# Corinth School District

## English Learner (EL) Program Plan: 2026-2027 SY

**Introduction: Who Is an English Learner?**

According to the Every Student Succeeds Act (ESSA) of 2015, an English Learner (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.

The following chart illustrates three types of ELs and their characteristics identified by Freeman and Freeman (2002).

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| Newly arrived with adequate schooling | • Recent arrivals (less than 3 years in U.S.)<br>• Adequate schooling in native country<br>• Will catch up academically with relative ease<br>• May still score lower on standardized testing due to need for English language acquisition |
| Newly arrived with limited formal schooling | • Recent arrivals<br>• Interrupted or limited schooling in native country<br>• Limited native language literacy<br>• Below grade level in math<br>• Poor academic achievement |
| Long-term English learner | • Below grade level in reading and writing<br>• Mismatch between student perception of achievement and actual grades<br>• Some have adequate proficiency but score low on tests<br>• Have had EL instruction, but inconsistent instructional models |

## Demographics and Data

The CSD includes Corinth Elementary, Corinth Middle, and Corinth High Schools. The current enrollment for CSD for the 2026-2027 school year totals 2,245 students. Of those 2,245 students, 187 students (8.3 percent) are classified as served ELs. An additional 95 students are former ELs who are now in monitored status, which lasts for four years after the student exits the EL program. With the monitored students included in the EL population, the district's percentage of ELs rises to 12.6 percent (282 students). Of the 187 ELs currently served by the district, 182 are Hispanic and 5 are Asian. According to the most recent ELPA21 English language proficiency test results from March-April 2026 for the 217 ELs tested, 31 students (14.3 percent) were determined eligible to exit the EL program after scoring proficient.

The following information provides EL growth data based on the ELPA21 results from 2025 and 2026:

- 47 of the 273 ELs (about 17.2%) who participated in the 2025 ELPA21 summative assessment scored Proficient overall and exited to monitored status.
- 31 of the 217 ELs (about 14.3%) who participated in the 2026 ELPA21 summative assessment scored Proficient overall and exited to monitored status.
- 70.7% (130/184) of the English Learners who were tested in both 2025 and 2026 with the ELPA21 (and/or AltELPA21) Annual Summative Assessment showed growth in their overall scale score.
- 33.7% (62/184) of the English Learners who were tested in both 2025 and 2026 with the ELPA21 (and/or AltELPA21) Annual Summative Assessment increased their overall proficiency level.
- In writing, 65.9% (120/182) of students' scale scores increased from 2025 to 2026.
- In reading, 61.2% (112/183) of students' scale scores increased from 2025 to 2026.
- In speaking, 71.1% (128/180) of students' scale scores increased from 2025 to 2026.
- In listening, 67.8% (124/183) of students' scale scores increased from 2025 to 2026.
- In writing, 44.5% (81/182) of students increased their proficiency level from 2025 to 2026.
- In reading, 39.9% (73/183) of students increased their proficiency level from 2025 to 2026.
- In speaking, 56.7% (102/180) of students increased their proficiency level from 2025 to 2026.
- In listening, 52.5% (96/183) of students increased their proficiency level from 2025 to 2026.

## Educational Theory and Approach

A goal of the District is to provide quality education programs for all students, including appropriately planned instructional programs for identified students whose primary language is not English. The specific goal of the EL program is to assess students' needs and, based upon those needs, to provide individualized English language instruction and academic support until students acquire the level of English proficiency necessary to be successful in grade-level, academic courses. Student attainment of state academic standards is a priority; therefore, EL

instruction addresses the MS English Language Proficiency (ELP) Standards (July 2021), which are aligned to the MS College and Career Readiness Standards.

The EL Program provides a source of support as the student seeks to understand and adapt to his or her new cultural and academic setting. EL teachers work to develop an appreciation of their students' strengths and cultures within the school setting and to ensure full access to the range of educational opportunities available in the schools. All students are given the opportunity to discover and develop their own special talents and to participate in special programs provided by the school.

The CSD recognizes the general principles of language acquisition as outlined in the TESOL PreK-12 English Language Proficiency Standards (2007, p. 13):

- Language is functional.
- Language varies.
- Language learning is cultural learning.
- Language acquisition occurs through meaningful interaction and challenging content.
- Language processes develop interdependently.
- Native language proficiency contributes to second language acquisition.
- Bilingualism is an individual and societal asset.

In the article "Language Acquisition: An Overview," Robertson and Ford (colorincolorado.org) write, "Second-language acquisition assumes knowledge in a first language and encompasses the process an individual goes through as he or she learns the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems." The authors describe the six stages of second-language acquisition.

**Six Stages of Second-Language Acquisition**

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| **Pre-production** | This is also called "the silent period," when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual. |
| **Early Production** | The individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage. |
| **Speech Emergent** | Speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions. |
| **Beginning Fluency** | Speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases. |
| **Intermediate Fluency** | Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem. |

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| **Advanced Fluency** | The individual communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information. At this stage, the individual may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language. |

According to the TESOL Standards, language proficiency in school is influenced by cognitive, sociocultural, and linguistic factors (2007, p.17). ELs are faced with the challenge of developing social and academic English simultaneously. In addition, they are experiencing and adjusting to diverse educational and cultural settings. The CSD recognizes that in order for students to be successful, they must develop language, academic, and social skills. Furthermore, they must develop an understanding of the school setting and atmosphere.

As ELs develop English proficiency, they progress through five proficiency levels according to the Teachers of English to Speakers of Other Languages (TESOL) Standards (2007, p. 39):

| **Level 1 Starting** | **Level 2 Emerging** | **Level 3 Developing** | **Level 4 Expanding** | **Level 5 Bridging** |
|---|---|---|---|---|
| **English language learners can understand and use…** | | | | |
| …language to communicate with others around basic concrete needs | …language to draw on simple and routine experiences to communicate with others. | …language to communicate with others on familiar matters regularly encountered. | …language in both concrete and abstract situations and apply language to new experiences. | …a wide range of longer oral and written texts and recognize implicit meaning. |
| …high frequency words and memorized chunks of language. | …high-frequency and some general academic vocabulary and expressions. | …general and some specialized academic vocabulary and expressions. | …specialized and some technical academic vocabulary and expressions. | …technical academic vocabulary and expressions. |
| …words, phrases, or chunks of language. | …phrases or short sentences in oral or written communication. | …expanded sentences in oral or written communication. | …a variety of sentence lengths of varying linguistic complexity in oral and written communication. | …a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse. |
| …pictorial, graphic, or nonverbal representation of language. | …oral or written language, making errors that often impede the meaning of the communication. | …oral or written language, making errors that may impede the communication | …oral or written language, making minimal errors that do not impede the overall meaning | …oral or written language approaching comparability to that of English-proficient peers. |

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| | | but retain much of its meaning. | of the communication. | |

In accordance with the CSD mission, the District provides a rich learning environment that is student centered, developmentally appropriate, and research based. Research indicates that EL students learn language by participation in grade-level and challenging curriculum, access to English-speaking peers, partnerships between EL and mainstream teachers, a responsive learning environment for a range of learning styles and skill levels, interactive learning opportunities, higher order thinking skills, and a high quality English Language Arts Program. The EL program allows students to participate in an age-appropriate regular classroom setting for the majority of instruction. Furthermore, EL students in the CSD are assured of having the best instructional personnel, facilities, and equipment that the school system can provide.

