

GULFPORT SCHOOL DISTRICT



What's Best for Children? Every Decision. Every Time.

DISTRICT ENGLISH LEARNER PLAN
2025-2026

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In accordance with Section 3302 of Title III of the ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) for serving students who are limited English proficient and/or immigrant children and youth, a comprehensive District Plan has been established following the criteria established by the Mississippi Department of Education “*Guidelines for English Language Learners Regulations, Funding Guidance, and Support.*”

A. DISTRICT EL PROGRAM

1. The Gulfport School District has adopted the approach English as a Second Language or English Language Development to support English Learners, also known as Emergent Bilinguals. The ultimate goal of this program is the acquisition of English language skills so that EL students can succeed independently within the mainstream classroom.

2. Most students will need more structured support and will have explicit instruction on the four domains of Speaking, Listening, Reading, and Writing with the EL Professional.

3. Students who demonstrate proficiency before exiting, but may have a minor deficit in reading or writing, can be mainstreamed and monitored with limited EL support through the remediation programs purchased by the district.

4. EL Professionals with the support of the EL Coordinator will develop Language Service Plans (LSP) for individual students in collaboration with the classroom teacher, student, guardians, and other school professionals. (Appendix B)

5. The plan and the student’s progress are monitored quarterly by the school’s EL Professional to ensure progress is being made.

6. EL students will not be allowed to fail a course where the language barrier is the primary cause for the impending retention. Safety nets offered by the district will be utilized with EL students including, but not limited to, Teacher Support Team (TST), tutorial, Computer Assisted Instruction (CAI), Building on Our Strengths Together (BOOST).

7. EL students will be graded using the district's EL grading system. The program will be evaluated periodically. Adjustments will be made by the teacher, principal, and counselor as needed.

8. A copy of the updated LSP is kept in the student's cumulative folder (purple folder located at the back), in the EL Professional's records (purple folder), and with the EL Coordinator.

9. EL Professionals will meet with general education teachers regularly, recommended monthly but at a minimum once quarterly.

10. To determine the effectiveness of the district's EL program, periodic evaluations as well as ongoing analysis of effectiveness must be conducted. Student achievement data must be used to determine an EL program's effectiveness and ensure compliance with state and federal reporting requirements. Our evaluation of the EL program will include multiple data points. Data points that will be collected and used for evaluation may include but are not limited to the following:

- Scores on state and local assessments
- Scores on the English Language Proficiency Test
- Rates of retention (Justification is needed - not due to language barriers)

- Exit rates
- Graduation rates
- Participation in gifted and advanced courses
- Attendance rates
- Participation rates in extracurricular programs
- Suspension rates
- Results of parent and family, student, and teacher surveys
- Results of surveys from other key stakeholders

If evaluations show that EL programs are not effective, the district and school will make appropriate changes to strengthen programs and more effectively serve students.

B. UNDERSTANDING ENGLISH LEARNERS

According to ESSA, an EL is defined as an individual:

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose native language is a language other than English;
- who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - the ability to meet the State's proficient level of achievement on State assessments;
 - the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

TYPES OF ENGLISH LEARNER	CHARACTERISTICS
Newly Arrived with Adequate Schooling	<ul style="list-style-type: none"> • Recent arrivals (less than 3 years in the United States) • Adequate schooling in native country • Catch up academically with relative ease • May still score lower on standardized testing due to need for English language acquisition
Newly Arrived with Limited Formal Schooling	<ul style="list-style-type: none"> • Recent arrivals • Interrupted or limited schooling in native country • Limited native language literacy • Below grade level in math • Poor academic achievement
Long-Term English Learner	<ul style="list-style-type: none"> • Below grade level in reading and writing • Mismatch between student perception of achievement and actual grades • Some have adequate proficiency but score low on tests • Have had EL instruction, but inconsistent instructional models

C. CONSIDERATIONS

When EL students and their families enter the Gulfport School District, they must become familiar with their new city's culture and customs as well as a new school system and its myriad structures, expectations, and legal requirements. Children who are unaccompanied youth may also be adjusting to life in a new family or home environment. On top of these challenges, many immigrant EL students may have had journeys to the United States that involved hardship and trauma.

Welcoming EL students into a school community requires empathy and understanding of the unique challenges faced by these students and their families. It also necessitates an understanding of the benefits of creating environments that are inclusive, informing, welcoming, and conducive to full participation and academic success for all students.

D. ENROLLING ENGLISH LANGUAGE LEARNERS

Gulfport School District is required to provide a free and equitable education to all school age children who live within the boundaries of the local educational agency (LEA), regardless of immigration status. Several laws protect the rights of EL students and their families, particularly during the enrollment process. These protections are provided because many EL students' levels of transiency and lack of English proficiency make them a particularly vulnerable population. Schools must enroll all students regardless of their or their parents' or guardians' actual or perceived citizenship or immigration status.

When enrolling students, schools may not request information from students or their parents or guardians in order to deny access to public schools on the basis of race, color, or

national origin. For example, while a school may require proof of residency, inquiring into students' citizenship or immigration status, or that of their parents or guardians, would not be relevant to establishing residency. Similarly, while the district may require students or their parents to provide proof of age, a school may not bar a student from enrolling because he or she lacks a birth certificate or has records that indicate a foreign place of birth.

Further, if a school requests a student's social security number it must: 1) inform the family that providing it is voluntary and refusal will not bar the child from enrolling in or attending school, and 2) explain for what purpose the number will be used. A school may not require families to provide a social security number to enroll in or attend school. Students without social security numbers should be assigned a number generated by the student information system. Adults without social security numbers who are applying for a free lunch and/or breakfast program on behalf of a student need only indicate on the application that they do not have a social security number.

If parents do not have student immunization records available, the dates of immunization may be obtained by calling the previous school that the child attended. The registrar may need to contact the former school system. If necessary, students can begin the immunization series at the local public health department. If appropriate immunization documentation cannot be obtained within a reasonable period of time, the student's case should be handled in accordance with approved state and local board of education procedures.

E. COMMUNITY AND AREA AGENCIES

The district will work collaboratively with community and area agencies to facilitate the school enrollment process. These efforts should be documented for future reference as needed.

F. IDENTIFYING AND PLACEMENT OF ENGLISH LEARNERS

1. A Home Language Survey (HLS) must be completed for each new student registering for enrollment in Gulfport School District. A HLS is a tool to be given to all new entering students and used to identify students who may not be proficient in English. If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, then further assessment must be conducted to determine the student's English-language proficiency level.

