English Learner Program Plan

2023-2024

"Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

"Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin-minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational deadend or permanent track."

— The Office for Civil Rights, Memorandum, May 1970

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INTRODUCTION

All English learners (ELs) will participate in a quality instructional program that supports the development of individual confidence and fosters intercultural understanding. The district's implemented instructional program is designed to meet the grade level academic standards as identified in Mississippi's College and Career Readiness Standards and the English Language Proficiency Test (ELPT). Emphasis will be placed on providing students with the greatest possible access to core curriculum and afford students access to appropriate English language instruction that will ensure progress towards proficiency.

The purpose of the District Plan for ELs is to:

- ensure the delivery of quality instructional programs for all ELs throughout the district;
- highlight and describe relevant federal guidelines to which the district will adhere;
- identify the program options and instructional programs which guarantee quality programs that meet the academic and linguistic needs of ELs; and
- provide ELs with the educational opportunities which will enable them to succeed.

The purpose of the District EL Program is to ensure that:

- students are successful in English academic programs designed for native speakers of English; and
- students are successful in the progression through Mississippi's College and Career Readiness Standards as appropriate for age, ability, and experience.

RELEVANT MANDATES

The Title VI of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974 are mandates that protect the rights of ELs and their families. Clarksdale Municipal School District (CMSD) is dedicated to providing a free and equitable education to all school-age children residing within the district.

The CMSD is committed to the enrollment of students from linguistically and culturally diverse backgrounds, and to establishing an equitable, quality education for Mississippi students, including ELs, as mandated by federal laws and Mississippi statutory regulations.

The following landmark cases and rulings were also reviewed and considered in the writing of this plan:

1974 – Lau v. Nichols

The Supreme Court held (1) that discrimination on the basis of language proficiency is discrimination of the

basis of national origin under Title VI of the Civil Rights Act of 1964 and (2) that treating people with different needs in the same way is not equal treatment.

1982 – Plyler v. Doe

The Supreme Court ruled that undocumented immigrant children and young adults have the same rights to attend public primary and secondary schools as do U.S. citizens and permanent residents, regardless of their immigrant status.

DEMOGRAPHICS

According to the Student Information System, the CMSD currently has approximately 2,079 students enrolled in four elementary schools, three middle schools, and one high school. The CMSD student population is greater than 95% African-American. Currently, less than 1% of the students served by the district are ELs.

The CMSD uses the states' definition of EL as ages 3-21; not born in the United States, speaks a native language other than English, or comes from an environment where another language is dominant in the home; or is migratory and speaks a language other than English; and has sufficient difficulty with the English language.

PROGRESSION OF STUDENTS THROUGH THE EL PROGRAM

1. When a new student enrolls, a guardian completes the Home Language Survey (HLS) as a stand-alone form or within the student registration packets.
2. School staff communicate the HLS data to the EL Coordinator.
3. School staff or the EL Coordinator administers a screener provided by MDE or by the ELPT to determine the student's English language proficiency level and the language instructional educational program that best fits her/his needs.
4. School staff and the EL Coordinator communicate results of the screener to guardians and present the option of participating in EL services.
5. If guardians consent, the Student Evaluation Team (SET) decides on an appropriate English language acquisition program and completes a Language Service Plan (LSP) for the students.
6. The student receives services daily from his/her classroom teachers, in a Reading Lab or Math Lab, the school interventionist, or EL coordinator.
7. The student exits the language instructional educational program based on yearly scores on the ELPT.
8. The student is monitored for four years as school staff and EL Coordinator evaluate his or her ability to participate meaningfully in mainstream classrooms.

EDUCATIONAL THEORY AND APPROACH

The program for ELs is designed to help students acquire fluency in English, to provide students with equal access to the academic core curriculum, and to help students maintain a positive self-concept. The district acknowledges that there are a variety of strategies and pedagogical approaches that may be used to accomplish these goals. The choice and combination of instructional strategies used are aligned to the individual student needs, State and Federal mandates, and parent input.

The district will accommodate Limited English Proficient (LEP) students' language level in the classroom and in some cases provide specific language instruction to help the student attain English language proficiency. To determine which educational approach(es) will be used for individual students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, and input from the district EL Coordinator.

EL Educational Goals

Goal 1 – an annual increase in the number or percentage of students making progress in learning English (as measured by the Language Assessment Scales (LAS) test approved for use as an appropriate English language proficiency assessment).

→ 100% of students set personal growth goal on LAS Links
→ 50 % of students reach personal growth goal on LAS Links
→ 10% increase in the number of students showing growth in their scale score on LAS Links
→ 10 % increase in the number of students identified as "Beginner" & "Early Intermediate" moving up two levels, either to "Intermediate" or "Proficient" on LAS Links

Goal 2 – an annual increase in the number or percentage of students attaining English language proficiency (as measured by the Language Assessment Scales (LAS) test approved for use as an appropriate English language proficiency assessment).

→ 10 % in the number of students scoring proficient or above on the LAS Links Proficiency Test

Goal 3 – to make adequate yearly progress for the district's LEP and immigrant students

EL Family Engagement Goals

Goal 1 – parents understand the benefits of their child's participation in the EL program and feel invested in their child's progress as he/she works to attain language proficiency
→ parents receive copies of their child's initial scores on LAS Links as well as personal growth goals
→ parents receive one update from either a teacher, a principal, a counselor, or the EL coordinator each month

→ EL Coordinator communicates with every family twice each academic quarter
Goal 2 – parents feel connected to our community through support from school staff, EL Coordinator, and other EL families
→ EL Coordinator plans and hosts one event for EL families each academic quarter
→ EL Coordinator collects survey on EL families' needs and interests each semester and will use these to inform quarterly programming

EL Social-Emotional Goals

These goals are not quantitative.

