Poplarville School District

English Learner (EL) Plan

2019-2020

Mission

The mission of the Poplarville School District is to serve all students by providing a high-quality education in a safe learning environment.

Parameters

Align all programs to the state and district strategic plan
Identify and utilize every available resource
Make data-driven decisions

Beliefs

1. Everyone (students, staff, parents, community) plays a vital role in the growth and development of students.
2. All learning is engaging, meaningful, and challenging to everyone.
3. The district serves as a model of integrity and ethical behavior.
4. High expectations yield higher achievement.
5. Everyone has equal value.
6. Patriotism to America is our duty as citizens.

POPLARVILLE SCHOOL DISTRICT EL PLAN

I.   <u>**Goals of the EL Program**</u>

Purpose of the EL Program: To ensure that all EL students are provided quality instructional programs throughout the district that allows them to become proficient in the English language. Also, to provide EL students with the educational opportunities that will enable them to succeed academically.

Goals of the EL Program: The overall goal of the EL program is the successful integration of our students into the mainstream curriculum. 1) The first goal of the EL program of the Poplarville School District is to provide each student with the English skills necessary for him/her to function successfully in both an academic and social setting. Poplarville School District does not deny students participation in any program based on limited English proficiency. 2) The second goal is to provide high-quality professional development to all classroom teachers, principals, administrators, and other school or community-based organizational personnel that serve EL students. 3) The third goal is to encourage and facilitate EL parental involvement.

The overall goal of our EL program is the successful integration of our students into the mainstream curriculum. Newcomers in our District are exposed to the basics of the English language. This year we implemented the Rosetta Stone program.

Further information on regulations, funding, and instructional support can be found at
https://mdek12.org/OFP/Title-III-Part-A

ll.   Theory and Educational Approach of the EL Program

"The mission of the Poplarville School District is to ensure a high-quality education for every student." Taking this into consideration our District is aware of the different cultures/subgroups. We have successfully identified that the English Language Learners need our help to completely integrate into our society. The Poplarville School District will offer EL services through one-to-one or small group classes and through sheltered instruction from regular-ed teachers.

The overall goal of our EL program is the successful integration of our students into the mainstream curriculum. Hence, our instruction is Content-Based in which English is learned through units that allow the assimilation of language learning and academic content at the same time.

The Poplarville School District serves Limited English Proficient (LEP) and EL students through push in, pull-out and content-based instructional approaches. Students at the primary school receive sheltered instruction from their regular education teachers. Students at the elementary schools are pulled out of their regular classrooms for a portion of the day to receive instruction in English language development either individually or in small groups. Students at the middle and high schools are served through content-based instruction. The EL services offered to meet the requirements of the Mississippi Department of Education and the United States Office of Civil Rights in serving EL students. The instruction is Content-based, in which English is learned via thematic units that allow for the assimilation of language learning and academic content at the same time, technology-driven instruction enhances and accelerates the students' learning.

III.   Process for Enrolling ELS

The Poplarville School District must enroll all students regardless of their or their parents' or guardians' actual or perceived citizenship or immigration status.

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

For example, while the district may require proof of residency, inquiring into students' citizenship or immigration status, or that of their parents or guardians, would not be relevant to establishing residency.

Similarly, while the district may require students or their parents to provide proof of age, an LEA may not bar a student from enrolling because he or she lacks a birth certificate or has records that indicate a foreign place of birth. Similarly, the Poplarville School District does not collect social security numbers on students for the purpose of enrollment.

The enrollment of EL students shall NOT be denied or delayed due to lack of immunization of health records. Students needing assistance with obtaining immunization should be referred to the EL Coordinator. Assistance will be provided to obtain needed immunizations. This process will not delay student enrollment.

The district will review the list of documents they require for enrollment to ensure they do not unlawfully bar or discourage students from enrolling in or attending school

IV.   Identification of Potential English Language Learners (ELs) in the English Language Learners Program

English Language Learner (EL): An EL student is one whose native language is a language other than English as determined by a Home Language Survey followed by the W-APT assessment. According to the Mississippi State Department of Education (MDE), students who are English Language Learners are classified as Limited English Proficient (LEP) and/or Immigrant Children and Youth if they are born outside of the United States.