2. School records clerk forwards all survey forms to the district EL Coordinator who reviews and determines if follow-up is needed. A copy of every HLS is filed in the student's cumulative folder.

3. Possible EL students are screened within thirty (30) days of enrollment at the start of the school year, or within 10 school days of enrollment during the school year, using the appropriate level of the approved EL test. There are special circumstances in which a student is flagged on the HLS and who can only speak English (ex: another language is indicated to be spoken in the home but the primary language of the student and first learned language of the student is English). In these special circumstances, the EL Coordinator will conduct further investigation, contact the parent, and follow up with regard to the HLS of the student. An EL teacher cannot make the determination of proficiency without a state endorsed screener.

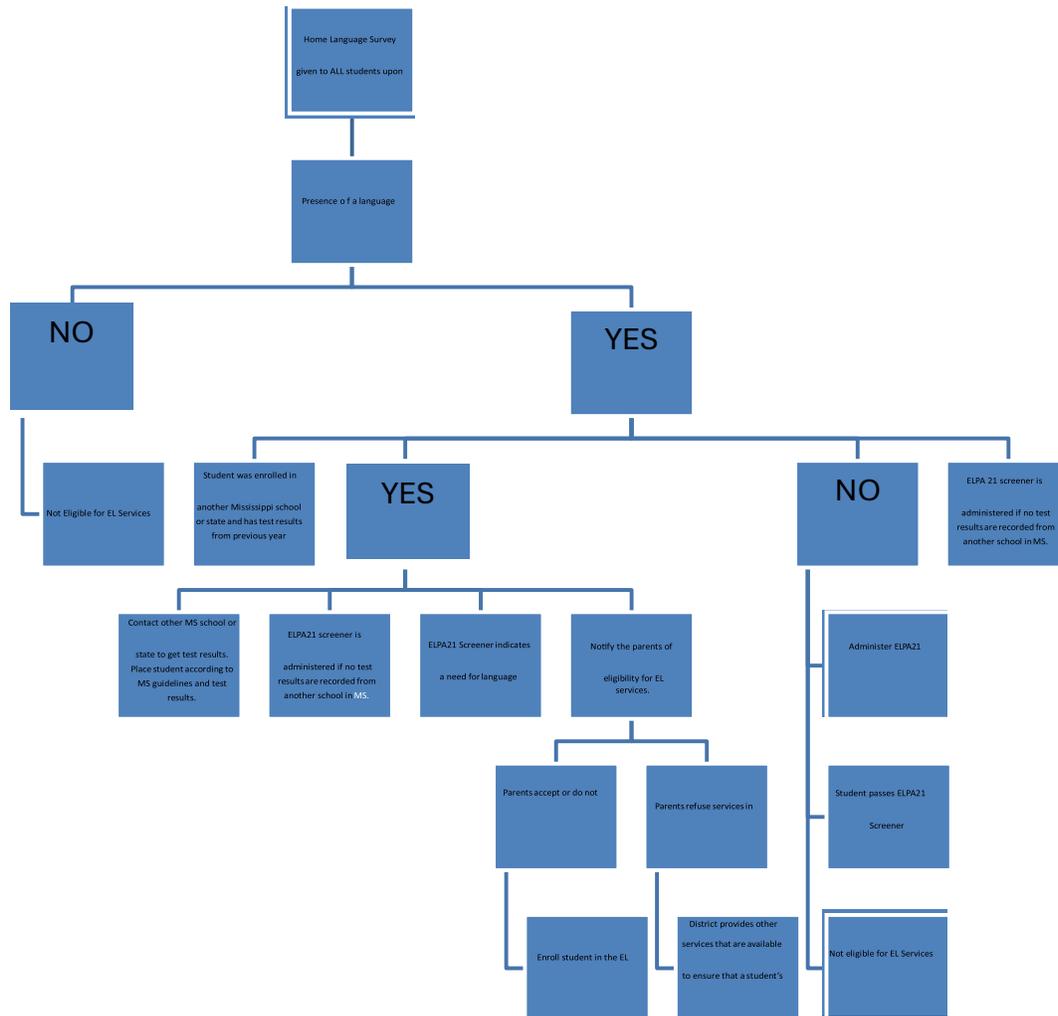
4. Results are sent to teachers and parents. A Language Service Plan (LSP) plan is completed and a parent conference is scheduled. Parents, teachers, principal, EL Coordinator and any other individual deemed necessary are invited to attend.

5. Any parent or guardian whose child is receiving or is eligible to receive EL services has the right to decline or opt his or her child out of any or all EL services. The school may not recommend that a parent or guardian opt a child out of EL programs or services for any

reason. The school must provide guidance in a language parents or guardians can understand to ensure that they understand their child’s rights, the range of EL services that their child could receive, and the benefits of such services. This is to ensure that the parent or guardian’s decision to opt out is informed and voluntary.

6. A Language Service Plan is developed and put into place. The LSP (Appendix B) is monitored quarterly to ensure progress is being made and adjustments are made as needed. A copy of the LSP will be provided to all teachers who work with the EL student.

Flow Chart for EL Placement



G. GRADING POLICY AND RETENTION POLICY

As students are working to learn English during the initial stages of language acquisition, it is a violation of their Civil Rights to retain them due to limited language proficiency.

Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA) schools must ensure that EL students are placed appropriately and can participate meaningfully and equally in educational programs. Districts are required to take steps to ensure that students are not retained solely because they are still in the early stages of learning English.

Students who receive extensive language support and classroom accommodations must have this information noted on their report cards, and accommodations must be shared with the families of EL students to ensure that they have an understanding of true academic performance in English language proficiency.

GRADING SCALES

The district will place the following EL grading scale for elementary and secondary EL students and all students will have EL noted when grades are sent home. Level is based on Proficiency Status on the ELPA21 Language Proficiency Assessment.

Kindergarten – 5th Grade:

Levels 1-2 (Emerging and Progressing)

- 70 -100% Passing (S=Satisfactory)
- 50 - 69% Passing (N=Needs Improvement)
- Below 50% (U=Unsatisfactory) Documentation Necessary

Level 3 (Proficient)

- Common Criteria for Assigning Grade
(With necessary accommodations and modifications)

.