Goal 1 – students build meaningful relationships with peers and school staff

Goal 2 – students advocate for themselves in the classroom and develop in academic confidence

Goal 3 – students own their individual progress in language acquisition

Goal 4 – students participate in cross-cultural exchanges with school staff and peers

Goal 5 – students feel safe in their learning environments

School Staff Goals

Goal 1 – school staff understands the benefits of each student's participation in the EL program and feels invested in each student's progress as he/she works to attain language proficiency
→ EL Coordinator meets with principal once each academic quarter
→ EL Coordinator meets with and offers support to each teacher (of core subject) who has an EL in his/her classroom

Goal 2 – School spaces reflect presence of ELs
→→ printed copies of EL newsletter is available at the front desk of each school
→ one school bulletin board each year reflects material that is relevant to ELs

THE PROCESS FOR ENROLLING ELs

The CMSD will not request information from the students or their parents or guardians in order to deny access to public schools on the basis of race, color, or national origin. However, CMSD may require proof of residency, but inquiring into students' citizenship or immigration status, or that of their parents or guardians, would not be relevant to establishing residency.

The U.S. Supreme Court has ruled in Plyler v. Doe [457 U.S. 202 (1982)] that public schools may not require social security numbers from all students as this may expose undocumented status. Students are also not required to show an original birth certificate for enrollment; "other reliable proof" such as a baptismal certificate, family bible with dutiful records, or an affidavit would suffice in place of the birth certificate.

The CMSD may request a student's social security number, but if this is the case, the family will firstly be informed that providing it is voluntary and refusal will not bar the child from enrolling in or attending school, and secondly, the district will explain its purpose.

If a student does not have a social security number, CMSD will create a MSIS number for the student and utilize the MSIS number where a social security number would be required.

THE PROCESS FOR IDENTIFICATION OF POTENTIAL ELs

The procedure for identification is below:

- **Step 1: Home Language Survey**

All students enrolled in CMSD will be required to complete an HLS which shall be used to determine whether or not a student is referred to the EL Coordinator for language proficiency testing. Individual schools will complete and gather registration information, including the HLS. When it is noted that a language other than English is spoken at home, even if it is in addition to English, a copy of the registration card and HLS will be forwarded by the school principal to the EL Coordinator. The HLS may be a stand-alone form provided by the Mississippi Department of Education or the federally compliant site TransACT. It may also be in a section of the student's registration packet, labeled as "Home Language Survey", as long as it is labeled "Home Language Survey" and includes the federally mandated questions necessary for identifying EL students. These registration documents must be printed and housed in the cumulative folder.

This process should occur within the first two weeks after the registration packet is completed. Other documentation may be utilized to identify students having English as a second language. If observations or other documentation indicate that the students speak a second language, understands a second language, or has a second language spoken at home, then the language assessment process will begin. This should occur within the first two weeks of entering school. Surveys will be evaluated within five school days.

Placement in grade level requires consideration. Students identified as ELs from the language proficiency evaluation will be placed with their age-appropriate peers. One rationale is that students perform better and at a faster rate around their peers. Another rationale is that this grade level teacher is prepared for that age group and will offer experiences geared toward that age group. Students with developmental delays or severe deprivation may be placed at a lower grade level.

EL students' level of academic achievement for grade placement is ascertained by reviewing the following

documents in addition to the recommendation of the EL Coordinator and an interview with the school's counselor:

- Transcripts from previous educational institutions
- Certificates/statements of achievement from educationally related programs (vocational school, technical college, etc.)

Placement in Grades K-3 should consider cooperative grouping. Placement in Grades 4 – 8 should include the assessment of course materials and mastery of this material. Placement in Grades 9 – 12 should consider the fact that classes are heavily language loaded. Teachers, administrators, counselors, and parents should collaborate to determine the processes and timelines for identification and assessment, placement, program implementation and evaluation, and exit status. This collaboration is essential to the success of the EL student.

- **Step 2: The Placement Test for Instructional Placement**

If a student is identified as a potential EL, a language assessment will be conducted within 30 days if at the beginning of the school. Potential EL students who register after the beginning of the school year will be assessed within 10 school days of enrollment. Students who are referred to the School Test Coordinator or the EL Coordinator are screened for language proficiency using an interim assessment tool chosen by MDE or the appropriate ELPT screener. The students will be assessed in the following areas: listening, reading, speaking, and writing. If a student is determined to be language proficient (transitional), the results are placed in the students cumulative records. If a student is determined to be non-proficient in English, (s)he will be placed in a language instruction educational program.

- **Step 3: Parent and Family Notification**

Every effort will be made to strengthen the connections between EL families and the schools and to encourage parent involvement in district activities including providing interpreters for conferences. The schools and EL Coordinator will be working to ensure that parents of EL students are active participants in their child's education by determining guardians' preferred language of communication. Once this information has been gathered, the schools and EL Coordinator will provide language assistance to LEP parents with appropriate staff or outside resources, including the translation of documents.

Parents or guardians will be notified within 30 days of the date identified if a student is enrolled at the beginning of the school year and within 10 days thereafter. Parents or guardians of students who are designated EL can opt out of any or all components of the district's EL program. Such a desire will be documented by the district and included in the student's permanent record. The district will not recommend to the parents or guardians that they opt out of services for any reason. Additionally, parents or guardians will be included in the meetings to create and review the LSP if they desire.

Parents or guardians will also be notified in writing within 30 days if the district has failed to meet the objectives outlined to the parent at initial placement/re-designation or upon failure to meet appropriate proficiency gains. Measures will be taken to correct the matter such as selection of new instructional materials, a new

instructional method or approach, acquisition of a new/different teacher/tutor/aide/assistant, redefinition of classroom accommodations and modifications, etc.

