

Senatobia Municipal School District

English Learner Plan

The vision of the Senatobia School District is to have all students achieve academic excellence, including students whose primary language is not English.

In order to meet the needs of all English Learners. The EL students will participate in a quality instructional program that supports the development of a positive self concept as well as fosters pride and intercultural understanding. Emphasis will be placed on providing students with the greatest possible access to core curriculum and afford students access to appropriate instruction that will ensure progress from limited English proficiency to fluent English proficiency.

By definition, an English Learner is someone:

- Who was not born in the United States or comes from a home where a language other than English is commonly spoken and has difficulty using English in school to the extent that he or she is unable to learn successfully in the classroom where English is the language of instruction
- Who is between the ages of 3-21;
- Who is enrolled or preparing to enroll in an elementary and secondary school

The purpose of the District Plan for English Learners is to:

- ensure the delivery of quality instructional programs for all English learners throughout the district;
- identify the program options and instructional programs which guarantee quality programs that meet the academic and linguistic needs of English learners; and
- provide English learners with the educational opportunities which will enable them to succeed.

I. EDUCATIONAL THEORY AND APPROACH

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

The district will accommodate Limited English Proficient students' language level in the classroom and in some cases provide specific language instruction to help the student attain English language proficiency. To determine which educational approaches will be used for individual students, multiple factors are considered. These factors include, but are not limited to,

English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, and input from the district's English Language Coordinator.

The English Learner (EL) program for Senatobia Schools include an EL tutor. The tutor will work with each student on proficiency levels based on identified needs. The majority of the EL student's time is spent with the regular classroom teacher. According to federal guidance, the regular classroom teacher is ultimately accountable for the EL student's progress.

The classroom teacher(s) will be the primary means of content area instruction and are required to accommodate the language needs of EL students using one or more accommodations. In addition, it is recommended that teachers modify lesson plans, classroom structure, and assignments to allow for the most favorable learning environment for EL students. Cultural sensitivity will be encouraged in all learning environments.

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

II. PROGRAM GOALS:

- Goal 1 – an annual increase in the number or percentage of students making progress in learning English (as measured by the LAS Links English language proficiency assessment).
- Goal 2 – an annual increase in the number or percentage of students attaining English language proficiency (as measured by the LAS Links English language proficiency assessment).
- Goal 3 – to make adequate yearly progress for the district's EL students as measured by State assessments in the areas of mathematics and reading/ language arts.

III. ELIGIBILITY REQUIREMENTS, ASSESSMENT AND PLACEMENT

All enrolling students in a participating district are required to complete a Home Language Survey. If the Home Language Survey (HLS) indicates that the student's first language is other than English, or a language other than English is spoken in the home, the student is assessed with the LAS Links Initial Assessment of Language Proficiency.

The results of the LAS Links Initial Assessment and grades (if available) from a previous school will indicate whether or not a student will be considered an English Learner (EL).

The screening process for entry is based on the following:

- Home Language Survey
- LAS Links Initial Proficiency Assessment results
- Prior school records if available
- Interview with parents/guardians

Parental consent for participation must be obtained for each student. This is acquired when the Language Plan is signed by the parent or guardian

IV. INSTRUCTIONAL PROGRAM

Program Description: The district's EL program is an English as a second language program, and the language of instruction is English. The native or primary language may be used for purposes of clarification of concepts and/or instructions.

Planned Instruction/Standards:

- The English learner program is designed to enable ELs to access mainstream curriculum and to achieve their personal best in the school setting as well as to become responsible citizens in the local, national, and worldwide community. Learners can best meet this goal through a standards-based curriculum which is aligned to students' English language proficiency levels.
- The English language proficiency levels are based on the LAS Links English Language Proficiency Assessment
- Classroom teachers and EL tutors model strategies, allow students time to practice concepts, and reinforce academic standards. Instruction is based on Mississippi's academic standards, LAS Links standards, and district standards.

V. PROFESSIONAL DEVELOPMENT

- Late Monday teacher meetings are held each week. Some of these meetings include what is happening in the district and school as it relates to EL issues along with other professional development opportunities.
- Teachers and administrators attend Mississippi Department of Education sponsored professional development sessions relating to English learners when they are available.