6th Grade – 12th Grade:

Levels 1 and 2 (Emerging and Progressing)

- 65% and Above Passing (S=Satisfactory)
- 50% - 64% Passing (N=Needs Improvement)
- Below 50% (U=Unsatisfactory) Documentation Necessary
- Below will not be given credit for the course

Level 3 (Proficient)

- Common Criteria for Assigning Grade
(With necessary accommodations and modifications)

H. ASSESSMENT: ENGLISH LANGUAGE PROFICIENCY TEST

EL students are assessed in the spring of each year according to MDE guidelines.

As mandated by ESEA, the students are tested in four domains: Listening, Speaking, Reading, and Writing.

- The Listening domain assesses the student's response to a variety of audio passages.
- The Speaking domain assesses the student's production of grammar and vocabulary as used in social and academic language.
- The Reading domain assesses the student's reading comprehension based on answers to multiple-choice questions about passages, tables, charts, and illustrations.
- The Writing domain assesses the student's ability to produce grade-level appropriate words, sentences, and paragraphs.

Reasonable accommodations must be provided on assessments administered to EL students.

If an EL student cannot be assessed in one or more domains of the English Language Proficiency Test due to a disability, and there is no accommodation, the student's English Language Proficiency will be based on the domains that can be assessed. ***Documentation for such circumstances must be made in advance to MDE (October).***

I. EXITING AND MONITORING ENGLISH LANGUAGE PROGRAM SERVICES

ESEA requires that the state establish criteria for exiting EL students. Under the policy adopted by MDE in 2024, the student is required to obtain the following proficiency levels on 4 domains on the ELPT21. When an EL student reaches these proficiency levels on all 4 domains, the student will be exited from EL *served* status and will enter EL *monitored* status.

Listening Domain Level 4 or 5, and

Reading Domain Level 4 or 5 , and

Writing Domain Level 4 or 5 , and

Speaking Domain Level 4 or 5 .

An EL with a disability can be exited from EL *served* status when he or she no longer meets the definition of an EL. This occurs when the student meets the State’s definition of “proficient” in English. However, there is no provision in the Individuals with Disabilities Education Act (IDEA) that would authorize the Individualized Education Program (IEP) Team to remove the “EL” designation before the student has attained English proficiency. In addition, other district or school personnel do not have the authority under Federal law to remove a student’s EL designation before the student has been deemed proficient in English solely because the student has an IEP.

After students have exited EL *served* status, Gulfport School District must monitor their academic progress for at least 4 years. Monitoring must be conducted and documented every 9 weeks, with a TST team reviewing monitored students’ grades, assessments and other related data.

If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, districts must re-test using the state approved screener/placement test to see if the student needs to be offered additional language assistance services. In no case should

re-testing of an exited student's English learning progress be prohibited. If the student re-enters EL services, however, the school is required to document the reasons why, as well as obtain the parent's consent prior to reentry.

J. EL Procedures for Records

A Home Language Survey (HLS) must be completed for each new student registering for enrollment in the Gulfport School District. If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, then further assessment must be conducted to determine the student's English-Language Proficiency Level. The records clerk will forward a copy of the HLS of potential EL students to the district's EL Coordinator who will review and determine if a follow-up is needed. If a follow-up is needed, the ESL Coordinator will conduct a language proficiency placement test. The records clerk should file the original in the student's cumulative folder.

1. After the student completes the placement test, the ESL teacher/Coordinator will complete the bottom of the Home Language Survey, stamp it with the appropriate information, and give a copy to the records clerk to file in the student's cumulative folder. The ESL teacher will also file a copy of the Home Language Survey in the student's classroom folder. Each student whether EL or not should have a HLS in their cumulative folder.
2. After testing a student, the ESL Coordinator will code the student if he/she is eligible for services. The test will be stamped Eligible for Services or Not Eligible for Services and a copy will be forwarded to the records clerk to be filed in the student's cumulative folder. The ESL teacher should keep a copy for the student's classroom folder.
3. If a parent declines services, a copy of the letter will be forwarded to the records clerk to be filed. Even if a parent declines, the student is still considered EL and will remain coded.
4. The ESL Coordinator will notify the records clerk of any student who exits the program, by providing the records clerk with a copy of the student's exit letter. This letter should be filed in the student's cumulative folder and the ESL Coordinator will code the students as monitored.

Cumulative Record should contain the following in a Purple Folder:

1. Home Language Survey (All students in the school)
2. Placement Test (All students who have been assessed)
3. Parent Letter (Students who qualify or parents who decline)
4. Language Service Plans
5. English Language Proficiency Test Results
6. Exit Letter (Students who exit the program)



Gulfport School District Language Service Plan

Every Decision. What is Best for Children? Every Time.

Student Information

Student	Alicia Sample Student	Grade Level	8	School	Sample Central Middle
Date of Birth	10/20/2008	ELP Designation	ELL	District Enrollment	07/25/2024
Birth Country	Honduras	Home Language	Spanish		

Student Information

Immigrant	No	Years in US Schools	>5	SIFE	No
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English Language Proficiency Tests

No English Language Proficiency Tests available

Standardized Test Results

No Standardized Test Results available

Student Information

Entered LEP	8/23/2018	Refused ESL Services	No
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LEP Services

Academic Period	Service	Provider	Schedule
2024/2025 - Year	ESL Class	Ms. Teacher	5x/Week for 0:50

Goals

No Goals available

Accommodations

The next section shows the testing situation for this particular student. The Accommodations listed below will be used by the student during standardized testing. All Accommodations must be implemented in the classroom.

Test Period	Test Name	Accommodations
2024/2025 - Year P SCIENCE	MAA (5th/ 8th)	<ul style="list-style-type: none"> (20) Extra Time (specify extra minutes, hours, or end of day in the justification box) cannot extend beyond the end of the instructional day. (55) Read test questions and answer choices (Includes ASL, human reader, and Text-to-Speech) IEP/504 Plan/LSP - specify the delivery method in the respective document(s).

*Not allowable for the
ELPT Reading domain
and the Third Grade
Reading Summative
*For ELA (grades 3-8)

and English II, passages cannot be read to the student. *ASL is
not allowable for the ELPT.