Parents or guardians may also choose to withdraw their child from the EL program at any time. Every effort will be utilized, however, to explain the necessity of such instruction and effort will be made to alleviate any concerns or modify the student's LSP in order for the child to remain in the program. Should withdrawal be made, it will be documented and included in the student's permanent record.

- **Step 4: Placement in a Language Instruction Educational Program**

After ELs have been identified using the LAS Links Placement Test, they will be provided with appropriate language assistance. The services and assistance provided will be selected by CMSD in order to allow ELs to grow in their English proficiency and participate in the standard instructional program. Services will continue until the EL is proficient in English as demonstrated on the yearly progress monitoring and their participation in educational programs.

- **Step 5: Developing a Language Service Plan**

The Mississippi Department of Education requires that all EL students have an LSP, which will be updated annually until the student exits the EL program. The SET, composed of the school administrators, school counselor, and assigned interventionist, will meet to develop the LSP at the end of each year based on state and district assessment data, and reviewed for revising at the beginning of each school year. A copy of the LSP will be provided to all teachers who work with the EL students. The LSP will include the student's demographic information, date of first enrollment in a U.S. school, yearly ELPT scores, classroom accommodations, state testing accommodations, signatures of SET members, student, and guardian.

- **Step 6: EL Data Entry**

Once a student has been identified as an EL, the district will ensure the student is correctly identified in the student data package. The information will be uploaded to MSIS once CMSD has sent their data to MDE. The data will be checked monthly for accuracy.

All assessment data, determination of EL status, and referrals will be kept in a locked file cabinet in the EL Coordinator's office. Student eligibility for services is not based on immigration status and districts are in fact prohibited from inquiring about the immigration status of a student or family.

OCR Policy – Many districts design their EL programs to emphasize English over other subjects temporarily. While schools with such programs may discontinue special instruction in English once EL students become English-proficient, schools retain an obligation to provide assistance necessary to remedy academic deficits that may have occurred in other subjects while the student was focusing on learning English.

THE PROCESS FOR ASSESSING ELs

All students who have been identified as potential ELs will be initially screened using the screener designated by MDE. The ELPT will be used each spring to monitor the progress of English language acquisition for each student. Students must exhibit proficiency in reading, writing, speaking, and listening. It is possible for students to exhibit proficiency in two or three of the skills and be limited in only one.

EL program participants will be reevaluated yearly (each spring, prior to the close of the school year) for language proficiency gain. Adjustments to EL students' plans and/or re-designation will be made as necessary by the SET based on said yearly assessment. In addition, the SET will meet throughout the year to monitor student progress. These meetings will take place four times each year during the following weeks:

1. First Review: August 28 - 31, 2023
2. Second Review: October 16 - 20, 2023
3. Third Review: January 15 - 19, 2024
4. Fourth Review: March 18 - 22, 2024

These meetings can be rescheduled due to state and district testing and/or other circumstances.

The ELPT will be utilized for language assessment. The assessment will be administered in the schools by the School Test Coordinator and the EL Coordinator. Guidelines and manual administration will be strictly followed. Other documentation such as previous testing, cumulative records, and teacher observations will also be utilized. The district will adhere to the District Test Security Plan for assessment purposes.

Students who have been in the United States less than twelve months are considered newly-arrived ELs. EL students are not exempt from state testing. Test scores of EL students whose progress and proficiency reports indicate newly arrived students are excluded. They are included in the 95% participation rate, but not the AYP (Adequate Yearly Progress) for the first year.

THE PROCESS FOR EXITING STUDENTS FROM EL STATUS

Currently, the Mississippi State Board of Education is using the LAS Links Assessment System, which has been the state's ELPT for the last five years. The ELPT will designate the levels that ELs must attain in order to progress and exit out of the program.

EL students who attain designated ELPT levels are deemed "proficient English speakers" and are able to be successful in academic classes without EL accommodations or modifications. In consultation with classroom teachers and school counselors, the SET team will exit EL students from active EL instruction and begin the monitoring process.

In regards to students in special services, there is no provision in the Individuals with Disabilities Education

Act (IDEA) that would authorize the Individual Education Program (IEP) Team to remove the "EL" designation before the student has attained English proficiency.

THE PROCESS FOR MONITORING STUDENTS EXITED FROM EL STATUS

The Every Student Succeeds Act (ESSA) requires that students who have exited EL status will be monitored for academic progress for at least 4 years. Monitoring will be conducted and documented every nine weeks, with a SET team reviewing monitored students' grades, assessments and other related data. If an EL student who has exited is not progressing academically as expected and monitoring suggests a persistent language need, the student will be retested using the appropriate screener to see if the student needs to be offered additional language assistance services. If a student reenters the EL program, there will be documentation of the reasoning, as well as parent's consent prior to reentry. This is defined on a case-by-case basis and documented in the student's permanent record.

Should a student's academic and language performance be successful, the student will fully exit the program at the conclusion of four years or anticipated graduation date or withdrawal, whichever shall come first.

PROGRAMS AND SERVICES FOR ELs

The district is committed to ensuring a quality education for all students. In order to fulfill this mission and provide equal access to all core curricular areas, ELs may receive a combination of the instructional approaches listed below. Each student's LSP lists the instructional approach or approaches to be implemented by the school. The following are available options:

Program Option	Program Goal	Language(s) Used For Instruction
English as a Second Language or English Language Development	Content-based program of techniques, methodology and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary and structures needed to access content instruction, and to develop their	Usually provided in English with minimal but strategic use of ELs' primary language whenever possible.