The CSD utilizes the English as a Second Language (ESL) pull-out/push-in program model (primarily pull-out), which is a 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 English language proficiency in all four language domains (reading, writing, listening, and speaking). English is the primary language used for instruction with minimal but strategic use of ELs' primary language when possible. EL instruction begins in an age-appropriate mainstream classroom. This class allows participation in a challenging curriculum with access to English-speaking peers. EL instruction in the CSD utilizes a partnership between the EL teacher and mainstream teachers. EL students receive primary instruction in the regular classroom and are pulled out for English language development with the EL teacher according to a set schedule.

In the regular classroom, content teachers supplement and scaffold their instruction to meet their EL students' needs according to the students' English proficiency levels. Accommodations may include, but are not limited to, summaries; translations; bilingual and bilingual picture dictionaries; visual aids; peer tutoring; study buddies; reading partners; graphic organizers; manipulatives; realia; models; demonstrations; gesturing/pantomime; picture books; audio books; videos; word webs; use of context clues; modification of speech rate and tone; repetition of key words, phrases, and concepts; extensive use of cooperative work; relation of concepts to students' experiences and background knowledge; supplementary materials in the student's native language; modified assignments; and other language scaffolding strategies to make instruction more comprehensible.

In the ESL pull-out program, an EL teacher meets with the EL students to address individual as well as small group English language development needs. For grades K-6, students are scheduled to meet with the EL teacher during a time when they will miss the least amount of core instruction time in the regular classroom. Tutorial activities are held in the EL teacher's classroom. The amount of time a student meets with the EL teacher and the materials/strategies the teacher uses are based on individual student needs. Examples of strategies are described in the "Program and Services" section of this plan. For grades 7-12, students are scheduled to meet with the EL teacher during an assigned class period on Monday through Friday for English language development. ELs are placed in either the newcomer ESL class or the intermediate ESL class depending on their English proficiency level. This class gives them the opportunity to earn a credit toward graduation requirements.

The ESL program designs instruction to meet various learning styles and skill levels. The primary goal is to provide each student with the English skills necessary to function successfully in the academic program. The EL teacher communicates with grade level teachers to coordinate learning activities and strategies. In addition, the EL teacher requests copies of the content teachers' lesson plans as needed in order to elaborate on difficult concepts and/or academic language being taught in the regular classroom.

## Educational Standards and Goals

The CSD has standards and goals to help students develop competencies in English. The MS ELP Standards are applicable to EL students in grades K-12 and are aligned to the MS College and Career Readiness Standards. The CSD believes ELs can meet state academic standards while simultaneously making progress toward becoming proficient in the English language. The MS ELP Standards are organized as follows:

Organization of the MS ELP Standards in Relation to Content Area Practices:

| | |
|---|---|
| 1 | construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing |
| 2 | participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions |
| 3 | speak and write about grade-appropriate complex literary and informational texts and topics |
| 4 | construct grade-appropriate oral and written claims and support them with reasoning and evidence |
| 5 | conduct research and evaluate and communicate findings to answer questions or solve problems |
| 6 | analyze and critique the arguments of others orally and in writing |
| 7 | adapt language choices to purpose, task, and audience when speaking and writing |
| 8 | determine the meaning of words and phrases in oral presentations and literary and informational text |
| 9 | create clear and coherent grade-appropriate speech and text |
| 10 | make accurate use of standard English to communicate in grade-appropriate speech and writing |

Standards 1 through 7 involve the language necessary for ELs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.

Standards 8 through 10 home in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.

The ELP Standards are interrelated and can be used separately or in combination. (In particular, as shown above, Standards 8–10 support the other seven standards.) The standards do not include curriculum statements, nor do they privilege a single approach to the teaching of social and expressive communication or the teaching of grammar; instead, the standards and descriptors for each proficiency level leave room for teachers, curriculum developers, and states to determine how each ELP Standard and descriptor should be reached and what additional topics should be addressed.

## Organization of the MS ELP Standards in Relation to Language Domains and Modalities:

The ELP Standards might also be framed in relation to narrower domains of listening, speaking, reading, and writing and also in relation to broader receptive,[2] productive, and interactive modalities. The interactive modalities category allows for emphasis on the need for ELs to meaningfully engage with their peers during content area instruction. (Standards 9 and 10 address the linguistic structures of English and are framed in relation to the Mississippi College and Career Readiness Standards (CCRS) for ELA Language domain.)

| Modalities | Domains | Corresponding ELP Standards | |
|---|---|---|---|
| **Receptive[3] modalities:** This mode refers to the learner as a reader or listener/viewer working with 'text' whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96) | Listening and Reading | **1** | construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing |
| | | **8** | determine the meaning of words and phrases in oral presentations and literary and informational text |
| **Productive modalities:** The mode places the learner as speaker and writer for a 'distant' audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96) | Speaking and Writing | **3** | speak and write about grade-appropriate complex literary and informational texts and topics |
| | | **4** | construct grade-appropriate oral and written claims and support them with reasoning and evidence |
| | | **7** | adapt language choices to purpose, task, and audience when speaking and writing |
| **Interactive modalities:** Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96) | Listening, Speaking, Reading, and Writing | **2** | participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions |
| | | **5** | conduct research and evaluate and communicate findings to answer questions or solve problems |
| | | **6** | analyze and critique the arguments of others orally and in writing |

## Organization of the MS ALT-ELP Standards for ELs with Significant Cognitive Disabilities:

| | |
|---|---|
| 1 | construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing |
| 2 | participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions |
| 3 | speak and write about grade-appropriate complex literary and information texts and topics |
| 4 | construct grade appropriate oral and written claims |
| 5 | conduct research and evaluate and communicate findings to answer questions or solve problems |
| 6 | analyze and critique the arguments of others orally and in writing |
| 7 | adapt language choices to purpose, task, and audience when speaking and writing |
| 8 | determine the meaning of words and phrases in oral presentations and literary and informational text |
| 9 | create clear and coherent grade-appropriate speech and text |
| 10 | make accurate use of standard English to communicate in grade-appropriate speech and writing |

Standards 1 through 7 involve the language necessary for English learners with significant cognitive disabilities to engage in the central content-specific practices associated with ELA & literacy, mathematics, and science. They begin with a focus on extracting meaning and then progress to engagement in these practices.

Standards 8 through 10 focus on some micro-level linguistic features and serve the other seven standards.

(CCSSO,2014)

States may use these standards and levels as-is when developing their alternate ELP assessments, or they may develop statements that reflect the essence of the standard and ELP levels (such as "connectors" or "extensions"). States also may elect to change the number of levels, or possibly add a level between the first and second and between the second and third (to create five levels rather than three).

