

English Learner Plan 2018

DISTRICT MISSION STATEMENT

The mission of the Calhoun County School District is to meet the needs of all students so that they can become responsible productive citizens.

PHILOSOPHY

The administration and staff of the Calhoun County School District have adopted the following guiding philosophical statements to guide the administrators, faculty, and students of the Calhoun County School District.

1. The rate of learning will vary from student to student and from task to task based on the student's affective entry characteristics (self concept) and cognitive entry behaviors (prerequisite skill proficiency). The school organization should be flexible enough to compensate for the variability in learning rate.
2. Students must demonstrate a minimum level of performance per each instructional unit before teacher certification is awarded. When students master a unit, the teacher certifies mastery, and no one should backtrack on the certification.
3. Students should have multiple opportunities to learn if they invest themselves in the learning task.
4. Student grades should be awarded based on student performance on curriculum objectives.
5. Most students can master what schools consider necessary to learn. It is the task of the school to provide sufficient time and support to bring this about.
6. Successful learning enhances self-concept; positive self-concept stimulates successful learning.
7. Programs should be inclusive rather than exclusive.

INTRODUCTION

The purpose of this plan is to outline the Calhoun County School District's policies and educational practices relating to English Language Learners (ENGLISH LEARNER).

The plan was developed in a collaborative effort of all stakeholders.

The Calhoun County School District educational services for ENGLISH LEARNER students will be based on the educational theory of Transitional Bilingual Education. We will implement a modified Transitional Bilingual Education Program and a Pull – out program. This is explained in more detail in the section, Program of Services for ENGLISH LEARNER students.

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

GOALS

The goals of the Calhoun County School District ENGLISH LEARNER Program include:

- To provide ENGLISH LEARNER students tutorial services to increase English Language proficiency as measured by the LAS LINKS PROFICIENCY ASSESSMENT.
- To increase the English language proficiency of ENGLISH LEARNER students in turn increasing academic achievement in the regular classroom as measured by classroom grades
- To increase the achievement level of ENGLISH LEARNER students on state assessments.

IDENTIFICATION AND ENROLLMENT OF ENGLISH LANGUAGE LEARNERS

For the purposes of the Calhoun County School District instructional program, an English Learner (ENGLISH LEARNER) is defined as:

One who is not born in the United States or whose language is other than English and comes from an environment where a language other than English is dominant or

One who has sufficient difficulty speaking, reading, writing, or understanding the English language and whom difficulties may deny such individual the opportunity to learn successfully in the classroom where the language of instruction is English.

The following procedures will be used to identify ENGLISH LEARNER students:

- Teacher, principal, or counselor recommendation for students who exhibit difficulties speaking English will be referred for an English language evaluation.
- A Home Language Survey will be administered to all newly enrolled students enrolled in the district at the beginning of each school year. The Home Language Survey will be a part of the registration form each student is asked to complete at the start of a new school year. It is the responsibility of each building principal to ensure that the Home Language Survey is conducted. Students indicating a primary language other than English will be referred for testing for the ENGLISH LEARNER program. The Home Language Survey of students referred for testing and placement in the ENGLISH LEARNER program will be placed in their cumulative record.
- Students enrolling in the district after the start of school will be given the Home Language Survey at the time of enrollment. The Home Language Survey will be a part of the registration form that all students are required to complete when registering for school. It will be the responsibility of the individual designated at each building as responsible for the enrollment of students to ensure that the Home Language Survey is completed. Furthermore, a migrant form will be filled out and faxed to the North MS Migrant Program through MSU to assist in migrant identification.
- If the Home Language Survey indicates that a language other than English is spoken at home, that a child's first language is not English, or that at child speaks a language other than English most often, the student will be referred for an ENGLISH LEARNER assessment. Students identified as possibly needing ENGLISH LEARNER services, either at the start of a school

year or after the school year has begun, will be assessed to determine their level of English Language Proficiency. The assessment will be set and administered by the school counselor/principal/ENGLISH LEARNER teacher or other certified staff at each building. Testing will be completed within three weeks of the beginning day of school or within two weeks for students enrolling after the start of the school year. Testing will be done in English only. Results of the test will be reviewed by the school counselor/principal/or ENGLISH LEARNER teacher to determine placement in the ENGLISH LEARNER program within one week of testing.

- Parental permission is not required for ENGLISH LEARNER testing.
- All ENGLISH LEARNER students will be tested during the spring using the LAS LINKS PROFICIENCY ASSESSMENT. Results will be reported on a Student Report of English Language Progress and Proficiency.
- Students will receive scores in 4 categories: Listening, Reading, Speaking, and Writing.
- All results of LAS LINKS PROFICIENCY ASSESSMENT scoring, Home Language Surveys that indicate possible ENGLISH LEARNER placement and any related documentation will be placed in the student's cumulative record.