In order to provide appropriate service to English Language Learners the Poplarville School District follows the MDE and federal guidelines to identify ELs, provide their initial assessment to determine if services are required, notify the parents or guardians and place the students in the corresponding program. Poplarville School District follows the necessary steps to identify ELs that assure them of equitable, quality education.

Home Language Survey (HLS): The tool used by the PSD to identify English Language Learners is the Home Language Survey (HLS) which is on the enrollment form. A Home Language Survey must be completed by all students in the district at the time of initial registration into the school district, not into each school. This HLS is sent to the Federal Programs Director while the student is in the district. A copy of this survey stays in the EL files of the school that the student attends. (See Appendix 1 for the language survey).

The surveys collected are reviewed by the principal/principal designee at each school to identify any indication that a language other than English is spoken at home by any individual at the household. If any response on the HLS indicates the use of a language other than English by the student or an individual in the home during the registration process, school office personnel are responsible for notifying the Federal Programs Director (FPD). The presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English, but the Federal Programs Director should follow up additional interviews with the family and an assessment must be conducted to determine the student's English-language proficiency level.

Identifying English Learners consists of the following steps:

1. Home Language Survey

A Home Language Survey (HLS) must be completed for each student registering for enrollment in a school in Mississippi. An HLS is a tool to be given to all new entering students and used to identify students who may not be proficient in English. It is strongly recommended the HLS in this document be used for all Mississippi students.

If districts do choose to develop an HLS, it is recommended by the U.S. Department of Education to include these questions to be in compliance with federal law:

- Is a language other than English spoken at home?
- Is your child's first language a language other than English?
- What language did your child learn when he/she first began to speak?
- What language does your child most frequently speak at home?

If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, then the further assessment must be conducted to determine the student's English-language proficiency level. The completed survey becomes part of the student's cumulative record and must be available for future reference.

2. The Placement Test for Instructional Placement

The LAS Links Placement Test must be conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Potential EL students identified by the HLS during registration during the beginning of the school year must be assessed for English-language proficiency within 30 calendar days of enrollment. Potential EL students who register after the beginning of the school year must be assessed within 10 school days of enrollment. The English Language Proficiency Test (ELPT) assesses the proficiency of students in all four language domains (i.e., speaking, listening, reading, and writing). Those administering and scoring the placement test must be certified teachers and receive some level of training. The LEA test security plan must describe who will administer and score assessments, and what training is required to ensure valid and reliable results. The student's placement test report must be placed in their cumulative record.

3. Parent and Family Notification

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

a parent or guardian opt a child out of EL programs or services for any reason. The LEA must provide guidance in a language parents or guardians can understand to ensure that they understand their child's rights, the range of EL services that their child could receive, and the benefits of such services. This is to ensure that the parent or guardian's decision to opt out is informed and voluntary. The LEAs that receive Title I or Title III funds must provide written notification to parent or guardians of their children's recommended placement in an EL program within 30 days of the start of the school year (or within 1o days for later-arriving students). The notification must include all of the statutorily-required elements, including the right to opt out. The LEA must retain appropriate documentation to demonstrate that a parent or guardian knowingly and voluntarily opted his or her EL child out of EL programs or particular EL services. It is important to note that opting out of EL programs or particular EL services does not affect a student's ability to participate in any other programs or services, such as special education services. If a parent or guardian decides to opt his or her child out of EL programs or particular EL services, that child retains his or her status as an EL. The LEA remains obligated to take affirmative steps and appropriate action required by civil rights laws to provide the EL student meaningful access to its educational program. Thus, the LEA must continue to monitor periodically the opted-out student's academic progress.

If an LEA finds that a student is struggling, it must take appropriate steps to assist the student. These steps must include reassessing the student's ELP 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 support for the student's language acquisition, such as offering professional development (PD) in second language acquisition to the student's core curriculum teachers. The ELs who opt out of services must, like those receiving programs or services, have their ELP reassessed yearly during the annual LAS Links assessment period. After it is determined that the EL no longer qualifies as an EL, the LEA must continue to monitor the student for at least 4 years, just as it would an EL who has received EL programs and services.