	English language proficiency in all four language domains (reading, writing, listening, and speaking).	
Structured English Immersion	Program designed to impact English language skills so that the ELs can transition and succeed in an English-only mainstream classroom once proficient.	Usually provided in English with minimal but strategic use of ELs' primary language whenever possible.

The classroom teacher(s) will be the primary means of content area instruction and are required to accommodate the language needs of EL students using one or more accommodations recommended by the EL Coordinator or certified EL teacher. In addition, it is recommended that teachers modify lesson plans, classroom structure, and assignments to allow for the most favorable learning environment for EL students. Teachers will note lesson modifications in their teaching plans, referring to the section of the LSP for information regarding accommodations and modifications. Bilingual books, first language support, and cultural sensitivity will be encouraged in all learning environments.

All students are expected to master the district's core curriculum goal expectations for each grade level. While it is understood that ELs may master the content at a different rate than their native English-speaking peers, all students are held to the same high academic standards. Alternative measures may be used to assess the progress of ELs who are learning English in addition to or until the student is able to be assessed using mainstream English measures. Multiple measures are used to monitor student progress toward meeting grade level standards.

EL students will be expected to meet the same educational requirements as their age appropriate peers. ELs will adhere to Mississippi EL Standards which are aligned to the TESOL Pre-K-12 English Language Proficiency Standards and the state's ELPT.

The Multi-Tiered System of Supports (MTSS) is a framework for effective team-based problem solving that is data informed, evidence-based, and flexible enough to meet the academic and behavioral needs of all students. With MTSS, CMSD identifies struggling students, monitors student progress, provides evidence-based interventions, and adjusts the intensity and nature of those interventions depending on a student's responsiveness. If an EL is observed by the mainstream teacher to have continuing difficulties with learning, the first course of action would be to consult informally with the EL Coordinator to request additional instructional strategies for teaching. The EL Coordinator might:

1. Offer new suggestions;
2. Request to observe the student in the classroom; or

3. Check with the entire team of teachers to see if the student is struggling in more than one class.

If the student continues to struggle, the next option is to refer the student to the Teacher Support Team (TST) for possible intervention. The EL Coordinator will be involved and consulted at each step of the tier process.

CMSD is committed to meeting these requirements in a way that matches the EL student's cultural and linguistic needs and allows a time frame that facilitates learning. No student will receive a failing grade in language as he progresses through the acquisition stages to proficiency.

OCR Policy – recognizes that the district's program of services under its EL plan may have the effect of separating students who are EL from non-ELs during at least part of the school day. However, the program design should not separate ELs beyond the extent necessary to achieve the goals of the district's program of services. Additionally, ELs should be provided services in comparable facilities to those in which non-ELs receive services.

SCHOOL EL PROGRAMS

George H. Oliver Elementary School:

English learners at George H. Oliver Elementary School will receive 50 minutes of English instruction and additional academic support at least 3 times a week. These interventions, conducted either individually or in small groups, will focus on students' speaking, listening, reading, and writing skills in English. ELs will receive English instruction from their classroom teachers, in a Reading Lab or Math Lab, the school interventionist, EL coordinator, and occasionally, an EL consultant.

The EL Coordinator, both in her lessons and through assistance provided to the school interventionist, will ensure that interventions are tailored to each student's proficiency level, are developmentally appropriate, are aligned to English language development standards, and account for relevant sociocultural contexts. In virtual and traditional school contexts, EL interventions at George H. Oliver will take place throughout the day at specified intervention periods.. This timing is subject to change during a hybrid schedule, though interventions will continue to occur every day.

All school-specific EL programs in the district will be either English Language Development or Structured English Immersion. All teachers with an EL student in their classroom will have a copy of her/his Language Service Plan and will be trained to interpret and use it to monitor EL students progress as well as review and /or revise intervention strategies. They are responsible for the implementation of each student's listed accommodations and modifications.

Booker T. Washington Elementary School:

English learners at Booker T. Washington will receive 50 minutes of English instruction and additional academic support at least three times a week. These interventions, conducted either individually or in small groups, will focus on students' speaking, listening, reading, and writing skills in English. ELs will receive English instruction from their classroom teachers, in a Reading Lab or Math Lab, the school interventionist, EL coordinator, and occasionally, an EL consultant.

The EL Coordinator, both in her/his lessons and through assistance provided to the school interventionist, will ensure that interventions are tailored to each student's proficiency level, are developmentally appropriate, are aligned to English language development standards, and account for relevant sociocultural contexts. In virtual and traditional school contexts, EL interventions at Booker T. Washington will take place in the morning. This timing is subject to change during a hybrid schedule, though interventions will continue to occur every day.

All school-specific EL programs in the district will be either English Language Development or Structured English Immersion. All teachers with an EL student in their classroom will have a copy of her/his Language Service Plan and will be trained to interpret and use it to monitor EL students progress as well as review and /or revise

intervention strategies. They are responsible for the implementation of each student's listed accommodations and modifications.

Kirkpatrick Elementary School:

English learners at Kirkpatrick Elementary School will receive 50 minutes of English instruction and additional academic support at least three times a week during the school's Intervention period. These interventions, conducted either individually or in small groups, will focus on students' speaking, listening, reading, and writing skills in English. ELs will receive English instruction from their classroom teachers, in a Reading Lab or Math Lab, the school interventionist, EL coordinator, and occasionally, an EL consultant.

The EL Coordinator, both in her lessons and through assistance provided to the school interventionist, will ensure that interventions are tailored to each student's proficiency level, are developmentally appropriate, are aligned to English language development standards, and account for relevant sociocultural contexts. In virtual and traditional school contexts, EL interventions at Kirkpatrick will take place in the morning. This timing is subject to change during a hybrid schedule, though interventions will continue to occur every day.