VI. EXITING STUDENTS FROM THE EL PROGRAM

The Senatobia Municipal School District exits EL students from the EL program using criteria set by the Mississippi Department of Education. That criteria includes the following:

- A Proficiency Level of 4-5 on the Reading area of the LAS Links Language Proficiency Assessment
- A Proficiency Level of 4-5 on the Writing Area of the LAS Links Language Proficiency Assessment
- An Overall Proficiency Level of 4-5 on the LAS Links Language Proficiency Assessment
- Once a student has entered exit status, they must be monitored for 4 years.

VII. ACCOMMODATIONS/MODIFICATIONS

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

1. Administration Strategies:

- reading text to student in English;
- paraphrasing directions for tasks in English or in the student's primary language;
- administering assessments to small groups of students whose primary language is not English to enable paraphrasing in; and
- allow the student to take the test with the EL tutor who can use alternate wording or define difficult words.

2. Processing and Response Strategies:

- give extended time to take the test
- use of foreign language dictionaries and glossaries that provide translations to student's primary language;

VIII. ASSESSMENTS

- LAS Links Initial Assessment of Language Proficiency: The Mississippi Department of Education requires that the LAS Links Assessment of Language Proficiency be given to students whose parents indicate on the Home Language Survey that the student speaks a language other than English. Student performance on this assessment determines entrance into the ELL program.
- LAS Links English Language Proficiency Assessment: The ELPT is the state-wide test that assesses the progress of English learners on an annual basis. Every EL K-12 student who is receiving direct instruction in the EL Program participates in the state mandated ELPT.

- All Other Assessments: ELs participate in all other assessments given in their schools including the Mississippi Department of Education Testing Program. They may participate with accommodations as their English language proficiency allows.

IX. STUDENT PARTICIPATION IN RELATED AND EXTRACURRICULAR ACTIVITIES

English learners are encouraged to participate in any related school activities and extracurricular activities that interest them. For example, they are allowed to play sports, participate in band, clubs, and any other program in which all students have access. English learners are eligible for any scholarships for which they qualify. They also receive recognition from community organizations just as all other students receive recognition.

X. ADEQUATE YEARLY PROGRESS

English learner students will participate in the Mississippi Statewide Assessment System. The Senatobia Municipal School District has implemented common assessments for reading and math which are aligned with the Mississippi College and Career Ready Standards and state assessments. EL students are held to the same academic standards as regular students. EL students are mainstreamed into the regular classroom where content-based standards are being taught by highly qualified teachers who are fluent in English and exhibit exceptional written and oral communication skills. Progress on the common assessments will be monitored by both the content teacher and the EL teacher, and remediation and English language instruction will be given as needed. Content teachers will provide the necessary accommodations and modifications to enhance the academic achievement of these students to ensure that students are making adequate yearly progress.

XI. SPECIAL POPULATIONS (Gifted, talented and special education)

English learners may exhibit academic strengths that warrant a recommendation of gifted/talented by classroom teachers, counselor, or tutor. In such an event, students will be referred to the district's gifted/talented coordinator for review.

Should English learners students display weakness in a skill area, academic ability, or be suspected of having a learning disability, the students will go through the same Tier Process for additional interventions as all students. If they complete Tier III without success, they will be referred to the Special Education Director for continued review.

XII. PARENTAL RIGHTS & NOTIFICATION

- Parents (guardians) will be notified within 30 days of the date identified as an English learner if a student is enrolled at the beginning of the school year and within 10 days thereafter.
- Provision will be made for parents (guardians) to have input into students' initial Program Services Plan if they desire.

- Parents (guardians) of EL students who are designated for an EL program can deny inclusion in the district's program. Such a desire must be documented by the district and included in the student's permanent record.
- Parents (guardians) also may choose to withdraw their child from the EL program at any time. Every effort will be utilized, however, to explain the necessity of such instruction and effort will be made to alleviate any concerns or modify the students' Language Service Plan in order for the child to remain in the program. Should withdrawal be made, it must be documented and included in the student's permanent record.
- Every effort will be made to encourage parent involvement in district activities including providing interpreters for conferences. The Senatobia Municipal School District will work to ensure that parents of EL students are included and are active participants in their child's education.