The following procedures set forth by the US Supreme Court Decision *Plyler vs Doe* will be followed for the enrollment of ENGLISH LEARNER students:

- The right to public education regardless of their immigrant or English-speaking status is guaranteed.
- Schools may not require proof of citizenship or legal residence to enroll or provide services to identified students
- Schools may not ask about the student or a parent's immigration status
- Parents are not required to give a Social Security number; if student does not have a Social Security number the school must assign a number in the school package to assure proper enrollment of student
- Students are required to show proof of required immunizations within the approved number of days of receiving required documentation of enrolling students in the CCSD Student/Parent Handbook
- Students are entitled to receive all school services, including the following from moment of identification of student:
 - *free or reduced breakfast or lunch
 - *transportation
 - *educational services (ESSA, IDEA, etc.)

PLACEMENT OF ENGLISH LANGUAGE LEARNERS

- Students who's LAS LINKS PROFICIENCY ASSESSMENT total composite score falls into any unacceptable category will be considered for placement in the ENGLISH LEARNER program. This is the primary criteria for placement in the ENGLISH LEARNER program. Teacher, counselor, and principal referrals will also be considered when making final placement decisions.
- Parents will be notified in writing of placement in the ENGLISH LEARNER program within 30 days of the placement decision. All documents will be available in the student's first language.
- Parent signatures are not required for placement in the ENGLISH LEARNER program.
- Students will be evaluated annually in spring using the STATE LANGUAGE PROFICIENCY ASSESSMENT until released from the program. This annual testing will determine placement for the following school year.
- Parents have the right to have their child removed from the ENGLISH LEARNER program upon their request.
- Upon removal of the student from the ENGLISH LEARNER program it must be explained to parents that no other means of assistance is available for their child.

PROGRAM OF SERVICES FOR ENGLISH LEARNER STUDENTS

- ENGLISH LEARNER students will participate in all-academic and special programs offered by the Calhoun County School District. ENGLISH LEARNER students will be allowed to participate in Title I services on the same basis as all students in Title I participating schools. ENGLISH LEARNER students will be placed in an age-appropriate setting regardless of language skills.
- The Calhoun County School District offers services to ENGLISH LEARNER students based on Transitional Bilingual, English Immersion, and Pull-Out Models. A bilingual ENGLISH LEARNER certified teacher will be employed to work on transitioning students from the native language to English. While some Transitional Bilingual programs work to completely replace the native language and culture with English our goal is to assist students in becoming as fluent in the English language and our culture as they are in their native language.

- A bilingual ENGLISH LEARNER certified teacher, certified teacher, and a paraprofessional tutor will work with student's one on one and in small groups to master the content of this program. The bilingual ENGLISH LEARNER certified teacher will work full-time with English Language Learners in the components of English proficiency. Students are pulled out of the regular class into small groups for instruction. Sessions are usually around 45 minutes long and occur twice a week. If deemed necessary by the regular classroom teacher, counselor, or principal ENGLISH LEARNER students may be pulled for additional sessions. For the majority of the school day, ENGLISH LEARNER students are placed in regular classroom settings.
- ENGLISH LEARNER students will be expected to meet the same educational requirements as other students. However, regular classroom teachers may also modify lesson content when appropriate. The grading and reporting process should be consistent with district policy in that the student's progress is reported to both the student and the parents. This will include presenting documentation of the grading procedure and any modifications to course content to parents and students when requested. Regular classroom teachers can seek assistant from the ENGLISH LEARNER instructional team when needed.
- Students at Vardaman Elementary and Vardaman High School will receive the services described above. The largest populations of ENGLISH LEARNER students are enrolled at these locations. Students at the remaining schools in our district receive tutorial services provided by a certified teacher on an as needed basis.
- Parents will be notified in writing of student placement in any of these programs in English as will ENGLISH LEARNERS as their native language. Each school has access to a tutor so that any letters or other correspondence can be translated into the student's native language. Parents of ENGLISH LEARNER students will receive the same notifications as non-ENGLISH LEARNER students.

ENGLISH LEARNER SERVICES AND INSTRUCTIONAL SUPPORT

- Students identified as ENGLISH LEARNERS must be provided with appropriate English Learner language assistance services. The district will provide ENGLISH LEARNER students with access to the content of the Mississippi College and Career Readiness Standards and other services, including special education, gifted education, and extracurricular programs, as needed.