All school-specific EL programs in the district will be either English Language Development or Structured English Immersion. All teachers with an EL student in their classroom will have a copy of her/his Language Service Plan and will be trained to interpret and use it to monitor EL students progress as well as review and /or revise intervention strategies. They are responsible for the implementation of each student's listed accommodations and modifications.

Oakhurst Intermediate Academy:

English learners at Oakhurst Intermediate will receive a minimum of 50 minutes of English instruction and additional academic support at least two times a week during specified intervention period, but can be up to 60 minute classes. These interventions, conducted either individually or in small groups, will focus on students' speaking, listening, reading, and writing skills in English. ELs will receive English instruction from their classroom teachers, in a Reading Lab or Math Lab, the school interventionist, EL coordinator, and occasionally, an EL consultant.

The EL Coordinator, both in her lessons and through assistance provided to the EL Interventionist, will ensure that interventions are tailored to each student's proficiency level, are developmentally appropriate, are aligned to English language development standards, and account for relevant sociocultural contexts. In virtual and traditional school contexts, EL interventions at Oakhurst will take place in the morning. This timing is subject to change during a hybrid schedule, though interventions will continue to occur every day.

All school-specific EL programs in the district will be either English Language Development or Structured

English Immersion. All teachers with an EL student in their classroom will have a copy of her/his Language Service Plan and will be trained to interpret and use it to monitor EL students progress as well as review and /or revise intervention strategies. They are responsible for the implementation of each student's listed accommodations and modifications.

W.A. Higgins Middle School:

English learners at W.A. Higgins Middle School will receive 50 minutes of English instruction and additional academic support at least two times a week during the library / fine arts period as well as during their reading and math labs. These interventions, conducted either individually or in small groups, will focus on students' speaking, listening, reading, and writing skills in English. ELs will receive English instruction from their classroom teachers, reading and math lab instructors, the school interventionist, EL coordinator, and occasionally, an EL consultant.

The EL Coordinator, both in her lessons and through assistance provided to the EL Interventionist, will ensure that interventions are tailored to each student's proficiency level, are developmentally appropriate, are aligned to English language development standards, and account for relevant sociocultural contexts. In virtual and traditional school contexts, EL interventions at W.A. Higgins will take place in the afternoon. This timing is subject to change during a hybrid schedule, though interventions will continue to occur every day.

All school-specific EL programs in the district will be either English Language Development or Structured English Immersion. All teachers with an EL student in their classroom will have a copy of her/his Language Service Plan and will be trained to interpret and use it to monitor EL students progress as well as review and /or revise intervention strategies. They are responsible for the implementation of each student's listed accommodations and modifications.

J.W. Stampley 9th Grade Academy:

English learners at J.W. Stampley 9th Grade Academy will receive 45 minutes of English instruction and additional academic support at least two times a week during the POD period. These interventions, conducted either individually or in small groups, will focus on students' speaking, listening, reading, and writing skills in English. ELs will receive English instruction from their classroom teachers, in a Reading Lab or Math Lab, the school interventionist, EL coordinator, and occasionally, an EL consultant.

The EL Coordinator, both in her lessons and through assistance provided to the EL Interventionist, will ensure that interventions are tailored to each student's proficiency level, are developmentally appropriate, are aligned to English language development standards, and account for relevant sociocultural contexts. EL interventions at J.W. Stampley will take place in the morning / early afternoon. This timing is subject to change during a hybrid schedule,

though interventions will continue to occur every day.

All school-specific EL programs in the district will be either English Language Development or Structured English Immersion. All teachers with an EL student in their classroom will have a copy of her/his Language Service Plan and will be trained to interpret and use it to monitor EL students progress as well as review and /or revise intervention strategies. They are responsible for the implementation of each student's listed accommodations and modifications.

Clarksdale High School:

English learners at Clarksdale High School will be pulled from a chosen elective period at least two times a week. In that period of 50 minutes, the ELs will receive EL intervention and EL instruction focusing on students' speaking, listening, reading, and writing skills in English and are tailored to each student's proficiency level, are developmentally appropriate, are aligned to English language development standards, and account for relevant sociocultural contexts. EL instruction will be implemented with the assistance of English teachers, the EL Coordinator, and possibly consultants.

All school-specific EL programs in the district will be either English Language Development or Structured English Immersion. All teachers with an EL student in their classroom will have a copy of her/his Language Service Plan and will be trained to interpret and use it to monitor EL students progress as well as review and /or revise intervention strategies. They are responsible for the implementation of each student's listed accommodations and modifications.

Carl Keen Career and Technical Center:

In Carl Keen CTE, EL students will not have a specific EL Intervention period. The ELs will attend their EL Intervention periods at Clarksdale High School or J.W. Stampley Academy. However, teachers who have ELs in their classroom will still be required to have a copy of the Language Service Plan and implement necessary language accommodations. ELs who receive accommodations on state assessments will have those same accommodations used on the Mississippi MS-CPAS Career Planning Assessment System.

STAFFING AND RESOURCES

CMSD will hire an adequate number of teachers who are qualified to provide EL services, and core-content teachers who meet requirements in their field should be trained to specifically support EL students. These teachers should meet state requirements and have mastered the skills necessary to effectively teach in an EL program.

CMSD will hire a certified EL Coordinator. The EL Coordinator is responsible for leading the district's English Language Learner Program, including ensuring that regulations are met and that EL students are supported

appropriately in their academic and language acquisition development. The EL Coordinator will be part of the Office of Federal Programs.

CMSD will recruit teachers internally in the district by encouraging certified teachers to take the Praxis Subject Area Assessment, English to Speakers of Other Languages (ESOL) (Test Code 5362). The current Mississippi State Board of Education approved qualifying passing score is 149. CMSD will also recruit externally by advertising EL teaching job openings to EL certified teachers.