Organization of the MS ALT-ELP Standards by Modality and Domain:

| Modalities* | Domains | Corresponding MS ALT-ELP Standards | |
|---|---|---|---|
| **Receptive modalities**: This mode refers to the learner as a reader or listener/viewer working with "text" whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction (Phillips, 2008, p.96). | Listening and Reading | 1 | construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing |
| | | 8 | determine the meaning of words and phrases in oral presentations and literary and informational text |
| **Productive modalities**: This mode places the learner as speaker and writer for a "distant" audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast (Phillips, 2008, p.96). | Speaking and Writing | 3 | speak and write about grade-appropriate complex literary and information texts and topics |
| | | 4 | construct grade appropriate oral and written claims |
| | | 7 | adapt language choices to purpose, task, and audience when speaking and writing |
| **Interactive modalities:** Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener, where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops (Phillips, 2008, p.96). | Listening, Speaking, Reading, and Writing | 2 | participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions |
| | | 5 | conduct research and evaluate and communicate findings to answer questions or solve problems |
| | | 6 | analyze and critique the arguments of others orally and in writing |

Based on CCSSO (2014)
Standards 9 and 10 are not shown in this table because they address linguistic structures.
*Contingent upon accessibility to the learner.

The MS ELP Standards encompass four language domains that define how ELs process and use language:

- Listening – process, understand, interpret, and evaluate spoken language in a variety of situations
- Speaking – engage in oral communication in a variety of situations for a variety of purposes and audiences
- Reading – process, understand, interpret, and evaluate written language, symbols, and text with understanding and fluency
- Writing – engage in written communication in a variety of situations for a variety of purposes and audiences

The CSD's EL Program goals are the following:

***GOAL 1:*** To exit EL students to a monitored status within five years.

***GOAL 2:*** To educate EL students to the same rigorous standards as all students in the school district.

***GOAL 3:*** To develop and adhere to an individualized language service plan (LSP) for each student with limited English proficiency and to revise this plan annually based on the student's needs.

***GOAL 4:*** To provide EL students with the opportunity to progress academically with their peer group with the support of an EL teacher and appropriate accommodations.

***GOAL 5:*** To ensure 100% participation of EL students in the annual MS Academic Assessment Program (MAAP), including the annual ELPT.

***GOAL 6:*** To ensure EL students have equal opportunity to participate in special programs provided by the school, including the gifted and talented program, special education program, and extracurricular programs.

***GOAL 7:*** To ensure each EL student shows growth on the annual English language proficiency test (ELPT).

***GOAL 8:*** To ensure each EL student shows growth on the annual MAAP testing.

## Identification of English Learners

### *Enrollment*

Potential English Learners (EL) will be identified at the point of enrollment through the home language survey, which is a required step in the registration and enrollment process. School staff responsible for enrollment will notify the district EL coordinator regarding any home language survey that indicates a language other than English. All potential EL students will be immediately enrolled in their age-appropriate grade level, regardless of their ability to present a birth certificate or social security number.

In accordance with State Board Policy 6600-Enrollment, MS Code 41-23-37 – Immunizations, the Corinth School District will require only two kinds of information for enrollment: proof of residency in the district and proof of required vaccinations. In cases where parents of EL students do not have student immunization records available, the students will be enrolled, and efforts will be made to obtain the records from previous school(s) that the child attended. If necessary, students can begin the immunization series at the local public health department. If appropriate immunization documentation cannot be obtained within 90 days, the student's case will be handled in accordance with approved state board of education procedures.

When students enroll at the secondary level for the first time in the U.S., careful consideration will be given to the students' course schedules to ensure the students have access to a high school diploma. Newly arrived secondary students will be placed in academic courses sequentially and will be given an opportunity to take all courses needed for graduation. The students will be required to take the necessary state assessments at the time they are enrolled in the corresponding courses, and they may not skip courses to avoid state assessments. While courses cannot be scheduled or taken out of sequence, simultaneous enrollment is acceptable in situations where a student failed a course and needs to simultaneously enroll in two courses to graduate on time.

### *Six-Step Process for Identification and Placement*

The identification and placement of EL students in the district's language instruction educational program that assures them of an equitable, quality education is a six-step process:

- Step 1: Home Language Survey
- Step 2: Initial Assessment of Language Proficiency
- Step 3: Parental Notification
- Step 4: Program Placement
- Step 5: Development of a Language Service Plan
- Step 6: EL Data Entry

***Step 1: Home Language Survey***

The parent/guardian of all children/youth must complete a Home Language Survey (HLS) at the time of initial enrollment into a Mississippi school, and the HLS will be filed in the student's cumulative record and remain in the student's cumulative record at the school level throughout the student's enrollment in a school district. If the HLS indicates a primary language other than English, the school enrollment staff will notify the district EL/Title III Coordinator that an initial assessment of the student's English language proficiency must be conducted, and a copy of the HLS will be sent to the district EL/Title III Coordinator.

***Step 2: Initial Assessment of Language Proficiency***

Students whose HLS indicates that the primary language in the home is not English will be assessed for English language proficiency within thirty (30) calendar days of enrollment at the beginning of the school year. Students who register after the beginning of the school year will be assessed within fourteen (14) calendar days of enrollment. After completing the required *ELPA21* Placement Test training module, the district's EL/Title III Coordinator or licensed designee will conduct this initial assessment using the state-adopted *ELPA21* Placement Test to determine eligibility for placement in the district's EL program. The *ELPA21* Placement Test assesses English language proficiency in all four domains of language development—listening, speaking, reading, and writing—as well as comprehension to ensure that students' language needs are properly identified and addressed. The *ELPA21* Placement Test yields an overall proficiency descriptor based on the language domains tested. Students scoring "Emerging" or "Progressing" are eligible for placement in the district's EL program. The district EL Coordinator will ensure that a copy of each student's *ELPA21* Placement Test score report is provided to the student's parents and teachers and is placed in the student's cumulative record at the school and EL record at the central office.

***Step 3: Parental Notification***

Prior to the initial placement of a student in a language instruction educational program, the district EL coordinator will notify the student's parents or guardians regarding the program placement, the description of the program, and the benefits of the program. Parents are not required to respond to the notification in order for the student to participate in the language instructional program; however, parents do have the right to waive the language instruction educational program. The right to waive the program is explained in the notification along with the procedure for requesting the waiver form. If a student has been classified as an EL student based on the HLS and the *ELPA21* Placement Test, the student is still required by federal law, regardless of a parent waiver, to take the annual English language proficiency test (ELPT) until the student scores proficient overall. In the case of a parent waiver of EL services, the CSD will continue to provide meaningful

access to the educational program and to periodically monitor the opted-out student's academic progress. The signed waiver will be kept in the student's cumulative record at the school level, and a copy of the waiver will be placed in the student's EL file at the central office.

Notification of EL program placement and a description of program services will be sent to parents within thirty (30) calendar days of the beginning of the school year or within fourteen (14) calendar days for students enrolling after the beginning of the school year. All notifications to parents will be sent in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand. The district EL coordinator will utilize "Ellevation" and/or Transact.com to generate legally reviewed notifications in the parents' native language. A copy of the notification of placement will be kept in the student's EL record at the central office and in the cumulative record at the school.