Comments/Justifications: (20) Extra Time - Additional time is 90
minutes. (55) Text-to-Speech

2024/2025 - Year	DISTRICT COMMON ASSESSMENTS AND CLASSROOM ASSESSMENTS	<ul style="list-style-type: none"> • (20) Extra Time (specify extra minutes, hours, or end of day in the justification box) cannot extend beyond the end of the instructional day. • (55) Read test questions and answer choices (Includes ASL, human reader, and Text-to-Speech) IEP/504 Plan/LSP - specify the delivery method in the respective document(s). *Not allowable for the ELPT Reading domain and the Third Grade Reading Summative *For ELA (grades 3-8) and English II, passages cannot be read to the student. *ASL is not allowable for the ELPT. <p>Comments/Justifications: (20) Extra Time - Additional time is 25 minutes. (55)</p> <p>Text-to-Speech</p>
2024/2025 - Year	PreACT, ACT, MAAP (ALGEBRA, BIOLOGY, HISTORY, ENGLISH II), CPAS, NCCER	<ul style="list-style-type: none"> • (20) Extra Time (specify extra minutes, hours, or end of day in the justification box) cannot extend beyond the end of the instructional day. • (55) Read test questions and answer choices (Includes ASL, human reader, and Text-to-Speech) IEP/504 Plan/LSP - specify the delivery method in the respective document(s). *Not allowable for the ELPT Reading domain and the Third Grade Reading Summative *For ELA (grades 3-8) and English II, passages cannot be read to the student. *ASL is not allowable for the ELPT. <p>Comments/Justifications: (20) Extra Time - Additional time is 15 minutes for English Section 20 minutes for the Math Section 15 minutes for Reading Section 15 minutes for the Science Section (55) Text-to-Speech</p> <p>Text-to-Speech</p>
2024/2025 - Year	MAAP ELA/ MAAP MATH	<ul style="list-style-type: none"> • (20) Extra Time (specify extra minutes, hours, or end of day in the justification box) cannot extend beyond the end of the instructional day. • (55) Read test questions and answer choices (Includes ASL, human reader, and Text-to-Speech) IEP/504 Plan/LSP - specify the delivery method in the respective document(s). *Not allowable for the ELPT Reading domain and the Third Grade Reading Summative *For ELA (grades 3-8) and English II, passages cannot be read to the student. *ASL is not allowable for the ELPT. <p>Comments/Justifications: (20) Extra Time - Additional time is 90 minutes. (55)</p> <p>Text-to-Speech</p>

Accessibility Features

[] 3-Small Group (2-9 students) [] 4-Test Individually [] 7 At home or in a facility (i.e. homebound, medical, behavioral, or detention.) [] 12 -Medical Monitoring Device-medical devices, such as blood glucose monitors and medical alert devices, that are accessed through a smartphone that is always in the student's possession for medical reasons.) [] 21-Scheduled rest breaks (Specify in the justification section the time and duration of each break.) [] 43-Amplification devices (e.g., speakers, FM system) [] 49- Stay on task reminder ("Please continue working on your test.") [] 57-Student reads test aloud to self (Requires #4 or a Whisper Phone-type device to not distract other students.) [] 76- Assistive Technology devices/Computer software programs used to facilitate communication for students with limited expressive language ability. (e.g., Proloquo2Go) [] 81-Bilingual glossary (word-to-word format in paperback or hardback without pictures, definitions, conjugations, and sample sentences.) (not allowable for ELPT.) [] 83-89-Specify additional allowable accessibility feature(s). Use a separate number in the specified range for each one.

Modifications

The following Modifications are to be used throughout the year in the regular classroom for this student.

- Paraphrasing or repeating directions in English
- Personal Cueing
- Read the test directions (but not the test items)- repeating and/or paraphrasing the directions, if needed
- Native language word-to-word dictionaries/Electronic word-to-word dictionaries (no definitions)
- Increase wait time
- Make instruction visual - graphic organizers, pictures, maps, graphs, etc. to aid understanding
- Ask questions that allow student to answer successfully
- 45 Minutes of Imagine Language and Literacy

Committee

Principal: _____	Signature: _____	Date: _____
ESL Coordinator: _____	Signature: _____	Date: _____
Teacher: _____	Signature: _____	Date: _____
Printed Name: _____	Signature: _____	Date: _____
Printed Name: _____	Signature: _____	Date: _____

Parent/Guardian Signature: _____ Date _____ Phone Number _____

Language Service Plan *(for Students with Limited English Proficiency)*

This form should be completed by the individual responsible for providing the instructional program for the EL students and the classroom teacher. This form should be updated annually. **Person completing this form**

STUDENT NAME					
PRIMARY LANGUAGE SPOKEN				LANGUAGE(S) SPOKEN IN HOME	
ADDITIONAL LANGUAGE(S)		DATE FIRST ENROLLED IN A U.S. SCHOOL		<input type="checkbox"/> <input type="checkbox"/>	
PARENT/GUARDIAN NAME					
PHONE	(home) <input type="checkbox"/>	(work) <input type="checkbox"/>	(cell) <input type="checkbox"/>		
HOME/SCHOOL COMMUNICATION to parent/guardian is requested in:		English <input type="checkbox"/> OR Native Language: _____ <input type="checkbox"/> Oral <input type="checkbox"/> OR Written <input type="checkbox"/>			

ACADEMIC HISTORY PRIOR TO ENTERING CURRENT DISTRICT

Age Started School		Years in Preschool/K	Years in grades 1-5	Years in grades 6-12
Last grade completed		Interrupted Formal Education	Limited Schooling	No Formal schooling
Has the student been referred for Special Education?	Yes No	Does the child have an IEP?	Yes No	Does the child have a 504 Plan? Yes No

ACADEMIC ACHIEVEMENT LEVEL HISTORY

SUBJECT	BELOW GRADE LEVEL	ON OR ABOVE GRADE LEVEL	METHOD USED TO DETERMINE LEVEL	INFORMATION NOT AVAILABLE
<i>Example: Math</i>	<i>X</i>		<i>Course grade from previous year (D)</i>	
Math				
Reading				
Writing				

Social Studies				
Science				

ENGLISH LANGUAGE PROFICIENCY TEST INFORMATION															
TEST	Date	Score	Level												
ELPT Speaking															
ELPT Listening															
ELPT Reading															
ELPT Writing															
Composite SCORE															

Copy this page and attach it if space is needed to post additional ELPT scores for Long Term English Learners.