EL teachers will be retained by providing the necessary qualifications and training though either MDE provided professional development or through training provided through CMSD. Additionally, EL teachers will also have excellent work conditions and fair pay.

Paraprofessionals will not take the place of qualified teachers and will only be used as an interim measure while CMSD hires, trains, or otherwise secures enough qualified teachers to serve its EL students and will always be under the supervision of a teacher.

All staff members who will be working with ELs will understand basic communication strategies to be used with ELs. Staff members will recognize that they need to speak slowly and clearly, rather than loudly. CMSD educators will be aware that ELs typically need additional processing time when being introduced to new material or being asked to respond to questions. School staff is also responsible for engaging guardians and keeping them aware of their child's academic progress. When faced with a language barrier, the EL Coordinator should be contacted immediately in order to problem-solve and establish regular, direct communication between parents and school staff. Lastly, staff members will value collaborative learning environments for ELs, including strategies such as assigning peer buddies and language buddies for assignments with high-language demands, think-pair-share activities and the incorporation of sentence starters, sentence frames and word banks. They will ensure that ELs, regardless of their cultural background, have equitable opportunities to participate in classroom activities. If an EL's religious background requires limited contact with students of the opposite gender, school staff will not use this as an excuse for isolating ELs but will instead place him/her in an appropriate group.

ADEQUATE YEARLY PROGRESS

The progress of EL students will be assessed, evaluated, and monitored on an annual basis by the SET. Team members will consist of administrators, EL interventionist, EL Coordinator and school counselor. The District Test Coordinator will reevaluate EL students yearly for language proficiency and re- designation will be made based on the results of said reevaluation and consultation with SET personnel. Students must demonstrate English language proficiency as required by the MS EL Guidelines to be considered for exit from a language instruction educational program.

According to Jim Cummins (1994), EL students will average anywhere from 5-7 years of language

instruction to be academically "caught up" with their peers. Therefore, the EL program will strive to improve the language proficiency of its participating students within 5-7 years of placement. For those with limited formal schooling this period increases to 7-10 years. This is influenced by several factors including:

- the amount of English language instruction LEP students have received prior to enrolling in our school system
- students' individual differences/personality
- environment of acceptance and cooperation

EL students are held to the same academic standards as all students enrolled in CMSD. Classroom teachers will monitor and measure EL students' academic achievement and utilize accommodations and modifications listed in the student's LSP in the classroom to ensure academic growth.

PARTICIPATION IN STATEWIDE ASSESSMENTS

Each school shall assess all students with limited English proficiency enrolled on the first day of the testing window in all parts of the state-required assessments and their scores shall be included in accountability calculations consistent with state law, unless the students are in their first year of enrollment in a United States school.

Students with limited English proficiency in the first year of enrollment in a United States school shall be required to take an English language proficiency assessment and, if the student enrolls in a grade in which a ESSA-required mathematics test is administered, the student may have accommodations on the state-required mathematics assessment.

All students with limited English proficiency enrolled on the first day of the testing window shall be included in calculations of the school and district's participation rate. A student with limited English proficiency in the first year of enrollment in a United States school shall be included in the school and district's participation rate based on the student's participation in the ESSA-required mathematics assessment, if the student is enrolled in a grade where a ESSA-required mathematics assessment is administered. For students with limited English proficiency who are enrolled for the first year in a U.S. school and are not in a grade in which there is a ESSA-required mathematics test, their participation shall be based on taking an English language proficiency assessment (or the ESSA- required reading assessment if the school or district chooses to administer it).

ACCOMMODATIONS/MODIFICATIONS

Accommodations or modifications or both, when consistent with the normal ongoing delivery of instructional services, may include:

Administration Strategies	Processing and Response Strategies
• Reading text to student in English • Oral translation of text to the student's primary language • Administering assessments to small groups of EL students to allow translations into the students' primary language • Administering a single form of the test to a group of LEP students	• Extended time • Use of foreign language dictionaries and glossaries that provide translations to student's primary language • Use or assistive technology • Use of grammar or spell check systems

Appropriate accommodations and modifications for students with limited English proficiency will be written into each student's LSP. In early spring, classroom teachers will be asked to confirm the accommodations/modifications that have been implemented as a part of the students' daily instructional routine.

Reasonable accommodations will be provided on state academic assessments administered to ELs. In the current edition of the Mississippi Testing Accommodations Manual, accommodations are available for students who have been officially identified as ELs. Testing and classroom accommodations are made on an individual basis.

SPECIAL POPULATIONS (GIFTED, TALENTED, AND SPECIAL EDUCATION)

Services for ELs will represent a continuum of available programs and students will not be denied access to programs due to language proficiency. The EL students who meet criteria may be eligible for a variety of other specialized programs services, including gifted education, advanced placement, dual credit, and other advanced courses; MTSS, special services, migrant and immigrant programs, and services for homeless students.

EL students may exhibit academic strengths that warrant a recommendation of gifted/talented by classroom teachers, counselor, the District Test Coordinator, or the EL Coordinator. In such an event, students will be referred to the district's gifted/talented coordinator for review. The EL Coordinator will be informed of any placement in order to lend support to the teachers involved.

The IDEA and Section of the Rehabilitation Act of 1973 (section 504) address the rights of students with

disabilities in school and other educational settings. If an EL is suspected of having one or more disabilities, CMSD will evaluate the EL promptly to determine if the EL has a disability or disabilities and whether the EL needs disability-related services. Disability evaluations will not be delayed because of a student's limited English language proficiency or the student's participation in an EL program. Also, a student's English language proficiency cannot be the basis for identifying a student for special education.