***Step 4: English as a Second Language Program Placement***

Students identified as ELs will be placed in CSD's language instruction educational program in addition to mainstream classes. Placement and services will begin immediately after the completion of the initial assessment of English proficiency, the determination of eligibility for the program, and the parental notification of placement. The district EL coordinator will notify the EL student's general education teachers and the EL teacher regarding the student's placement in the program and the student's level of English proficiency.

***Step 5: Development of a Language Service Plan***

The Student Evaluation Team (SET) is a school team responsible for developing the Language Service Plan (LSP) for each EL and for guiding and monitoring the placement, services, and assessment of ELs. The SET for the CSD consists of the following individuals at each school site:

- ✓ EL Coordinator
- ✓ School Counselor
- ✓ EL Teacher
- ✓ General Education Teacher
- ✓ Principal or Assistant Principal
- ✓ Parent

After a student has been identified as an EL and placed in the EL program, the SET will develop an LSP for the EL. The LSP documents the EL's demographic information, academic background and date of first enrollment in a U.S. school, annual ELPT scores, program services, classroom accommodations, state testing accommodations, and goals for each EL. The signed LSP will be kept in the student's cumulative record at the school level, and a copy will be placed in the student's EL record at the central office. A copy of the LSP will also be given to the student's parents and teachers, including the EL teacher. The LSP will be reviewed and updated annually by the SET.

The SET will meet at the beginning of each school year to develop, review, and update LSPs and then will meet as needed (at least quarterly) for the remainder of the school year. Quarterly SET

meetings will be held for served ELs and exited/monitored ELs who have failing grades or for whom the teachers and/or parents/guardians have significant concerns that warrant a SET meeting.

***Step 6: EL Data Entry***

After a student has been identified as an EL, the EL coordinator will ensure the student is marked Limited English Proficient (LEP) and ESL in the student information system for MSIS reporting. The EL coordinator will also complete the EL roster screen in MSIS and check it monthly to update student information and to ensure accuracy.

## Program and Services for English Learners

***Program Model***

The CSD utilizes the English as a Second Language (ESL) pull-out program model, which is a 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 English language proficiency in all four language domains (reading, writing, listening, and speaking). English is the primary language used for instruction with minimal but strategic use of ELs' primary language when possible. EL instruction begins in an age-appropriate mainstream classroom. This class allows participation in a challenging curriculum with access to English-speaking peers. EL instruction in the CSD utilizes a partnership between the EL teacher and mainstream teachers. EL students receive primary instruction in the regular classroom and are pulled out for English language development with the EL teacher according to a set schedule.

In the regular classroom, content teachers supplement and scaffold their instruction to meet their EL students' needs according to the students' English proficiency levels. Accommodations may include, but are not limited to, summaries; translations; bilingual and bilingual picture dictionaries; visual aids; peer tutoring; study buddies; reading partners; graphic organizers; manipulatives; realia; models; demonstrations; gesturing/pantomime; picture books; audio books; videos; word webs; use of context clues; modification of speech rate and tone; repetition of key words, phrases, and concepts; extensive use of cooperative work; relation of concepts to students' experiences and background knowledge; supplementary materials in the student's native language; modified assignments; and other language scaffolding strategies to make instruction more comprehensible.

In the ESL pull-out program, an EL teacher meets with the EL students to address individual as well as small group English language development needs. For grades K-6, students are scheduled to meet with the EL teacher during a time when they will miss the least amount of core instruction time in the regular classroom. Tutorial activities are held in the EL teacher's classroom. The amount of time a student meets with the EL teacher and the materials/strategies the teacher uses are based on individual student needs. For grades 7-12, students are scheduled to meet with the EL teacher during an assigned class period on Monday through Friday for English language development. ELs are placed in either the newcomer ESL class or the intermediate ESL class depending on their English proficiency level. This class gives them the opportunity to earn a credit toward graduation requirements.

The ESL program designs instruction to meet various learning styles and skill levels. The primary goal is to provide each student with the English skills necessary to function successfully in the academic program. The EL teacher communicates with grade level teachers to coordinate learning activities and strategies. In addition, the EL teacher requests copies of the content teachers' lesson plans as needed in order to elaborate on difficult concepts and/or academic language being taught in the regular classroom.

***Services and Strategies***

The services that EL students may receive may include, but are not limited to, the following:

- Additional support in the classroom using ESL strategies;
- Assistance of support staff and academic interventionists;
- Assistance of an interpreter for parent conferences;
- Assistance of an EL Family Liaison;
- Accommodations and/or modifications of content;
- Modified assignments and assessments;
- One-to-one or small group instruction;
- EL after school tutoring assistance (K-12$^{th}$);
- Before school tutoring assistance (3$^{rd}$-12$^{th}$);
- Parent notifications in the parents' native language generated through "Ellevation" and/or Transact.com; and
- Summer camp and intersession programs (K-12$^{th}$) designed to improve ELs' English language skills.

The Corinth School District encourages the use of the following examples of instructional strategies linked to second language acquisition stages as identified by Robertson and Ford (colorincolorado.org):

| Language Acquisition Stage | Strategies |
|---|---|
| **Pre-production** | • Emphasize listening comprehension by using read-alouds and music.<br>• Use visuals and have students point to pictures or act out vocabulary.<br>• Speak slowly and use shorter words, but use correct English phrasing.<br>• Model "survival" language by saying and showing the meaning. For example, say, "Open your book," and then open a book while the student observes.<br>• Gesture, point and show as much as possible.<br>• More advanced classmates who speak the same language can support new learning through interpretation.<br>• Avoid excessive error correction. Reinforce learning by modeling correct language usage when students make mistakes. |

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| **Early Production** | • Continue the strategies listed above, but add opportunities for students to produce simple language.<br>• Ask students to point to pictures and say the new word.<br>• Ask yes/no and either/or questions.<br>• Have students work in pairs or small groups to discuss a problem. Have literate students write short sentences or words in graphic organizers.<br>• Model a phrase and have the student repeat it and add modifications. Teacher says, "This book is very interesting." The student repeats it and says, "This book is very boring." Continue with as many modifications as possible.<br>• Avoid excessive error correction. Reinforce learning by modeling correct usage. |
| **Speech Emergent** | • Introduce more academic language and skills by using the same techniques listed above, but beginning to use more academic vocabulary.<br>• Introduce new academic vocabulary and model how to use it in a sentence.<br>• Provide visuals and make connections with student's background knowledge as much as possible.<br>• Ask questions that require a short answer and are fairly literal.<br>• Introduce charts and graphs by using easily understood information such as a class survey of food preferences.<br>• Have students re-tell stories or experiences and have another student write them down. The ELL student can bring these narratives home to read and reinforce learning.<br>• In writing activities, provide the student with a fill-in-the blank version of the assignment with the necessary vocabulary listed on the page.<br>• Provide minimal error correction. Focus only on correction that directly interferes with meaning. Reinforce learning by modeling the correct usage. |
| **Beginning Fluency** | • Have students work in pairs and groups to discuss content.<br>• During instruction, have students do a "Think, pair, share" to give the student an opportunity to process the new language and concept.<br>• Ask questions that require a full response with explanation. If you do not understand the student's explanation, ask for clarification by paraphrasing and asking the student if you heard them correctly.<br>• Ask questions that require inference and justification of the answer.<br>• Ask students if they agree or disagree with a statement and why.<br>• Model more advanced academic language structures such as, "I think," "In my opinion," and "When you compare." Have students repeat the phrases in context. |