Language Service Plan (for Students with Limited English)

EL SERVICE

Date Identified EL Program:

Date Entered EL Program:

Student will receive Direct EL Services for _____ **Minutes** _____ **Days a week**

Student will be placed in an EL Class for one Credit (*Grades 7-12 only*) **Year:** _____ **Semester:** _____

Parents Declined Services (school is still obligated to serve)

Comments:

Number of years until the student is identified as a Long Term English Learner (LTEL):

List specific measurable goals for each domain (Listening, Speaking, Reading, and Writing):

LISTENING

SPEAKING

READING

WRITING

LISTENING	SPEAKING	READING	WRITING

STANDARDIZED TESTING ACCOMMODATIONS

Refer to the current edition of the [Mississippi Testing Accommodations Manual](#) for the allowable accommodations for each assessment. Specify each testing accommodation, the code for the accommodation, and each standardized test to which the accommodation applies.

NOTE: The accommodations listed below must be used during regular classroom assessments and on district wide assessments prior to being used on state wide assessments.

ACCOMMODATION(S)

CODE #

TEST(S)

ACCOMMODATION(S)	CODE #	TEST(S)

Language Service Plan *(for Students with Limited English)*

Language Service Plan (for Students with Limited English)

All testing accommodations are classroom accommodations, however not all classroom accommodations are state testing accommodations.

CLASSROOM INSTRUCTIONAL SUPPORTS AND ACCOMMODATIONS/MODIFICATIONS

To meet the needs of this child, the following are recommendations for use in regular classroom instruction:

<input type="checkbox"/> Paraphrasing or repeating directions in English <input type="checkbox"/> Personal cueing <input type="checkbox"/> Read the test directions (but not the test items) to individual students or in a small group – repeating and/or paraphrasing the directions, if needed <input type="checkbox"/> Dictation of answers to test administrator/proctor (scribe) in English only <input type="checkbox"/> Reader (oral administration) <input type="checkbox"/> Native language word-to-word dictionaries/electronic word-to-word dictionaries (no definitions) <input type="checkbox"/> Present questions in same phrasing as learning/review <input type="checkbox"/> Reduced and/or modified class & homework assignments <input type="checkbox"/> Modified assessments (i.e. oral) <input type="checkbox"/> Break tasks/directions into subtasks <input type="checkbox"/> Increase wait time <input type="checkbox"/> Additional time to complete assignments and tests <input type="checkbox"/> ESS (Extended School Services) <input type="checkbox"/> Provide questions for classroom discussion in advance <input type="checkbox"/> Label items in the room <input type="checkbox"/> Previewing of academic content	<input type="checkbox"/> Provide shortened assignments <input type="checkbox"/> Face student when speaking – speak slowly <input type="checkbox"/> Print instead of using cursive; type all notes, tests, handouts <input type="checkbox"/> Use high interest/low vocabulary text material <input type="checkbox"/> Use overhead and provide students with copies of teacher transparencies/notes/lectures <input type="checkbox"/> Make instruction visual – use graphic organizers, pictures, maps, graphs, etc. to aid understanding <input type="checkbox"/> Highlight/color code tasks, directions, letters home <input type="checkbox"/> Pair ELs with an English speaking “peer partner” for assistance <input type="checkbox"/> Provide preferential seating or seating with a peer partner <input type="checkbox"/> Check for comprehension often <input type="checkbox"/> Ask questions that allow the student to answer successfully <input type="checkbox"/> Allow the student opportunities to read aloud successfully <input type="checkbox"/> Use manipulatives <input type="checkbox"/> Use audiobooks <input type="checkbox"/> Record material for student listening <input type="checkbox"/> Vocabulary matching/fill-in-the-blank exercises w/ words <input type="checkbox"/> OTHER:
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PERSONS INVOLVED IN THE DEVELOPMENT OF THE LANGUAGE SERVICE PLAN

By signing this form, I am indicating that I have read and understood the Language Service Plan information.

PRINCIPAL *Signature* **PRINTED NAME**

PARENT *Signature* **PRINTED NAME**

EL COORDINATOR *Signature* **PRINTED NAME**

PARENT *Signature* **PRINTED NAME**

EL TEACHER *Signature* **PRINTED NAME**

STUDENT *Signature* **PRINTED NAME**

Language Service Plan *(for Students with Limited English)*

TEACHER *Signature*

PRINTED NAME

INTERPRETER *Signature*

PRINTED NAME

TEACHER *Signature*

PRINTED NAME

DATE

Exit/Monitor Status Documentation

(for Students meeting qualifications to exit EL Services)

This form should be completed by the individual responsible for exiting and monitoring the individual student.

STUDENT NAME		DATE OF BIRTH	
PARENT/GUARDIAN NAME		<input type="checkbox"/>	<input type="checkbox"/>
PHONE	(home)	(work)	(cell)
HOME/SCHOOL COMMUNICATION to parent/guardian requested in:		English OR Native Language: _____	Oral OR Written
PERSON RESPONSIBLE FOR COMPLETING THIS FORM			
YEAR 1	YEAR 2	YEAR 3	YEAR 4

EL EXIT INFORMATION				
EXIT Eligibility Date				
To be eligible for exit from EL status, students must earn a 4 on the Reading, Writing, Listening, and Speaking domains on the ELPA21 assessment. Criteria determining exit from EL status (scores from the ELPT): Date of test:				
LISTENING	SPEAKING	READING	WRITING	

MONITORING									
Start Date		Date of Parent Notification	<input type="checkbox"/>		Expected date for CONCLUSION OF MONITOR STATUS <i>(Minimum of 4 years)</i>	<input type="checkbox"/>			
REPORT CARD AND STATE ASSESSMENT RESULTS									
YEAR 1					YEAR 2				
Grade level:		School Name:			Grade level:		School Name:		
	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4
ELA					ELA				

Math				
Science				
Social Studies				
Other				
Other				
State Assessment Results:				
Is student on track to graduate on time? Yes No				

Math				
Science				
Social Studies				
Other				
Other				
State Assessment Results:				
Is student on track to graduate on time? Yes No				

Exit/Monitor Status Documentation

(for Students meeting qualifications to exit EL Services)

MONITORING, continued									
Start Date	Date of Parent Notification			Expected date for CONCLUSION OF MONITOR STATUS <i>(Minimum of 4 years)</i>					
REPORT CARD AND STATE ASSESSMENT RESULTS									
YEAR 3					YEAR 4				
Grade level:		School Name:			Grade level:		School Name:		
	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4
ELA					ELA				
Math					Math				
Science					Science				
Social Studies					Social Studies				
Other					Other				
Other					Other				
State Assessment Results:					State Assessment Results:				
Is student on track to graduate on time? Yes No					Is student on track to graduate on time? Yes No				
<input type="checkbox"/> <input type="checkbox"/>					<input type="checkbox"/> <input type="checkbox"/>				

If the information on this form indicates that the former EL student is struggling, indicate steps that will be taken to support the student and the results:

- Student was referred for intervention services (appropriate documentation must be completed) Student was referred for Counseling
- Student was referred for rescreening for EL services. In order for students to be re-entered in the EL program, they must retake the LAS Links placement test and meet qualifications. **(This should only be done if language is considered the primary cause for academic struggles.)**

COMMENT(S)(Indicate steps taken to support the student) :

STUDENT PROFICIENCY REPORT

The Student Proficiency Report includes information on individual student performance in each of the four tested domains of the state approved ELPT. Mississippi Department of Education utilizes the ELPA21.