- ELs will have meaningful access to the core curriculum, such as math, science, social studies and language arts, while learning English. While the district's EL program focuses in part on language acquisition, both EL teachers and academic teachers should work together to ensure that students are mastering the academic language needed to be successful.
- The Multi-Tiered System of Supports (MTSS) is a framework for effective team-based problem solving that is data informed, evidence-based, and flexible enough to meet the academic and behavioral needs of all students. With MTSS, schools identify struggling students, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness. Schools also identify students with learning disabilities, language barriers, and/or other disabilities. English Learner students with learning disabilities can also be identified using this methodology.

STAFFING AND RESOURCES

The Calhoun County School District employs a full-time bi-lingual certified teacher to provide services to ENGLISH LEARNER students. Title I funds allows funding for one bilingual tutor and one part-time certified teacher.

The number of students in any ENGLISH LEARNER program will be closely monitored so that the teacher pupil ratio remains conducive to a positive academic environment.

All certified teachers in the Calhoun County School District are required to renew certification through staff development opportunities every 5 years. This training can be done on the district, school, or state level.

Para-professionals receive building level training and work directly under the supervision of certified employees.

All faculty and staff are encouraged to attend professional development opportunities in their respective areas.

Resources for ENGLISH LEARNER programs are provided through the Title III ENGLISH LEARNER grant and other district funds.

Materials and resources are provided as requested by instructors and as funds are available.

EXITING ENGLISH LEARNER STUDENTS FROM SERVICES

As described in the section, Identifying English Language Learners, students will be given the LAS LINKS PROFICIENCY ASSESSMENT test. If scores fall in the acceptable area, the student will be considered to exit the ENGLISH LEARNER program.

Students may exit the EL program by achieving the following scores on the LAS Links English Proficiency assessment. (These are the only criteria allowed for a student to exit the program.)

- Overall Proficiency Score – Level 4 or 5 and
- Reading Proficiency Score – Level 4 or 5 and
- Writing Proficiency Score – Level 4 or 5.

If it is determined that the student is to be dismissed from the program, the parent will be notified in writing. A copy of the signed form will be kept in the student's cumulative record. An exit notice will also be sent to parents.

An EL student with a disability can be “exited” from EL status when he or she no longer meets the definition of an EL. This occurs when the student meets the State's definition of “proficient” in English. The student's EL status cannot be removed based solely on the fact the student has an IEP.

Students who have achieved the proficiency levels above and exited the program must be monitored for a period of four academic years. Monitoring must be conducted and documented every 9 weeks, with a SET team reviewing monitored students' grades, assessments and other related data. Monitored students who are not achieving at a satisfactory level may be provided Tier II interventions if deemed necessary to provide the additional support to help them be successful on the state standards.

The district will retest using the LAS Links Placement Test to see if the student needs to be offered additional language assistance services if an exited EL is not progressing academically as expected and monitoring suggests a persistent language need. Students will be retested after Tier II interventions have been documented as not assisting the student in achieving at a satisfactory level. In no case should re-testing of an exited student's ELP be prohibited. If the student re-enters EL services, however, the LEA is required to document the reasons why, as well as obtain the parent's consent prior to reentry.

The LAS LINKS PROFICIENCY ASSESSMENT is administered during the spring each year to measure the English proficiency of ENGLISH LEARNER students annually.

CCSD will use the current MS Guidelines for English Learners to assure that exiting criteria has been met for ENGLISH LEARNER students.

PROGRAM EVALUATION, REVIEW, AND IMPROVEMENT

Program evaluation for all Calhoun County School District ENGLISH LEARNER services will be determined based on the progress made on the goals listed for the programs.

The goals of the Calhoun County School District ENGLISH LEARNER Program include:

- To provide ENGLISH LEARNER student's tutorial services to increase English Language proficiency as measured by the LAS LINKS PROFICIENCY ASSESSMENT.
- To increase the English language proficiency of ENGLISH LEARNER students in turn increasing academic achievement in the regular classroom as measured by classroom grades
- To increase the achievement level of ENGLISH LEARNER students on state mandated tests

Results of the LAS LINKS PROFICIENCY ASSESSMENT, classroom grades, and state mandated test results for ENGLISH LEARNER students will be reviewed each year.

State test results will be used to measure progress for ENGLISH LEARNER students.

Description of programs and activities for ENGLISH LEARNER students as the progress made by children in learning the English language and meeting challenging state academic content and student academic achievement standards will be reviewed each year.

Number and percentage of students attaining English proficiency by the end of school year, as determined by LAS LINKS and the description of the progress made by students for each of the four years after exiting the program will be reviewed each year.

District administrators will work together to determine weaknesses, make changes, and recommend improvements in ENGLISH LEARNER programs that can include but are not limited to, modified scheduling, personnel changes, and materials purchases. Changes will be made in an ongoing effort to improve the program and provide adequate services for students. Evaluations and program modifications will take place each school year.