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| | • Re-phrase incorrect statements in correct English, or ask the student if they know another way to say it.<br>• Introduce nuances of language such as when to use more formal English and how to interact in conversations.<br>• Have students make short presentations, providing them with the phrases and language used in presentations ("Today I will be talking about") and giving them opportunities to practice the presentation with partners before getting in front of the class.<br>• Continue to provide visual support and vocabulary development.<br>• Correct errors that interfere with meaning, and pre-identify errors that will be corrected in student writing, such as verb-tense agreement. Only correct the errors agreed upon.<br>• You may want to assist in improving pronunciation by asking a student to repeat key vocabulary and discussing how different languages have different sounds. |
| **Intermediate Fluency** | • Identify key academic vocabulary and phrases and model them. Ask students to produce the language in class activities.<br>• Use graphic organizers and thinking maps and check to make sure the student is filling them in with details. Challenge the student to add more.<br>• Help the student make connections with new vocabulary by instructing him or her in the etymology of words or word families such as, "important, importance, importantly."<br>• Create assessments that give students an opportunity to present in English after they have an opportunity to practice in pairs or small groups.<br>• Introduce more academic skills, such as brainstorming, prioritizing, categorization, summarizing and compare and contrast.<br>• Ask students to identify vocabulary by symbols that show whether the student "knows it really well, kind of knows it, or doesn't know it at all." Help students focus on strategies to get the meaning of new words.<br>• Have a "guessing time" during silent reading where they circle words they don't know and write down their guess of the meaning. Check the results as a class.<br>• Introduce idioms and give examples of how to use them appropriately. For example, "Let's wind up our work." What's another way you could use the phrase "wind up?"<br>• Starting at this level, students need more correction/feedback, even on errors that do not directly affect meaning. They should be developing a more advanced command of syntax, pragmatics, pronunciation, and other elements that do not necessarily affect meaning but do contribute to oral fluency.<br>• It may also be helpful to discuss language goals with the student so you can assist in providing modeling and correction in specified areas. |
| **Advanced Fluency** | • Students at this level are close to native language fluency and can interact well in a variety of situations. Continue to develop |

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| | language skills as gaps arise by using the strategies listed above. Although the student may seem completely fluent, he or she still benefit from visual support, building on background knowledge, pre-teaching vocabulary and making connections between content areas.<br>• Offer challenge activities to expand the student's vocabulary knowledge such as identifying antonyms, synonyms and the use of a thesaurus and dictionary.<br>• Demonstrate effective note-taking and provide a template.<br>• Offer error correction on academic work and on oral language. Because students at this stage have achieved near-native fluency, they benefit from support in fine-tuning their oral and written language skills. |

Below are some additional strategies and approaches that may be used to benefit students learning English as a second language:

***Total Physical Response (TPR)****:* TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention.
***Cooperative Learning***
***Language Experience Approach*:** This approach uses students' words to create a text that becomes material for a reading.
***Dialogue Journals:*** The dialogue journal allows the EL and the teacher, or other writing partner, to have an ongoing, written conversation throughout the school year. The journal encourages meaningful, two-way communication on a regular basis and provides the EL an opportunity to write without the fear of mistakes or failing grades.
***Academic Language Scaffolding***: Language scaffolding consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language.
***Native Language Support****:* Whenever possible, ELs should be provided with academic support in their native language.
***Culture Studies***: Culture studies can be appropriate at any grade level and can incorporate many skills, including reading, writing, speaking, giving presentations, and creating visuals.
***Realia Strategies****:* Realia is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge.

***Progress monitoring***

EL student progress is monitored in several ways:

- Progress reports
- Report cards
- Running records from content area teachers and EL staff
- Standardized test scores
- Feedback and observation from teachers
- iReady and ELS assessments
- Formative assessments

- MTSS (Multi-Tiered Systems of Support) / TST (Teacher Support Team) meetings to discuss progress
- SET meetings to discuss progress
- Annual English language proficiency test
- EL support staff and classroom teachers communicate to discuss the progress of identified students.
- Quarterly monitoring forms completed by general education teachers for exited/monitored ELs.

According to federal requirements, the Corinth School District accommodates the EL students in a way that allows them to benefit from their educational experience. Our students are not penalized for their lack of the English language (i.e., a student will not be given the grade of "F" when the student's lack of success can be attributed to limited English proficiency). ELs will not be retained solely because they are still in the early stages of learning English. The fully English proficient student, ready to exit language instruction educational programs, demonstrates English language proficiency in relation to the full range of classroom demands and the academic language needed for successful educational performance, as evidenced by achieving proficiency (score of 4 or 5) in all four language domains of the ELPT: reading, writing, speaking, and listening. For students who receive extensive language supports and classroom accommodations, information about the accommodations will be shared with their families to ensure they have an understanding of true academic performance in English language proficiency.

***Mississippi English Language Proficiency Test***

The Corinth School District, as required by Mississippi law/regulations, administers the ELPT each year in March-April to all ELs during the assigned testing window. The ELPT evaluates students' progress and proficiency in English language acquisition in four language domains: reading, writing, listening, and speaking. ELs are required to take the ELPT each year until they are reclassified as English proficient. There are three (3) overall proficiency levels on the ELPT: Level 1 = Emerging; Level 2 = Progressing; and Level 3 = Proficient. A student is defined as English proficient (Level 3) on the ELPT and eligible to exit the EL program when he/she has attained a score ranging from 4.0 to 5.0 in *all four* of the following language domains: reading, writing, listening, and speaking. For the Alternate ELPT for ELs with significant cognitive disabilities, a student is defined as English proficient (Level 3) and eligible to exit the EL program when he/she has attained a score of 3.0 in *both* language modalities: receptive and productive. ELs must be monitored for at least four (4) years after exiting a language instruction education program; however, those students who have exited into the monitored phase are no longer assessed with the ELPT.

The district EL Coordinator, who holds a Class AA teaching license and ESL certification, will administer the ELPT along with a trained proctor at each school. Additional certified test administrators and trained proctors will be utilized as needed.

The EL's ELPT score report will be placed in the student's cumulative record at the school level annually until the student has exited the program and is no longer assessed with the ELPT. A copy of the score report will be distributed to the EL's parents and teachers each year and will be placed in the EL's record at the central office.

No EL student is exempt from state achievement testing. Mississippi allows a one-time exclusion of EL students' scores if the students have attended school in the United States for less than twelve (12) months.

***Exiting and Monitoring Process***

The SET may consider ONLY the following in deciding whether a student should be retained in the EL program or exited from the program:

- ELPT scores of 4.0 to 5.0 in *all four* of the following language domains: reading, writing, listening, and speaking.
- Alternate ELPT scores of 3.0 in *both* language modalities: receptive and productive.

