students:

- The Choctaw County School District EL Program uses pull-out instructional and course models. Students receive their primary instruction in the regular classroom by the regular classroom teacher. The EL program includes methods and services to teach EL students English language skills (i.e. speaking, understanding, reading, and writing of English) and ensures that EL students can participate in the academic and special programs (e.g. social studies, science, music, art, vocational education) offered by the district. The district will provide training for general education teachers so that the EL students can effectively participate in classroom activities and comprehend the academic material being presented. Services to EL students are based on individual student needs as documented in their Language Service Plan. Determination is based on the statewide EL assessment results, other academic information, and teacher observation. The amount of time and type of services provided to students are based on individual student needs. Parents are notified of the type of program services available and other options for EL students in a language that the parent can understand. Parents will be notified within 30 days when the student enrolls at the beginning of the school year or within the first two weeks of enrollment if the student enrolls anytime thereafter. All EL students will be reassessed using the statewide EL assessment. Parents will be notified of the results within 30 days of school resuming in the fall.

VIII. Staffing, Training and Resources:

- EL students in grades K-12 will receive direct instruction from the regular education classroom teachers and may receive additional services from EL service providers which may include interventionists and/or tutors.
- Training is provided for the regular classroom teachers during the school year as professional development opportunities are available. The amount, type, and schedule of training will be determined each year based on needs of staff and students.

- Classroom teachers are qualified in the subject matter they teach and will receive training for EL instruction as needed.
- Materials and resources, both hard copy and on-line, are provided to meet EL needs.
- The EL Coordinator ensures that the purchases of materials and supplies for the EL program support evidence-based initiatives. EL resources are purchased to aid students in developing English proficiency and meeting all annual measurable achievement objectives outlined by the Mississippi Department of Education. Resources are purchased based on need and availability of funds.
- The district ensures that administrators, faculty, and staff are kept abreast of regulations and guidelines for EL students. The EL plan is shared with teachers and administrators annually.

IX. Procedures for Participation in Extracurricular Activities:

- EL students are encouraged to participate in extracurricular and nonacademic activities. No district service or program will be closed to students based on enrollment in the EL program.

X. Procedures for Participation in the Multi-Tiered System of Support Process (MTSS):

- No district service or program will be closed to EL students based on enrollment in the EL program, including participation in the MTSS process. Procedures for participating in the process are the same as for all students; however, interpretation of the score reports, the examination of annual growth on the statewide EL assessment, and consideration of vocabulary in each content area are considered in decisions made by the MTSS team. EL instruction and program services are a part of the general curriculum for those EL students. Communication used to notify parents and students of available services considers language barriers.

XI. Procedures for Participation in Gifted/Special Education:

- The district will ensure equal educational opportunities to EL students. The process for referral of an EL student is the same as the process outlined for all students. Identification for any of these programs will not be made without disregard to the student's native language. Appropriate measurement instruments will be used.

XII. Procedures for Participation in Athletics or Mississippi High School Activities Association Programs:

- The process for referral of an EL student is the same as the process outlined for all students:
 - Any member of the EL student's SET team or other representative may notify or make the coach or sponsor aware of the student's interest in or desire to participate.
 - The student must meet eligibility requirements established by MDE, MHSAA, and the CCSD, including a health clearance from a physician and proof of health insurance.
 - The student must attend try-outs with other students or request a private try-out if entering after the initial try-out period, as allowed by MHSAA rules.
 - If selected to participate based on ability, the student must adhere to all discipline and academic requirements set forth by the MHSAA, the CCSD, and individual coaches, band directors, or activity sponsors.

XIII. Procedures for Meaningful Parent Communication:

- The Choctaw County School District has a legal obligation to communicate meaningfully with Limited English Proficient (LEP) parents and families and to adequately notify them of information about any programs, services or activities presented to non LEP parents. Successful communication provides LEP parents, guardians, and families with the school-related information they need to make informed decisions about, and be helpful participants in, their children's education. This may include but not be limited to information concerning language assistance programs, special education program, grievance procedures, notices of non-discrimination, student discipline policies or procedures, registration and enrollment, report cards, permission forms, parent-teacher

conferences, student handbooks, and gifted programs.

XIV. Procedures for EL Program Planning, Evaluation, and Improvement:

- Formative assessment of goals and practices will be analyzed regularly through professional learning communities. Program updates will be presented at CCSD administrative meetings as needed.
- A summative assessment of program goals and all program elements will be conducted annually. Upon receipt of the state assessment results, data will be disaggregated and reviewed to determine the needs of EL students and if the program goals are being met. The program will also be evaluated using the statewide EL assessment data, end of year report cards, and parent input through surveys or meetings.
- The EL District Plan will be implemented at the beginning of the school year and evaluated by stakeholders during the school year. The plan will be updated and sent to the School Board for approval annually. A copy of the plan will be disseminated to stakeholders via the school website.

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