Reporting Report

Individual Student

Doe, Jane

Grade 9 Screener 2023-2024

Student ID: 999999999 | Student DOB: 2/22/2009 | Enrolled Grade: 9
Date Taken: 10/26/2023

DEMO DISTRICT
DEMO SCHOOL

Proficiency Status: Progressing

Proficiency Determination

Proficient - Students are Proficient when they demonstrate a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level academic tasks in English. This is indicated on the ELPA21 Screener by scoring Level 4 or Level 5 in all domains. Proficient students are not identified as English Learners and do not receive English language development services.

Progressing - Students are Progressing when, with support, they are approaching a level of English language skill necessary to produce, interpret, and collaborate on grade-level academic tasks in English. This is indicated on the ELPA21 Screener by scoring at least one domain score above Level 2 and at least one domain score below Level 4. These students are eligible for English language development services.

Emerging - Students are Emerging when they have not yet reached a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on the ELPA21 Screener by scoring a Level 1 or Level 2 in listening, reading, writing, and speaking. These students are eligible for English language development services.

Proficiency Not Demonstrated - Students receive a status of Proficiency Not Demonstrated when testing is stopped due to the student not participating. State policy determines whether or not a non-participant is eligible for English language development services at school.

How Did Your Child Perform on Different Areas of the Test?

1 Beginning 2 Early Intermediate 3 Intermediate 4 Early Advanced 5 Advanced

Domain	Performance	Performance Description
Listening		<p>When listening, the student at Level 3 is working on: determining the meaning of general academic and content-specific words, phrases and frequently occurring expressions; demonstrating comprehension of oral presentations and exchanges of information about literary and informational texts by determining the central idea or theme and supporting reasons, restating key ideas and information, and explaining how the theme is developed by specific details; adding information and evidence to oral exchanges.</p>
Reading		<p>When reading grade-appropriate text, the student at Level 2 is working on: identifying the meanings of key vocabulary, frequently occurring words, phrases, and expressions in literary and informational text; recognizing the main idea/argument of a text and retelling a few key details; gathering information from provided sources and summarizing data and information.</p>
Speaking		<p>When speaking, the student at Level 1 is working on: communicating basic information about an event or topic using a narrow range of vocabulary and simple sentences; participating in short conversations; presenting information, and responding to simple questions and some why questions; expressing an opinion about a familiar topic.</p>
Writing		<p>When writing, the student at Level 2 is working on: writing clear and coherent simple and compound sentences using common linking words; constructing written claims with some organization, supported by a reason or evidence and a concluding statement; recounting a short sequence of events in order; providing one or two facts about a topic; writing one relevant question about a prompt.</p>



Last, First 2025

Kindergarten Alt ELPA Screener 2024-

Student ID: 8522320657 | Student DOB: 10/30/2003 | Enrolled Grade: KG Date Taken: 8/27/2024

Demo Dist01-9999

Demo School 1

Proficiency Determination: Progressing

Proficiency Determination

Proficient – Students show a level of English language proficiency reflected in the Alternate ELP standards that enables full participation or only slightly limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt ELPA by attaining Level 3 or higher in all modalities. Proficient students are not identified as English Learners and do not receive English Language development services.

Progressing – Students show a level of English language proficiency reflected in the Alternate ELP standards that moderately limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt ELPA by attaining above Level 1 and below Level 3 in at least one modality. These students are eligible for ongoing program support.

Emerging – Students show a level of English language proficiency reflected in the Alternate ELP standards that significantly limits participation in

How Did Your Child Perform on Different Areas of the Test?

1 Beginning 2 Intermediate 3 Early Advanced 4 Advanced



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Modality/Domain	Performance	Performance Level Description
1. Modality: Productive (Speaking and Writing)		Productive Level 2: The Productive modality measures English language performance in Speaking and Writing. Students in Level 2 demonstrate Productive performance reflected in the Alternate ELP standards that moderately limits participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards.
1a. Domain: Speaking		<p>Students in Level 3 with increasingly independent control, prompting, and support can:</p> <ul style="list-style-type: none"> Communicate simple information or feelings about familiar and novel topics, experiences, or events Identify a feeling or opinion about a familiar topic Indicate the appropriate audience or task from a field of options when presented with familiar phrases and simple sentences Demonstrate developing awareness of the difference between appropriate language for the playground and for the classroom
1b. Domain: Writing	Exempt	The student meets the state's criteria for an exemption from assessment of this domain. Being exempt from a domain does not affect a student's overall proficiency determination, which is based on non-exempt domains only.
2. Modality: Receptive (Listening and Reading)		Receptive Level 3: The Receptive modality measures English language performance in Listening and Reading. Students in Level 3 demonstrate Receptive performance reflected in the Alternate ELP standards that slightly limits participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards.
2a. Domain: Listening	Exempt	The student meets the state's criteria for an exemption from assessment of this domain. Being exempt from a domain does not affect a student's overall proficiency determination, which is based on non-exempt domains only.
2b. Domain: Reading		<p>Students in Level 3 typically can show comprehension by:</p> <ul style="list-style-type: none"> Identifying key words and main topics in picture books or simple written texts Determining the meaning of a few novel words and a few abstract words and phrases in simple written texts about familiar and novel topics, experiences, or events Responding to simple yes/no questions and wh- questions about familiar topics Following simple rules for discussion about familiar topics

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PARENT GUIDE TO THE ELPA21 STUDENT REPORTS

HOW DID MY CHILD PERFORM ON THE ELPA21 SUMMATIVE THIS YEAR?

This report contains your child's information including:

- ✓ overall proficiency level
- ✓ student performance in each of four language domains
- ✓ the types of language support your child will need next year based on his or her performance on the test



Proficiency Determination

Proficient – Students are proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Level 4 or higher in all domains. Once proficient on ELPA21, students may be considered for reclassification.