4. Placement in a Language Instruction Educational Program

After ELs have been identified using the LAS Links Placement Test, LEAs must provide ELs with appropriate language assistance services and programs, commonly known as "EL services and programs." The LEAs have the flexibility to choose the EL services and programs that meet civil rights requirements and best meet the needs of their EL population. Section Six has more information about the requirements for language education programs and access to academic content, but in general, appropriate EL services and programs enable ELs to attain both English proficiency and parity of participation in the standard instructional program within a reasonable

amount of time. The LEAs must offer appropriate EL services until ELs are proficient in English and can participate meaningfully in educational programs without EL support. This includes continuing to provide EL services to ELs at the highest levels of English proficiency until they have exited from EL services and programs. 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. Research related to student placement and retention shows that ELs must be placed age appropriately in the mainstream classroom. This provides them with access to challenging, grade-level content instruction and the opportunity to interact with their English-speaking peers and is considered generally to be the least restrictive educational environment. 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.

5. Developing a Language Service Plan

The Mississippi Department of Education requires each student designated as an EL to have a Language Service Plan (LSP), which must be updated annually until the student exits the EL program. The Student Evaluation Team (SET) must meet to develop the LSP at the beginning of each academic school year. This team must be composed of teachers (including EL teachers), administrators, counselors, and parents or guardians. The team will meet quarterly to evaluate the student's progress and make necessary adjustments. A copy of the LSP must be provided to all teachers who work with the EL student.

The LSP must contain the following:

- Student's demographic information

- Date of first enrollment in a U.S. school

- Yearly ELPT scores

- Classroom accommodations

- State testing accommodations

- Signatures of SET members
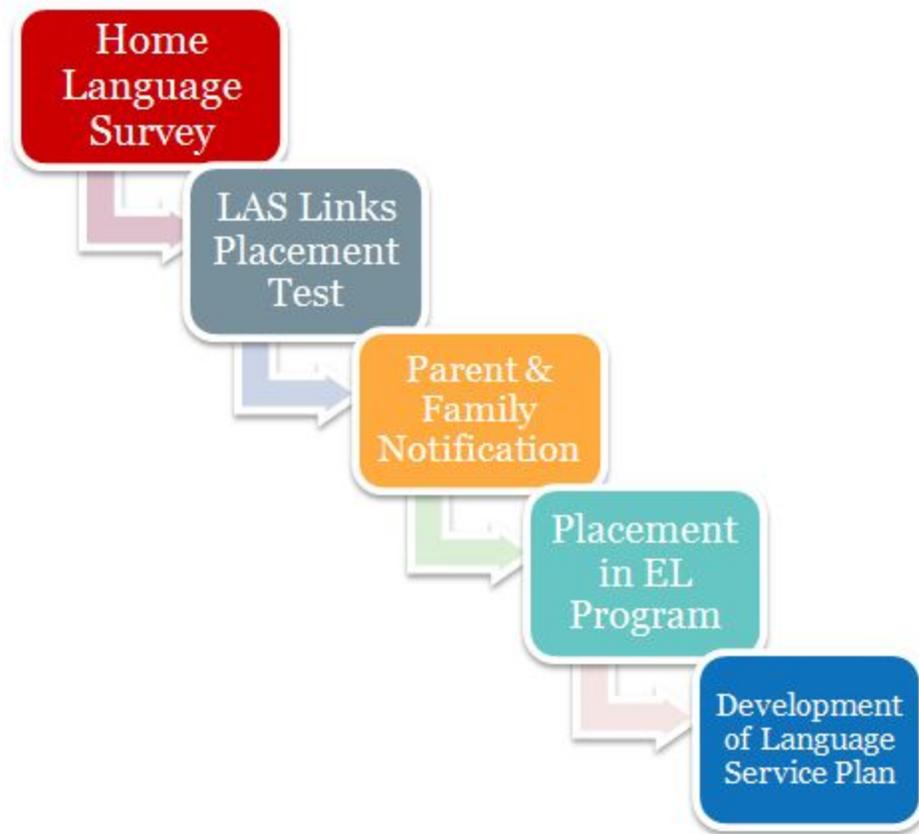
6. EL Data Entry

The accuracy of the EL data is of the utmost importance. Once a student has been identified as an EL the district must ensure the student is correctly marked in their student data package. This information will upload to MSIS once the district has submitted its data to the Mississippi Department of Education. Districts should ensure each column on the EL roster screen of MSIS is completed. This information should be checked monthly for accuracy.