XIII. COMPLAINT RESOLUTION PROCESS:

Complaints may be resolved in the following manner:

- First, discuss the situation with the EL classroom teacher.
- Second, if the situation cannot be resolved at this level, discuss it with the building principal.
- Third, if the situation cannot be resolved at the building level, discuss it with the EL director.
- Fourth, if the situation cannot be resolved at this level, discuss it with the Superintendent.

XIII. PROGRAM EVALUATION

Evaluation plays a major role in the ELL educational program in the Senatobia Municipal School District. The school district is achieving its goals if the ELL students are making satisfactory progress in acquiring English proficiency and overcoming language barriers to succeed academically. Senatobia Municipal School District's plan was developed using criteria outlined in the Every Student Succeed Act (ESSA), insight from the Office of Civil Rights, and MDE Guidelines for English Language Learners. The plan is evaluated annually by reviewing test data and is adjusted as needed or deemed necessary to further enhance the academic success of the district's English Language Learners.

English Language Learner Plan

The vision of DeSoto County Schools is that it will be a system of star schools that ensures academic excellence and ignites a passion for learning for all students, including students whose primary language is not English. In order to meet the needs of English Language Learners (ELL), the district is committed to implementing programs and providing resources that will maximize their potential for reaching English language proficiency while continuing to hold them to the same high academic standards that are expected of all students.

DeSoto County Schools' goal for English Language Learners is to provide each student with the English skills necessary to function in an academic and social setting. Linguistically diverse students can achieve academically and socially at the same level as all students given the right tools and strategies. Therefore, DeSoto County Schools is committed to providing professional development and training opportunities to all district employees that work with Limited English Proficient (LEP) students. By providing these opportunities, there will be a heightened awareness of the importance of these students meeting the annual measurable achievement objectives in order to meet the requirements of the state and No Child Left Behind, and to support the vision of being a district of star schools. Through the use of technology, learning tools, resources, supplies and parental involvement activities,

teachers will be more focused on the differences and individual needs of their ELL students which will lead to these students having every opportunity to progress in learning English, attain English proficiency, and meet AYP.

The English Language Learner (ELL) program for DeSoto County Schools is a “pull-out” program. The ELL teacher will work with each student in proficiency levels 1-3 a minimum of one session per week and a maximum of two. This session may be one-on-one or a group session depending upon scheduling and needs. This means the majority of the ELL student’s time is spent with the regular classroom teacher. According to No Child Left Behind, the regular classroom teacher is ultimately accountable for the ELL student’s progress.

The ELL teacher stresses to the ELL students and parents that the students’ main responsibilities are to (a) pay attention and participate in class as much as possible, (b) attempt all homework, and (c) prepare adequately for tests. If the ELL student does these things, he should not fail the class. An ELL student can fail a class, but documentation including accommodations made, opportunities given to help the student succeed, and what the student did or did not do in response to the teacher’s help will be required from the classroom teacher.

The success of the ELL student will be a group effort. It will take the instruction and accommodations of the regular classroom teacher and the ELL teacher. It will take the involvement and support of the parents. Ultimately, it will take the efforts and positive attitude of the ELL student.

ELL Plan

ELL (English Language Learner) Program

Introduction

English language learners in the Tate County School District represent over 40 Spanish speaking students.

Program Goal

The goal of the Tate County School District's ELL Program is to develop English language proficiency and academic language proficiency in English language learners, so that they can function independently in the mainstream classroom setting. To this end, program instruction is conducted in English. The foundation for the curriculum is a standards-based curriculum aligned to the English Language Proficiency .

Identification and Placement

The Tate County School District identifies and places potential ELL students using the following procedures:

- Screening procedures, entry/exit criteria
- If the **home language survey (HLS)** indicates that the student's first language is other than English, speaks a language other than English, or a language other than English is spoken in the home, the student is assessed with the **WIDA-APT**.