Once the SET determines that an EL is eligible for exit, the district EL/Title III coordinator will provide written notification to the parents using the legally reviewed notification from "Ellevation" or Transact.com in English and the parents' native language. A copy of the exit notification will be kept in the student's cumulative record at the school and in the student's EL record at the central office.

The SET will then collaborate to monitor the exited student for a period of four years. Each nine-weeks reporting period during the required four-year monitoring period, the EL teacher will utilize the "Exited/Monitored" documentation form in "Ellevation" to gather feedback related to the monitored student's grades in each core subject area. The monitoring documentation may also include the following:

- comments from the monitored student's teacher(s) regarding the student's academic progress and adjustment;
- any disciplinary actions regarding the monitored student; and
- the monitored student's attendance report.

The EL teacher will then submit the monitoring documentation to the district EL coordinator, who will maintain an EL record at the central office for each monitored student. A copy of the monitoring documentation will also be placed in the student's cumulative record at the school level. The SET will meet quarterly to review the monitoring documentation. If an exited EL student is not progressing academically as expected and monitoring suggests a persistent language need, the SET will discuss the student's progress and determine whether the student may need to be re-tested for EL services and accommodations. If the SET determines that re-testing is warranted, the EL coordinator or licensed EL teacher will re-screen the student using the state-adopted initial assessment of language proficiency. A score below proficient on the re-test would make the student eligible to re-enter the EL program; however, the SET must first document on the student's LSP the reasons for re-entering the student in the program and obtain parental consent prior to the student's reentry. All SET notes and documentation must be filed in the student's cumulative record at the school and in the EL record at the central office.

During the four-year monitoring period, monitored students are no longer considered LEP or ELs, will no longer take the annual ELPT, and will no longer receive accommodations unless accommodations are specified in an Individual Education Program (IEP) through special education

or in a 504 Plan for a student. However, teachers will still need to provide ongoing support for former ELs and differentiate their instruction to meet the students' needs.

***Staffing and Resources***

LEAs are required to abide by Mississippi's regulations for highly qualified teachers, as well as the regulations for paraprofessionals and assistant teachers. According to highly qualified teacher regulations, non-licensed education personnel should not provide instruction to ELs in "core academic subjects."

CSD will utilize the employment application and interview process to ensure that EL teacher candidates for hire are fluent in English, including having written and oral communication skills. The EL teacher may be a licensed teacher or a non-licensed paraprofessional or assistant teacher (in accordance with Mississippi's regulations for paraprofessionals and assistant teachers) under the supervision of a licensed teacher. Paraprofessionals or assistants may not take the place of qualified teachers and may be used only as an interim measure while the district hires, trains, or otherwise secures enough qualified teachers and must always be under the supervision of a licensed teacher. In addition, paraprofessionals or assistants must be trained and receive appropriate professional development to build effectiveness. The CSD prefers that the EL teachers/tutors be certified to teach English as a second language (ESL) or work toward obtaining the ESL certification within a reasonable period of time by completing the appropriate college coursework or by passing the Praxis II Subject Area Assessment—English to Speakers of Other Languages (ESOL) for a supplemental endorsement (177) to teach ESL. The CSD currently employs four full-time, licensed EL teachers who hold an ESL endorsement. One of these EL teachers speaks both English and Spanish fluently and serves as the EL Family Liaison. The EL teachers work under the direction of the district EL/Title III coordinator, who holds a AA non-practicing administrator license and an ESL endorsement (177).

In addition to the EL services provided by the regular classroom teachers and the EL staff, CSD ELs are served by the following staff and volunteers:

- academic interventionists in grades K-12;
- Title X program interventionists in grades K-12 for homeless children and youth;
- dyslexia interventionists for those who qualify;
- special education teachers and related service providers for those who qualify;
- zero period (before school) and extended day (after school) tutors for grades K-12;
- intersession teachers for grades K-12; and
- gifted education teachers for those who qualify.

The CSD offers before- and after-school tutoring programs for grades K-12, a variety of extracurricular programs, and remediation and enrichment programs during fall and spring intersessions and summer break.

Additional resources for the EL program include an EL classroom at each school with access to appropriate technology, high interest books at various reading levels (including bilingual books), native language word-to-word dictionaries, free access to Duolingo accounts for learning English, the National Geographic REACH curriculum for grades K-6, and other EL instructional materials as requested by the EL teacher and general education teachers. The CSD utilizes "Ellevation" and Transact.com to provide legally reviewed communication to parents in the parents' home

languages. Bilingual employees of the district are trained in confidentiality requirements to assist as interpreters when needed.

***Professional Development***

The CSD seeks to improve the instruction, assessment, and achievement of ELs not only through the ESL program and parental involvement, but also through ongoing professional development for EL staff and general education teachers. Research shows the best professional development is ongoing, embedded, and meaningful. In order to provide relevant and beneficial professional development for teachers regarding ELs, the CSD will implement the following plan:

For the 2026-2027 SY, the district will employ Dr. Monique Henderson's "EL Engage" team to conduct ongoing professional development throughout the school year for a total of six professional development days. EL Engage takes a comprehensive approach, starting with an analysis of student growth on the English Language Proficiency Test (ELPT), and then shifting to supporting both EL staff and general education teachers. Instructional walkthroughs are conducted alongside administrators using the EL Engage Instructional Checklist. Support for EL students in the Multi-Tiered System of Supports (MTSS) and/or in special education also will be addressed. EL Engage's coach will provide comprehensive supports to EL teachers, general education teachers, paraprofessionals, principals, interventionists, counselors, EL coordinators and others who serve EL students and families to build capacity and produce positive results, with a focus on the Educator Professional Growth Standards.

Professional Development focus areas are developed in tandem with the school district, and may include the following:

- Analysis of English Language Proficiency Test (ELPT) data
- Instructional strategies and resources (for both EL and general classroom teachers and paraprofessionals)
- Program development and technical support
- Parent and family engagement
- Student Engagement
- Newcomer specific supports

EL Engage's coach will commit to the following:

- Provide prescriptive services that focus on strengthening teaching, curriculum, assessment and student learning; and
- Provide services to assist in the sustainability of instructional practices.

Administrators will be provided with reports of each day of work, including observations and recommendations for next steps.

In other trainings conducted by the district's EL Coordinator for EL teaching staff, topics may include the following:

- Federal and state guidelines for serving ELs
- Stages of language acquisition

- ESL strategies and best practices for each stage of language acquisition (including, but not limited to, explicit vocabulary instruction, building and activating background knowledge, linguistic scaffolding, visual aids, realia strategies, and cooperative learning strategies)
- EL identification
    - Home Language Survey
    - Initial Screening—*ELPA21* Placement Test training
    - Parent Notification—"Ellevation" and Transact.com training
- Components of the Language Service Plan
- Interpreting *ELPA21* score reports
- Using *ELPA21* data to guide instruction
- Monitoring documentation requirements for exited ELs
- MS ELP Standards and establishing goals for ELs
- Strategies for EL family outreach and increasing family involvement
- ELPT training
- EL and Response to Intervention (MTSS)
- Technology supports for ELs

The District EL Coordinator will meet as needed with EL staff to facilitate professional development activities regarding these topics throughout the school year. Outside of these PD opportunities, the EL Coordinator will communicate regularly with EL teachers via phone, email, and in person to address any problems, concerns, needs, and questions. In addition, the EL Coordinator and EL staff will attend MDE facilitated trainings when offered. EL staff will participate in EL-related webinars from MDE and will continue to utilize EL resources provided by MDE.