When an EL student is determined to have a disability, the student's EL and disability-related educational needs will be met. For EL students, in addition to the required IEP team participants under IDEA, it is essential that the IEP team includes participants who have knowledge of the student's language needs, such as the EL Coordinator. It is also important that the IEP team includes professionals with training and expertise in language acquisition.

The CMSD will take steps to ensure that ELs are not overly identified for special education. When a student is having difficulty mastering specific skills, it is important for the teacher to accommodate the instructional strategies and pace of instruction for the student. If the student continues to have difficulty after consistent language accommodations and Tier 1 and Tier 2 interventions, the student will be referred to the SET along with the TST. The EL Coordinator will be a member of the TST.

A number of factors will be considered when deciding whether a student must be referred for special education testing. These include the following:

- Entry date in the United States
- Years of consistent schooling
- Educational history, including years in U.S. schools and consistency of education
- Prior evaluation results
- Physical conditions that might account for difficulties, including need for glasses or hearing aids
- School attendance
- Input from parents, guardians, and families

After this information is reviewed, CMSD can take one of two actions:

1. The TST may recommend additional interventions and accommodations for the classroom.
2. The SET team can then make a referral for special education testing to determine if the student has a specific disability. Once a referral is made, testing is completed to determine if the student qualifies as a student with a disability under IDEA.

PRE-K AND FOREIGN EXCHANGE STUDENTS

According to MS EL guidelines, a district is not required to test pre-K students who may be considered ELs. A district is also not required by law to test the language proficiency of foreign exchange students. If a student, whose first language is not English, is struggling in school, however, the district may request consultative assistance for classroom teachers and administrators who instruct this student. This will not exclude a foreign language student from participating in other academic programs or extracurricular activities.

PRIVATE SCHOOLS

After timely and meaningful consultation with appropriate private school officials, CMSD will provide educational services to limited English proficient children and educational personnel in private schools that are located in the geographic area served by the CMSD.

CMSD will consult with appropriate private school officials during the design and development of the Title I program on the identification and services of ELs who attend private schools.

Title I services provided to children and educational personnel in private schools will be equitable and timely and address their educational needs. Funds provided for educational services for private school children and education personnel will be equal, taking into account the number and educational needs of those children, to the funds provided for participating public school children.

PROGRAM EVALUATION, REVIEW, AND IMPROVEMENT

To determine the effectiveness of CMSD's EL program, data will be collected and analyzed to evaluate the program and ensure compliance with state and federal reporting requirements. Each year the District Test Coordinator will compile language proficiency test scores and compare them to previous language proficiency scores to determine if progress is being made in the area of language proficiency. This data will be submitted to the district EL Coordinator for analysis. Other data that will be used by the district to determine program effectiveness include the retention rate, drop-out rate, enrollment rates, results of stakeholder surveys, and graduation rate. Program evaluation will occur annually. Longitudinal data will be evaluated to compare the academic progress and achievement of current to former EL students.

EL RESOURCES FOR STAKEHOLDERS

Distance Learning:

Instructional Strategies for Distance Learning, Mississippi Department of Education:
"Distance learning offers many positive opportunities for differentiation based on student need. This change may also offer many challenges due to fewer opportunities for the interactions which are necessary for all language learners. The strategies in the following charts are suggestions to support growth in the four language domains of speaking, listening, reading, and writing in a distance learning environment."

Document:
https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/EL/guidance_on_extended_distance_learning_for_english_learners.pdf

Distance Learning and ELLs, What Have We Learned So Far?, Share My Lesson
"The challenges of the global COVID-19 pandemic are many. Although distance learning has quickly become the default solution for the more than 54 million students displaced by school closures, it is estimated that 25-50 percent of the 5 million English language learners around the country either do not have the appropriate technology devices needed for online learning or access to the internet. Join us to learn more about some best practices we are seeing thus far for both groups of ELLs—those with Internet access and those without."

Recorded Webinar and PowerPoint: https://sharemylesson.com/webinar/distance-learning-ells-lessons-learned

School Responses to COVID-19: ELL/Immigrant Considerations, Lydia Breiseth
"As the situation quickly evolves around community and school responses to COVID-19 (coronavirus), educators are juggling multiple concerns and questions. It is critical to keep the impacts of this situation on English language learners (ELLs) and immigrant students in view so that they can be included in all responses and plans. We strongly encourage districts to look for ways in which to partner with families throughout this time of uncertainty and to draw upon the expertise of ELL educators, family liaisons, and community partners who work closely with these student populations and communities. Not only do they know their students well, they are an important bridge and source of continuity during a time of tremendous uncertainty."

Article: https://www.colorincolorado.org/coronavirus-ell

Literacy Skills:

Reading Tip Sheets for Educators, Colorín Colorado
"Colorín Colorado and the American Federation of Teachers have collaborated to develop tip sheets focused on reading instruction for educators of English language learners in grades 4-12. These tip sheets include information on what to do first, vocabulary instruction, and age-appropriate reading strategies. They are available in English and Spanish."

Tip Sheets: https://www.colorincolorado.org/resource-library/reading-tip-sheets-educators

Reading Tip Sheets for Parents, Colorín Colorado
"Reading, and a love for reading, begins at home. Our one-page Reading Tip Sheets are available in thirteen languages and offer ideas for parents to help kids become successful readers. Although we've divided these tips by age, many of them can be used with children at various ages and stages — we encourage you to choose the ones that work best for your child."

Tip Sheets: https://www.colorincolorado.org/reading-tip-sheets-parents

Improving Writing Skills: ELLs and the Joy of Writing, by Kristina Robertson
"There is a very important correlation between writing and language development. As students develop language skills, they often develop listening skills first (lots of input they can understand), then speaking (they begin to formulate their ideas in the second language), then reading (they can understand the sound/symbol correspondence of the new language and make sense of the words) and finally writing (they have enough language to express their own ideas in writing). This is not true for 100% of language learners, but it is true for the majority of them. Why is writing often the last skill to emerge?"