- The results of the WIDA-APT and grades (if available) from previous school will indicate whether or not a student will be considered an ELL.
- The screening process for entry is based on the following:
 - Intake interview at time of registration
 - Home Language Survey
 - WIDA-APT results
 - Prior school records if available
 - Interview with parents/guardians
 - Interview with student
- **The process for exiting a student is based on the following:**
 - **PDE Exit Criteria**
 - **WIDA-Access** Results
 - Grades
 - Input from classroom teachers
 - Other assessments

Instructional Program:

- Program Description: The District’s ELL program is an English as a second language program, and the language of instruction is English. The native or primary language may be used for purposes of clarification of concepts and/or instructions.
 - Planned Instruction/standards
 - The English language learner program is designed to enable ELLs to access mainstream curriculum and to achieve their personal best in the school setting as well as to become responsible citizens in the local, national, and worldwide community. Learners can best meet this goal through a standards-based curriculum which is aligned to students’ English language proficiency levels.
 - The English language proficiency levels are based on the WIDA English Language Proficiency
 - Classroom teachers and EL tutors model strategies, allow students time to practice concepts, and reinforce academic standards. Instruction is based on Mississippi’s academic standards, the WIDA standards, and District standards.
 - **Exiting Students from the ELL Program:**

- The Tate County School District exits ELL students from the ELL program using criteria set by the state. That criteria uses multiple measures, and they include the following:
 - Composite score on the WIDA-Access Assessment
 - Grades
- Input from teachers
- Exiting Dually Identified Children (SPED and ELL):
- Unless ELL children enter the school district with an IEP from another school district, they are usually identified as being an English language learner before they are identified as needing special education services.
- ELL children may receive both special education services and English language learner services at the same time.
- **Assessment**
- **WIDA-Apt:** The WIDA-APT is the screening tool recommended by PDE for entry into the program.
- **WIDA-Access:** The WIDA-Access is PDE's standardized, state-wide test that assesses the progress of English language learners on an annual basis. Every ELL K-12 who is receiving direct instruction in the ELL Program participates in the WIDA-Access.
- **All Other Assessments:** ELLs participate in all other assessments given in their schools. They may participate with accommodations as their English language proficiency allows.
- **Student Participation in Related and Extracurricular Activities:** Ells are encouraged to participate in any related school activities and extracurricular activities that interest them. For example, ELLs play sports, participate in theater programs, clubs, school international days, as well as any and all programs that all students have access to. English language learners are eligible for any scholarships for which they qualify. They also receive recognition from any community organizations just as all other students receive recognition.
- **Pupil Services:**
- **Special Education Services:** Special Education Services are available for students with demonstrated need. The district has a structured pre-referral process for ELLs. The district continues to conduct on-going staff development in the area of ELLs and special education.

- **Counseling:** Guidance counselors are available in every school in the District.
 - **Gifted Services:** Gifted Services are available for students who qualify for the gifted program.
 - **Health:** Nurses are available in every school in the District.
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- **Professional Development**
 - **ELL Teachers**
 - ELL staff meetings are held on a monthly basis. The staff meetings cover what is happening in the district as it relates to ELL issues as well as professional development opportunities.
 - ELL staff members attend workshops related to the profession.
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- **Non-ELL Staff**
 - All inductees attend an ELL workshop as part of the inductee program. The workshop will either be face-to-face or online.
 - All faculty receive in-service regarding the laws, statutes, and regulations; teaching strategies; culture; and other instructionally related activities.
 - All administrators on management team are taking an on-line workshop that relates to English language learners. This differentiated workshop focuses on culture, law, acronyms, strategies, and the data.
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- **Community Involvement**
 - Two ELL Open Houses are held in the fall, one is totally in Spanish.
 - The ELL department is represented on district and school equity teams.
 - The ELL department partners with the health department for flu shots, with the library for literacy needs and library cards, with West Chester University to provide on-going support, and with other community organizations on an as-needed basis.
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- **Complaint Resolution Process:** Complaints may be resolved in the following manner:
 - First, discuss the situation with the ELL classroom teacher.
 - Second, if the situation cannot be resolved at this level, discuss it with the building principal.
 - Third if the situation cannot be resolved at the building level, discuss it with the ELL Director.
 - Fourth, if the situation cannot be resolved at this level, discuss it with Superintendent/Conservator.

Resource



Search

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Instructional Links

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