HOME LANGUAGE SURVEY

FOR K-12 SCHOOL DISTRICTS

STUDENT INFORMATION

Student Name _____ **Grade** _____

First   Middle   Last

Date of Birth _____ **Gender** _____ **School** _____

1. What is the dominant language **most often** spoken by the student? _____

2. What is the language **routinely** spoken in the home, regardless of the language spoken by the student? _____

3. What language was **first** learned by the student? _____

4. Does the parent/guardian need **interpretation** services? ☐ Yes ☐ No
   If so, what language? _____

5. Does the parent/guardian need **translated** materials? ☐ Yes ☐ No
   If so, what language? _____

6. What was the date the student first enrolled in a school in the United States? _____

   MM/YYYY

7. In what country was the student born? _____

_____   _____
Parent / Guardian Signature   Date (MM/DD/YYYY)

DISTRICT USE ONLY

☐ Designated English Learner on the LAS Links Screener

DOCUMENTATION OF LAS LINKS SCREENER FOR STUDENT					
Date	Speaking Score	Listening Score	Reading Score	Writing Score	Composite Score

V. Assessment of the Need for Language Instruction Education Program

A. Initial Assessment: Students whose HLS indicates the presence of a language other than English, are assessed for English-language proficiency within thirty (30) days of enrollment. Students who register after the beginning of the school year are assessed within two (2) weeks of enrollment to comply with state law.

Poplarville School District uses the Language Assessment Scales (LAS) Links Placement Test to help determine eligibility for placement in the English language instruction educational program. The LAS Links Placement Test is a screening tool used to determine whether or not a child is eligible for English language instructional services. The LAS Links Placement Test provides an overall composite score that is used to determine eligibility for the program. The results from the LAS Links Placement Test are placed in the Student's EL program file and a copy is filed in their cumulative record.

B. Determining Eligibility for the English Language Program: The Poplarville School District adheres to the following guidelines in determining eligibility for placement of a student in the English Language Program:

It is important to note that no matter how literate kindergarten students may be in the domains of listening and speaking and although they may have reading and/or writing skills equal to those of their peers, no kindergarten student has had an opportunity to become truly literate in either of the domains of reading or writing and will benefit greatly from the support of language assistance services.

C. Interpretation for placement: The LAS Links Placement Test will serve as one piece of evidence in the decision-making process regarding the placement of students. A teacher's professional judgment, extenuating circumstances, and additional assessments will also be considered.

D. Parental Notification: Prior to the initial placement of any student in the English Language Learners Program, the FPD notifies the student's parents or guardians of the results of the assessment and the benefits of enrolling the program. (See appendix 2 for Parental Notification form) If parents do not respond to the notification, the district should enroll the student in the EL Program, since parents are not required to reply to such notification. If the notification is not returned, the EL teacher should document in the same file, the date when the notification was sent.

E. Parental Refusal of Services: Since parents have the right to waive EL services, this decision

is honored once the refusal of services is returned. When parents refuse services through the EL program, the schools may provide services through interventions to make sure that the students' academic needs are met. A copy of the signed parental notification should be filed in the student's EL program files at the assigned school, when available. Parents have the right to refuse the ESL services at any time or stage of their children proficiency level.

F. Program Placement: No more than of thirty (30) days; or (2) weeks if the student registers after the first month of the school year, should pass from the moment of enrollment of the student to the moment of the program placement of a student.

Students will be placed on the EL program classes that correspond to their needs and availability at each school. Students at the primary school are served through sheltered instruction from their regular education teachers. Students at the elementary schools receive instruction in English language development either individually or in small groups. Students at the middle and high schools are served through content-based classes. The instruction is content-based, in which English is learned via thematic units that allow for the assimilation of language learning and academic content at the same time.