For general education teachers, professional development may focus on the following topics based on the needs assessment:

- Federal and state guidelines for serving ELs in the general education classroom
- Stages of language acquisition
- Conversational versus academic language development
- Components of the Language Service Plan
- Interpreting *ELPA21* reports
- Using *ELPA21* data to guide instruction
- Sheltered English Instruction strategies and best practices for each stage of language acquisition (including, but not limited to, explicit vocabulary instruction, building and activating background knowledge, linguistic scaffolding, visual aids, realia strategies, and cooperative learning strategies)
- Differentiation of instruction for ELs
- Accommodations and modifications for ELs based on language needs
- Adapting assessments for ELs
- Strategies for EL family outreach and increasing family involvement
- EL and Response to Intervention (MTSS)
- Technology supports for ELs
- Multicultural awareness and sensitivity

- Meeting the unique needs of newcomer/immigrant ELs

The District EL Coordinator, EL teachers, and District administrators will collaborate to facilitate professional development opportunities regarding these topics during faculty and grade level meetings throughout the school year. PD activities will be scheduled during grade level meetings for grades K-6. For grades 7-12, PD activities will be scheduled during common planning periods across grade levels. Outside of the scheduled PD opportunities, the EL Coordinator and EL teachers will communicate regularly with general education teachers as needed via phone, email, and in person to address any problems, concerns, needs, and questions. In addition, the District will encourage and provide funding/transportation for general education teachers to attend MDE facilitated trainings when offered.

***English Learners and Other District Programs***

Services for EL students will represent a continuum of available programs. Students served in EL programs may also be served through any other appropriate special programs offered within the District, including, but not limited to, extracurricular programs, gifted education programs, advanced placement programs, dual credit and advanced courses, migrant and immigrant programs, special education programs for students with disabilities, Title I Schoolwide services; Title X Homeless Children and Youth services, and Response to Intervention (RtI) three-tier instructional model services through the Multi-Tiered System of Supports (MTSS) framework.

**Gifted Education Program**

For the intellectually gifted identification process, the CSD strives to utilize bias-free and culturally equitable procedures. Procedures are designed to highlight student strengths and abilities, regardless of native language or dominant language use. The CSD uses a nonverbal mass screener to screen all first grade students each year. This nonverbal screener allows students to demonstrate their intelligence regardless of their native or dominant language. In addition, first grade teachers rate all of their students in the areas of general intellectual ability, creativity, and leadership using the *Scales for Identifying Gifted Students-2nd Edition (SIGS-2)*. The potential bias of every item on the *SIGS-2* on the basis of gender and ethnic group was studied so that only nonbiased items are included in the *SIGS-2*. Parents are asked to rate their children on a home version of the *SIGS-2* as well, and a Spanish version of the rating form is given to those who need it. Although the *SIGS-2* does not offer other translations for its rating forms, the CSD will utilize a bilingual interpreter if the parents' native or dominant language is not English or Spanish. For the final assessment stage of the process, the CSD utilizes the *Comprehensive Test of Nonverbal Intelligence-2nd Edition* (*CTONI-2*) or the *Reynolds Intellectual Assessment Scales-2nd Edition (RIAS-2)*, which includes nonverbal and verbal subtests that provide a nonverbal index score, a verbal index score, and a composite index score. Therefore, the results provide a measure of the student's nonverbal intellectual quotient so that the examiner can gauge the student's intelligence regardless of language barriers. The *SIGS-2, CTONI-2* and/or *RIAS-2* are also utilized for the individual referral process for students in other grade levels. EL students who are identified as intellectually gifted still receive EL services until they qualify to exit EL status. Their EL status does not detract from their participation in the intellectually gifted program.

**Advanced Placement, Dual Credit, and Other Advanced Courses**

The CSD provides ELs with access to advanced placement, dual credit, and other advanced courses. Teachers provide language supports, as outlined in the LSP, to assist them in accessing academic content.

**MTSS and Special Education Program**

When an EL, who is actively receiving support from the EL program, is observed by the mainstream teacher to have continuing difficulties with learning, the mainstream teacher should first consult with the EL teacher/coordinator to request additional instructional strategies for teaching. The EL teacher/coordinator will offer new suggestions and may request to observe the student in the classroom or check with the student's other teachers to see if the student is struggling in more than one class. A SET meeting may also be warranted to discuss the student's progress. If the student continues to struggle, the student should be referred to the Teacher Support Team (TST) for possible intervention. It is essential that the EL teacher be involved or consulted at each step of the tier process. This collaboration is imperative before making recommendations for intervention strategies. Teams will collaboratively determine if the mainstream teachers' instructional techniques are known to be effective with ELs, as well as whether teachers have implemented the recommended EL instructional accommodations.

If an EL is suspected to have a disability, the TST and SET will refer the student to the Local Survey Committee (LSC). In the event that the LSC refers the student to the Multidisciplinary Evaluation Team (MET), a disability evaluation will not be delayed due to the student's limited English proficiency or the student's EL status. Also, the student's limited English proficiency will not be the basis for identifying the student for special education.

A number of factors are considered when deciding whether a student should be referred for special education testing:

- 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;
- Review of ELPT results for the current and previous years;
- Physical and/or medical conditions that might account for difficulties, including the need for glasses and/or hearing aids;
- School attendance;
- Behavior problems and disciplinary referrals;
- Social and cultural differences; and
- Input from parents, guardians, and families.

After this information is reviewed, one of two things may happen:

1. The TST may recommend additional interventions and accommodations for the classroom.

2. The TST or SET may then make a referral for special education testing to determine if the student has a specific disability.

Once a student has been referred to the MET, the MET will meet within fourteen days of the referral date to determine whether a comprehensive evaluation is warranted based on the evidence presented.

The MET, which includes the district EL Coordinator in the case of an EL referral, strives to select evaluation measures, including nonverbal measures, that assess the student's disability-related educational needs regardless of English skills. Spanish versions of tests and rating scales and/or bilingual interpreters are utilized when needed to obtain valid and reliable information.

In determining eligibility for special education based on the evaluation results, the MET will not rule a student eligible for special education if the determinant factor for the child's performance is due to limited English proficiency or social or cultural differences.

When an EL is determined to have a disability, the IEP team includes the district EL Coordinator, who holds an ESL endorsement and has knowledge of the EL's language needs and LSP. The student's language needs will be considered and included in the development of the IEP.

