

Stone County School District

2020-2021 English Learners (EL) District Plan

Enrollment

The Stone County School District is required to provide a free and equitable education to all school age children who live within its attendance boundaries regardless of immigration status. The district must enroll all students regardless of their or their parents' or guardians' actual or perceived citizenship or immigration status.

According to state and federal law, if the district requests a student's social security number it must: 1) inform the family that providing it is voluntary and refusal will not bar the child from enrolling in or attending school and 2) explain for what purpose the number will be used. A school district may not require families to provide a social security number to enroll in or attend school.

Identification

Every student who enters the Stone County School District completes a language survey annually upon registration to determine if there is the influence of a language other than English. If a language other than English is identified on any of the Home Language Survey responses, the school counselor identifies the student as a potential English Language Learner. The LAS Links Placement Test is administered by the EL Tester to determine language proficiency within 30 days at the beginning of the school year and within two weeks during the school year.

The Federal Programs Director/District EL Coordinator rules the student eligible based on LAS Links scoring indicators. The school counselor is notified and contacts the parent to schedule a meeting to develop the student's Language Service Plan. The parent has the right to deny services (in writing). Student assessment scores are placed in his/her cumulative record and in the District EL Coordinator's Office.

The District ensures age appropriate grade level placement and prohibits retention based solely on the lack of English language skills. At the high school level, credits must be awarded based on transcripts provided by the students/parents/guardians, even if the coursework was taken in another country. If transcripts are in a language other than English, translations must be sought so that credits can be awarded.

Assessment

EL students are administered the LAS Links Placement Test, LAS Links Language Proficiency Test, and grade level appropriate district and state assessments.

Exit Criteria

EL students exit the program upon obtaining the proficiency level 4 or 5 in Reading, Writing, and Overall on the LAS Links Language Acquisition Assessment. Exiting students are placed in monitoring status. Parents are notified in his/her preferred language regarding the student's status. No support is given if moved to monitoring status.

Monitoring

The SET or TST monitors the student for 4 years through progress reports, report cards, assessment data, and teacher feedback. If the student begins to struggle in any area, EL services are initiated for the student with the appropriate level of support according to our tiered system.

If the school finds that a student is struggling, it must take appropriate steps to assist the student. These steps must include

- reassessing the student's English language proficiency using the screener;
- notifying the student's parent or guardian about his or her child's lack of progress, and encouraging him or her to opt the child into EL programs and services; and
- providing supports for the student's language acquisition, such as offering professional development (PD) in second language acquisition to the student's core curriculum teachers.

Services and Instructional Support

The district's instructional program is designed to meet the Mississippi Department of Education's college and career-ready standards. The goal for students who are ELs is that they attain fluency in English, master the state's academic content standards as demonstrated by proficiency on the state's required student assessments, and pass any other state required tests. Allowable Mississippi State Department of Education accommodations are provided based on student need.

The District provides instruction and assessments in a structured English immersion setting. EL tutoring is provided to supplement the acquisition of the English language. EL strategies and interventions are provided in the classroom. Teachers also communicate with tutors to ensure that EL students receive additional tutorial support in identified content areas.

All EL students must receive supplemental language acquisition instruction as follows:

Elementary- High School- **minimum 30 mins. of direct instruction daily with the EL Teacher/Tutor/Interventionist** *and*, if needed, other evidence-based supplemental computerized language instructional support.

If the student is not passing, the student must be referred for intensive interventions under the MTSS process. No student may fail due to a language barrier. Students receiving EL services more than 2 years must pass the 3rd grade summative assessment. If accommodations are given in grading, it must be listed on the progress report/report card as “extensive language supports and classroom accommodations.”

Staffing and Resources:

Certified classroom teachers, paraprofessionals, and/or an At-Risk Interventionist provide EL instruction for students. Teachers utilize the district curriculum, evidence-based language acquisition programs, and evidence-based computerized instructional support programs. The USDE EL Toolkit and ACCESS NEWCOMERS for EL instruction are also utilized, when appropriate. Resources are reviewed each year to determine effectiveness.

Academic Achievement and Language Acquisition Progress Monitoring

EL students are administered the LAS Links in the spring of each year to determine their English language skills. The LAS Links Proficiency Report provides teachers with specific information in the areas of listening, speaking, reading, writing, and comprehension in order to appropriately plan instruction.

EL student academic achievement support services follow district guidelines for Tier 3 according to the MTSS process. The guidance counselor reviews student reports to ensure EL students are not failing due to a language barrier and are making adequate progress toward English proficiency. If the student is failing, a TST meeting is scheduled to determine the root cause of the deficiency and to develop interventions. The Language Service Plan is revised, if necessary.

Program Evaluation, Review and Improvement:

The District evaluates the EL program and procedures annually. Counselors, administrators, parents, teachers, and service personnel provide suggestions for program improvement. The District Federal Programs Director/EL Coordinator reviews the data and adjusts the EL program based on stakeholder input and program enhancement suggestions. Families and community members are provided opportunities to evaluate the EL program throughout the year during parent conferences and school level meetings to ensure the students’ needs are addressed in a timely manner.

Professional Development and Instructional Support

Teachers are made aware of the EL Policy and service requirements at the beginning of each school year along with the opportunities for EL students to participate in all programs available

to students including extracurricular and nonacademic activities. Teachers participate in local, regional, and state EL training throughout the school year. A program review is conducted yearly to determine the effectiveness of the EL program.

Recruit and Retain Certified Teachers

The District provides all teachers job embedded professional growth opportunities to address content knowledge and instructional strategies. Opportunities include mentoring, coaching and high quality professional development as outlined in state and federal guidelines. The District partners with local colleges and universities to recruit highly effective graduates/teacher candidates. School and district leadership attend regional job fairs and participate in other recruitment opportunities.

Parent and Family Engagement Strategies/ Activities

Outreach activities, such as Lunch and Learn, Parent University, PTO Meetings, and other school-level parent-family engagement programs are provided in an understandable language. Parents are notified in his or her preferred language.