Article, Strategies, and Resources:
https://www.colorincolorado.org/article/improving-writing-skills-ells-and-joy-writing

Reading Comprehension Strategies for English Language Learners, ASCD
"There are a number of ways to build ELLs' comprehension skills. Often, standard strategies that teachers use in mainstream classrooms are a good starting point—they just need to be tweaked with ELLs' language and academic needs in mind. This article focuses on strategies that are part of three main approaches: building background knowledge, teaching vocabulary explicitly, and checking comprehension frequently."

Strategies: http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx

Oral Language Skills:

Reader's Theater: Oral Language Enrichment and Literacy Development for ELLs, Kristina Robertson
"ELLs can benefit greatly from having opportunities to read a text many times because this helps them develop fluency, vocabulary, and comprehension. One way to reread a text while keeping it interesting for students is through Reader's Theater. In a Reader's Theater activity, students read stories that have been scripted like a play, and they act out the story together. Students may practice their parts several times before acting the story out in front of the class, which gets them thinking about their characters and the plot in a focused way. [...] As students continue their repeated readings of the script, they are improving their reading skills and comprehension. They also will have the opportunity to practice speaking skills, such as pronunciation, inflection, expression, and varied volume."

Article, Resources, and Examples:
https://www.colorincolorado.org/article/readers-theater-oral-language-enrichment-and-literacy-development-ells

Oral Language: Considerations, Strategies, and Literature Review, The Education Alliance of Brown University
"Oral language provides the foundation for literacy development. English language learners (ELLs) need daily opportunities to learn and practice oral English in order for their literacy skills to flourish. ELLs learn English primarily by listening to language in use around them, while using context to figure out what the spoken words mean. This language serves as the input or data that learners internalize and use to express their own meanings in their interactions with others."
Article and Literature Review:
https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/about/oral-language

Engaging ELLs in Academic Conversations, The Teaching Channel
"In this new series, created in partnership with Oakland Unified School District, we delve into three classrooms where English Language Learners (ELLs) are engaged in academic conversations. From talk moves to participation protocols, these teachers share clear structures that encourage students to talk and learn from each other."

Video Playlist:
https://learn.teachingchannel.com/blog/2014/10/24/engaging-english-language-learners-in-conversations-ousd/
Advocacy, Policy, and Immigration:

How Educators Can Advocate for English Language Learners, National Education Association
"How can educators and other stakeholders become more effective advocates for language-minority students? This National Education Association guide offers strategies, resources, and step-by-step instructions for navigating the real-life issues educators encounter every day. The guide also features general educators and ELL educators who tell stories about the students who inspired them to act."

Guide: http://www.nea.org/assets/docs/ALL%20IN_%20NEA%20ELL_AdvocacyGuide2015_v7%20(1).pdf

Immigrant and Refugee Children: A Guide for Educators and Support Staff, American Federation of Teachers
"This guide was created for educators, school support staff and service providers who teach, mentor and help open the doors of opportunity for undocumented youth and unaccompanied and refugee children currently living in the United States. Educators, school support staff and service providers are often the first individuals a student and/or family comes out to as undocumented. Moreover, they are often the first ones to witness the impact of increased enforcement measures on students and their families."

Guide: https://www.thedream.us/wp-content/uploads/2017/12/im_uac-educators-guide_2017.pdf

Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents, U.S. Department of Education
"The obligation not to discriminate based on race, color, or national origin requires public schools to take affirmative steps to ensure that limited English proficient (LEP) students, now more commonly known as English Learner (EL) students or English Language Learners (ELLs), can meaningfully participate in educational programs and services, and to communicate information to LEP parents in a language they can understand. The following materials include information for students and parents, OCR guidance and resources for education officials about their obligations to EL students and LEP parents, and added resources with related information."

Fact Sheets (In Multiple Languages): https://www2.ed.gov/about/offices/list/ocr/ellresources.html

LOCAL EDUCATION AGENCY PLAN AND ASSURANCES

TITLE III: LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS

1. Each local educational agency that is included in the eligible entity is complying with section 3302 prior to, and throughout, each school year;

2. The eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part;

3. The eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children;

4. The eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards; and

5. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127.

ENGLISH LANGUAGE PROFICIENCY TEST Q/A

This section will be updated with relevant ELPT information once the Mississippi Department of Education has made its official selection. You may access the following link for the latest MDE FAQ on the Las Link Proficiency Test:

https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OSA/ELPT/elpt_las_links_faq_2021-2022.pdf

REFERENCES

Federal Regulations:

Williams, Michael L. (9/27/1991) Memorandum. U.S. Department of Education: Washington.

www.ed.gov/offices/OCR/ELL/september27.html

"Title III: Language Instruction for Limited English Proficient and Immigrant Students" in No Child Left Behind Act. (2001) U.S. Department of Education: Washington. http://www.ed.gov/legislation/ESEA02/

Research:

Cummins, Jim. (1994, 2nd edition) "Primary Language Instruction and the Education of Language Minority Students" in Schooling and Language Minority Students: A Theoretical Framework. Evaluation, Dissemination and Assessment Center: Los Angeles.

De Avila, Edward. (1997) Setting Expected Gains for Non and Limited English Proficient Students.

National Clearinghouse for Bilingual Education: Washington, DC.

Other:

"English Language (EL) Administrator and Teacher Guide". (2016). Mississippi Department of

Education: Mississippi.

"English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs)". (2015). National Center for English Language Acquisition (NCELA): Maryland.