**Migrant Education Program**

ELs are eligible to receive migrant education program (MEP) services if they meet the definition of "migratory child" and if the basis for their eligibility is properly recorded on a certificate of eligibility (COE) or other written or electronic form. The CSD includes the official migrant survey in its registration packet. Any survey indicating potential migrant status is provided to the Mississippi Migrant Education Service Center so that a recruiter may assess information presented by a parent or other family member, guardian, or other individual responsible for the child. The recruiter then determines whether the child qualifies for MEP services.

According to sections 1115(b)(1)(A), a child is a "migratory child" and is eligible for MEP services if all of the following conditions are met:

1. The child is not older than 21 years of age; *and*
2. The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; *and*
3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; *and*
4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work; *and*
5. With regard to the move identified in paragraph 4, above, the child
    a. Has moved from one school district to another; *or*
    b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; *or*
    c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in or to accompany

or join a parent, spouse, or guardian who engages in a fishing activity. (This provision currently applies only to Alaska.)

**Immigrant Education Program**

Although status as an immigrant often overlaps with EL status, not all immigrant students are ELs. For purposes of education, immigrant children and youth include those individuals who meet the following criteria:

- Are ages 3 through 21
- Were not born in the U.S., "State" means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (Section 3127 of ESEA). Children born to U.S. citizens abroad (e.g., children born on a military base overseas) may be considered immigrants if they meet all the criteria in the definition of immigrant; and
- Have not been attending one or more schools in any one or more states for more than 3 full academic years. A full academic year is 10 months of school attendance, kindergarten through 12th grade. If a student has been in different schools in different school districts and even in different states, the number of months that the student has been in school in any one or more states must not add up to a total of more than 3 full academic years.

The CSD includes an immigrant survey in its registration packet that inquires about the number of years the child has attended school in the United States. This survey, along with prior school records from other districts the student has attended, helps the enrollment personnel to determine whether the student meets the criteria for immigrant status. While there are various needs an immigrant might have, the greatest needs are often English instruction and support in adjusting to the U.S. culture as well as the cultures of a new school and community. The CSD will help prepare staff to meet these needs through professional development regarding cultural proficiency and sensitivity.

Currently, the CSD has forty-nine (49) immigrants enrolled for the 2026-2027 school year. The district EL/Title III coordinator ensures that students who meet the criteria for immigrant status are marked in the district's student information system for MSIS reporting. In addition, the EL coordinator ensures that the immigrant year (1, 2, or 3) is updated in the student information system based on the student's date of enrollment in a U.S. school and that the immigrant roster in MSIS is updated monthly to report the primary language of each immigrant.

**Private Schools and Equitable Participation in Title III**

Since the CSD receives a Title III EL Student Program Subgrant, the district is required to serve ELs enrolled in private schools when the administration of a particular private school requests to participate in the program. Although the CSD has had no private school requests in the past, the following plan recommended by MDE will be followed if a request is made in the future:

1. After consultation between the CSD and the private school, the state-adopted Initial Assessment of Language Proficiency will be administered to identify private school students who qualify for EL services. The CSD would be responsible for the oversight and costs of initial identification of students determined eligible for Title III equitable services.

2. The CSD may not allocate Title III funds directly to private schools but instead must provide services and products to ELs enrolled in the private schools.
3. The CSD must develop a Title III equitable services plan with each private school that requests to participate in the Title III EL student program. The plan should, at a minimum, include a description of the services and/or products to be provided, the estimated costs, and the dates of their provision.
4. The costs of the products and/or services provided to private schools should be proportionate to the number of EL students enrolled in the private school and should be equitable when compared to the Title III services provided to public school students.
5. Program assessment at the private school must be comparable to the assessment used by the CSD for public schools.

***Improving the Family-School Connection and Family Involvement***

The CSD strives to communicate meaningfully with ELs' parents and families and to adequately notify them of information about any program, service, or activity promoted by the school. The goal is to provide families with the information they need to make informed decisions about, and be helpful participants in, their children's education. The CSD utilizes "Ellevation" and Transact.com to provide legally reviewed communication in the families' home languages. All employees with a district email address have access to "Ellevation" and Transact.com and are encouraged to create an online account and regularly use the translated documents to improve their communication with their ELs' families. The district EL coordinator provides all teachers with the instructions for creating an online account for both platforms. In addition to "Ellevation" and Transact.com, district staff also utilize Google Translate and the translation option in School Status to communicate with families in their home language. The ELs' LSPs specify the language in which their parents requested communication from the school when they completed the home language survey during the enrollment process.

In addition to providing written translations to families, the CSD provides qualified interpreters and translators for oral communication through bilingual employees as well as trained community volunteers when needed. Interpreters and translators are proficient in English and the target language; have knowledge of specialized educational terms or concepts in both languages; and are trained in the role of an interpreter or translator, and the ethics of interpreting and translating, with particular emphasis placed on the importance of maintaining student, family, and staff confidentiality. The EL Family Liaison speaks both Spanish and English fluently and serves as an integral link between the school and the EL families.

The CSD will host two events specifically for the families of English Learners during the 2026-2027 school year: Tuesday, August 11, 2026, and Tuesday, February 16, 2027. The August EL family event will serve as an awards ceremony to recognize ELs who achieved proficiency and exited the EL program based on the 2026 ELPT scores. The superintendent of education will present the awards along with the EL teachers, and refreshments will be provided for the families following the awards ceremony. A bilingual staff member will serve as the interpreter for both the August and the February events. The February EL family event will serve to inform the EL families about the English language proficiency test as well as the spring MAAP testing and to provide families with strategies and resources to help their children be successful on these

assessments. Resources will be given in both English and the families' home languages. Games and refreshments will also be included to increase family engagement and attendance.

EL parents and non-EL parents alike are invited and encouraged to volunteer in the Parent-Teacher Organization (PTO). Families are also encouraged to help their children integrate their cultural and linguistic traditions into school assignments and other curricular and extracurricular activities.

***Program Evaluation, Review, and Improvement***

The CSD will engage in ongoing EL program evaluation, review, and improvement. District leaders, including the EL/Title III coordinator, will evaluate the program to determine whether staff has followed applicable procedural and service requirements and to assess the program's effectiveness and determine areas for improvement. The ongoing evaluation process will include the following:

- File and records review
- Input from staff (e.g., staff surveys regarding the program)
- Input from parents (e.g., parent surveys regarding the program)
- Input from students (e.g., student surveys regarding the program)
- Annual English language proficiency test results
- Scores on state and local assessments
- EL retention rates
- EL exit rates
- EL graduation rates
- EL participation rates in extracurricular programs
- EL participation rates in special programs, such as gifted programs and special education programs
- EL attendance rates
- EL Pre-Kindergarten enrollment rates
- EL Suspension rates

The district EL/Title III coordinator will annually summarize evaluation results and needs for program improvements. Program improvements will be implemented as needed throughout the school year.

**Assurances**

1. The CSD complies with section 3202 regarding parental notifications prior to, and throughout, each school year.
2. The CSD annually assesses the English proficiency of all children with limited English proficiency.
3. The CSD bases its EL program plan on scientifically based research on teaching limited English proficient children.
4. The CSD ensures that the EL program will enable children to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards.

5. The CSD 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.