Progressing – Students are progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be proficient. Students scoring progressing on ELPA21 are eligible for ongoing program support.

The chart below outlines what each performance level means in terms of how well your child met the expectations for that grade and language area (Listening, Reading, Speaking, Writing), also known as “domains.”

Performance on the ELPA21 Summative Grade 1 Test, by Domain: Demo, student B, 2018-2019

Domain	Scale Score	⁴ Performance Level	Domain Description
Listening	549 +/- 37	Early Advanced ³	When listening, the student at Level 4 is working on: identifying the main topics, answering questions about an increasing number of key details in oral presentation of literary and informational texts; participating in conversations and discussions on a variety of topics; gathering, summarizing, and answering questions about information from oral sources; identifying reasons a speaker gives to support the main point.
Reading	567 +/- 24	Intermediate	When reading grade-appropriate text, the student at Level 3 is working on: identifying key words, phrases, and main topics in texts and dialogues; responding to simple questions about key details; retelling some information, details or events; identifying reasons an author gives to support a main point; answering questions to help determine the meaning of some less frequently occurring words and phrases.

Writing	539 +/-36	3 Early Intermediate	When writing, the student at Level 2 is working on: participating in short conversations; responding to simple yes/no and wh- questions about familiar topics; communicating simple message about familiar topics; expressing an opinion about a familiar topic; summarizing some key information from sources; retelling an event and present simple information using some frequently occurring linking words; producing simple sentences.
Speaking	580 +/- 28	Intermediate	When speaking, the student at Level 3 is working on: participating in short written exchanges; asking and answering simple questions and composing short written text about familiar topics; expressing an opinion about familiar topic and giving a reason; retelling a simple sequence of events and presenting simple information; producing and expanding simple sentences.

Information of Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not

1 Beginning 2 Early Intermediate 3 Intermediate 4 Early Advanced 5 Advanced

Note: Within each of the four domains there are five performance levels (1—5).

HOW DID MY CHILD DO IN COMPARISON TO OTHERS?

This section includes the school system and state performance averages so you can see how your child's performance compares to that of other students in the same grade and domain. To protect the privacy of students, data may be suppressed when school totals include a small group of students.



Comparison Scores

Name	Percent Determined Proficient
Demo Dist. 999 (999)	0
Demo School 3 (999_993)	*

HOW CAN THESE RESULTS BE USED?

The results will be used to help teachers identify students who need additional support in each language area. The information will also be used to measure how well schools and school systems are helping English learners achieve higher expectations.

HERE ARE SOME SUGGESTED QUESTIONS TO ASK WHEN DISCUSSING THE RESULTS WITH YOUR CHILD'S TEACHER(S):

- ✓ Where is my child doing well, and where does he or she need improvement?
- ✓ What can be done in the classroom to help improve his or her area(s) of weakness?
- ✓ What can be done to appropriately challenge my child in areas where he or she is close to demonstrating proficiency?
- ✓ How can I help support my child's language learning at home?
- ✓ How do we ensure that my child continues to progress?



As a parent, you can use the test results to guide discussion.

RESOURCES FOR TEACHERS AND ADMINISTRATORS

SOURCE	GRADE LEVELS	BRIEF EXPLANATION	WHERE TO FIND IT
¡Colorin Colorado!	K-12	Articles, webinars on basics and	
		http://www.colorincolorado.org/teaching-advanced-techniques-for-teaching-english-language-learners	
Academic Language and English Learners	Pre-K-12	Literacy strategies are specifically geared toward best practices for teaching EL students as well as print resources to assist EL students	http://www.colorincolorado.org/webcasts/academiclanguage/
MDE English Learner	Pre-K-12	Resources provided by the Mississippi Department of Education	mde12.org/federalprograms/resources-5/
Graphic Organizers	Pre-K-12	Various activity downloads, lesson ideas and strategies, Q&A information for teachers of ELs	http://www.everythingsl.net/in-services/graphic_organizers.php
Resources for Teachers of English Language Learners	Pre-K-12	Information and strategies ranging from literacy instruction to arts and technology integration for ELs	https://www.edutopia.org/article/resources-for-teaching-english-language-learners-ashley-cronin
What Works Clearinghouse (English Learners)	K-12	Reviews programs and curricula written for EL students to determine the level of effectiveness of each intervention	https://ies.ed.gov/ncee/wwc/FWW/Results?filters=_EL
Strategies for Teaching English Learners	K-12	Article with advice from veteran teachers on how to effectively serve ELs	http://www.scholastic.com/teachers/articles/strategies-teaching-english-language-learners
Graphic Organizers for Content Instruction	K-12	Downloadable graphic organizers for use in the content areas	http://www.everythingsl.net/in-services/graphic_organizers.php
US Department of Education	K-12	EL Toolkit	https://www2.ed.gov/about/offices/list/oea/english-learner-toolkit/index.html
			https://www2.ed.gov/about/offices/list/oea/newcomer-toolkit/ncomertoolkit.pdf
		Newcomer Toolkit	

Understanding the “Silent Period” with English Learners	K-12	Article that discusses the silent period and strategies teachers can utilize to help students in this stage of language acquisition. https://www.choiceliteracy.com/articles-detail-view.php?id=47
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Language Learning sites	K-12	Various language learning tools	<ol style="list-style-type: none"> 1. Duolingo https://www.duolingo.com 2. Open Culture http://www.openculture.com/reelanguagelessons 3. Babbel https://home.babbel.com/dashboard 4. Spanish Dict http://www.spanishdict.com 5. Arabic dictionary https://www.freearabicdictionary.com/dictionary/search
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Supporting Parent Engagement in Linguistically Diverse Families to Promote Young Children’s Learning: Implications for Early Care and Education Policy	Early Childhood Education (ECE)	Brief that highlights research to inform policy in terms of ECE programs and parent engagement.	https://files.eric.ed.gov
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Mississippi World Languages Teaching Guide 2017	Pre-K-12	Helps teachers and administrators understand and effectively implement the 2016 Mississippi World Languages Framework; contains research on best practices, the latest trends in presentation of material, assessment, use of technology, etc.	http://www.mdek12.org/docs/secondary-education/mississippi-world-language-teaching-guide-2017.pdf?sfvrsn=2
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RESOURCES FOR PARENTS AND STUDENTS

SOURCE	GRADE LEVELS	BRIEF EXPLANATION	WHERE TO FIND IT
EL Resources by Grade	Pre-K-12	Resources broken down by grade band (Pre-K-K, Elementary, Middle and High School) for EL students	http://www.colorincolorado.org/ell-basics/ell-resources-grade
Culturally Authentic Pictorial Lexicon	Elementary-High School	Images from around the world to support vocabulary being taught to students by showing them a picture from their native country	http://capl.washjeff.edu/
Student Guide			https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/EL/el_parent_guide_pages.pdf
Fun Brain	Pre-K - 12	Interactive activities that help develop English literacy as well as a variety of books to read from the site	https://www.funbrain.com
Scholastic Kids	K-8	Games, reading contests, interactive and printable activities	http://www.scholastic.com/home/
International Children's Library	Pre - K - 12	Collection of free books for children which can be searched according to language, age, reading level and genre.	http://en.childrenslibrary.org
Literacy Center	Pre - K	Games and printable activities for preschool children including print writing practice and games for practicing letters on the keyboard	https://mdek12.org/elementaryedu/english-learners/
Highlights Kids	K - 6	A variety of activities including animated stories, poetry maker, games, and apps that enhance academic and language skills	https://www.highlightskids.com

CULTURAL AWARENESS

Elementary, Middle and High School

HOW TO USE THIS CHECKLIST

This checklist is intended to heighten the awareness and sensitivity of personnel to the importance of cultural diversity, cultural competence, and linguistic competence. It provides concrete examples of the kinds of practices that foster such an environment. There is no answer key with correct responses. However, if you frequently responded “C,” you may not necessarily demonstrate practices that promote a culturally diverse and culturally competent learning environment for your students or their families.

It is important to make sure you are considering all aspects of your students’ education, including awareness of their cultural backgrounds. Here is a checklist that can be used to ensure that you are providing your students with the best possible education.

DIRECTIONS: Please select A, B, or C for each item listed below.

A = Things I do frequently

B = Things I do occasionally

C = Things I do rarely or never

I display pictures, posters, and other materials that reflect the cultures and ethnic backgrounds of students and families served in my school.

1. I ensure that the books I teach from include characters, settings, themes, and illustrations that reflect the different cultures of students and families served in my school.
2. I utilize a variety of books exposing students in my classroom or school to various life experiences of cultures and ethnic groups other than their own.
3. I adapt the above referenced approaches when providing services, supports, and other interventions in the home setting.
4. I encourage and provide opportunities for students and their families to share experiences through storytelling, role playing, and acting to support the “oral tradition” common among many cultures.
5. I plan trips and community outings to places where students and their families can learn

about their own cultural or ethnic history as well as the history of others.

6. I select videos, films, or other media resources reflective of diverse cultures to share with students and families served in my classroom or school.
7. I play a variety of music and introduce musical instruments from many cultures.
8. If my classroom or school consists entirely of students and families from the same cultural or ethnic group, I feel it is important to plan an environment and implement activities that reflect the cultural diversity within the society at large.
9. I am cognizant of and ensure that curricula I use include traditional holidays celebrated by the majority culture, as well as those holidays that are unique to the culturally diverse students and families served in my classroom and school.
10. For students who speak languages or dialects other than English, I attempt to learn and use key words in their language so that I am better able to communicate with them.
11. I attempt to determine any familiar colloquialisms used by students and families that will assist and/or enhance the delivery of services and supports.
12. I use visual aids, gestures, and physical prompts in my interactions with students who have limited English proficiency.
13. When interacting with parents and other family members who have limited English proficiency, I always keep in mind that:
 - limitation in English proficiency is in no way a reflection of their level of intellectual functioning;
 - their limited ability to speak the language of the dominant culture has no bearing on their ability to communicate effectively in their language of origin;
 - they may neither be literate in their language of origin nor English.
14. I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own.
15. I discourage students from using racial and ethnic slurs by helping them understand that certain words can hurt others.
16. I screen books, movies, and other media resources for negative cultural, ethnic, racial, or religious stereotypes before sharing them with students and their families served in my classroom or school.
17. I provide activities to help students learn about and accept the differences and similarities in all people as an ongoing component of program curricula.

RECOMMENDATION TO RETAIN EL STUDENT

RECOMMENDED BY		DATE
SCHOOL		
STUDENT		GRADE
BIRTHDATE (AGE)		K 1 2 3 4 5 6 7 8 9 10 11 12

OVERVIEW	Y	N		
Is the EL student an Immigrant?	<input type="checkbox"/>	<input type="checkbox"/>		
Has the student been retained before?	<input type="checkbox"/>	<input type="checkbox"/>		
Does the student have an IEP?	<input type="checkbox"/>	<input type="checkbox"/>		
What year of service is the EL student?	1 2 3 4 5			
IREADY	READ	MATH		
IReady Scaled Scores				
IReady Growth				
IMAGINE LEARNING	LIT	ORAL VOCAB		
Scaled Scores				
IL Growth				
PERFORMANCE FOR GRADE	2 + Below	1 Below	On Level	Above Level
IReady: Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Imagine Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MOST RECENT LAS LINKS	SP	L	R	W
Performance Levels				
Scaled Scores				
STUDENT GRADES	ELA	READ	MATH	SCI
1st 9 weeks				
2nd 9 weeks				
3rd 9 weeks				
4th 9 weeks				
EVIDENCE			Y	N
<i>Does promotion have an adverse impact on the student?</i>			<input type="checkbox"/>	<input type="checkbox"/>
Explain:				
<i>What accommodations and support have been provided (outside of testing)?</i>				
Explain:				
<i>What specific skills is the student lacking for the next grade level?</i>				
Explain:				

ESL TEACHER	YES	NO
Have you discussed retention with the EL professional at your school site?	<input type="checkbox"/>	<input type="checkbox"/>

SIGNATURE _____ DATE _____

COURSE OF ACTION <i>(to be completed by ESL Coordinator)</i>	YES	NO
Does the evidence support the need to meet in order to discuss retention?	<input type="checkbox"/>	<input type="checkbox"/>
Date to discuss further with school based team		
PARENT NOTIFICATION		
Date of Parent Notification Meeting		
	YES	NO
Move forward with recommended retention?	<input type="checkbox"/>	<input type="checkbox"/>
Letter from school sent home (attach copy)	<input type="checkbox"/>	<input type="checkbox"/>
IMPORTANT NOTES		