VI. Programs and Services for ELS

In the Poplarville School District, we believe that a "person's potential to learn is limitless". This means that students should be challenged one step above their current level of knowledge to ensure their success in the language learning process (Brown, 200; Shrum & Glisan, 2005).

A. Participation in Core Academic Classes: An updated English Language Learning Plan is created at the beginning of each school year, and reviewed with the students' teachers, as well as their parents. The accommodations assist the mainstream teachers of EL students in knowing how to create differentiated instructional activities and assessments, as well as helping the students be able to fully participate in all of their mainstream classes. Mainstream teachers review the student's' ELPs, their proficiency levels in English, teaching strategies with EL students, and procedures for setting up conferences with parents.

B. Cooperation among teachers: Cooperative work among teachers, counselors, parents, principals, and students is essential in order to ensure an EL student's academic success. All the interested parties meet to review the EL English Language Learning Plan for each EL student and determine each person's role in his/her success. The principal communicates closely with teachers and parents, mainly via email, to monitor how well the EL student is working in general education classes and that he/she is receiving the appropriate accommodations according to the plan. Teachers and parents are encouraged to communicate closely and to monitor how well the EL student is working in general education classes and that he/she is receiving the appropriate accommodations.

C. Parent contact and parental and community participation: All parents of EL students are notified if their children are placed in the EL Program and the type of services that they receive. An English Language Learning Plan (ELP) is developed for each student. The plan outlines the student's' background and proficiency level, as well as provides a list of all of the accommodations that they can receive in their mainstream classes and testing plans. An updated English Language Learning Plan is created at the beginning of each school year and reviewed with the students' teachers, as well as their parents. These documents are discussed in detail with parents during parent conferences or at EL parent night. If parents are unable to attend, arrangements are made to meet with them individually and at a time that is convenient.

School staff attends EL training in the identification and instruction of EL students. Transact services and community resources are used to promote communication with parents of children who speak a different language. Parental contact logs are kept by the teachers that document such interactions.

VII. Staffing and Resources to be provided to limited-English proficient students

The EL students are provided services via a wide spectrum of means. At each school, the teachers instruct students individually and in small group settings. Their goal is to improve their English proficiency to a level where they are able to understand instructions so that they can perform well in class. The rest of the time they are in general education classes. Technology is used to enhance interactions and instruction.

A. Teacher qualifications: Poplarville School District has not had an influx of EL students; therefore, the need to employ full-time EL teachers has not been necessary. Once needed, the selected teachers will receive necessary training they lack.

B. Translators/translations used to communicate with parents of limited-English proficient students: Transact services, Google Translate, and community resources are used to promote communication with parents of children who speak a different language.

C. Regular education teacher qualifications: Poplarville School District has highly qualified teachers in all classrooms. Therefore, EL students are served by them as well. They will study principles of English as a second language teaching and its application to help students in a sheltered environment in all the regular education classes that they attend.

D.   Resources for EL students: Poplarville School District has acquired computers, projectors, and technological programs to help students learn the new language at their own pace, in addition to their regular classes and ESL tutoring instructions. Schools utilize bilingual and monolingual dictionaries for instruction, books at different proficiency levels, and other interactive materials that have been acquired through Title I. Teachers have access to these materials so that they can be used on a daily basis with the students.

VIII. Transitioning ELS to Monitoring

The MDE has identified two main criteria determiners in transitioning a student to a monitoring stage: The scores of the LAS Links test and the scores on the state assessment. When the test results become available to the district, students' scores are analyzed along with the following factors in order to decide what group EL students will be placed.

- academic achievement in regular classes

- interviews with the student,

- length of time in school,

- student's educational background

- progress in the ESL classes

After students initial placement, PSD will offer Transitional stage and a Monitoring one for EL students.

A. Transitional Students: A transitional student in the Poplarville School District is one that has achieved the MDE determined passing score in either the LAS Links Test or the State standardized test (MAP Language Arts test(3-8), or the English II Multiple-Choice test (10-12)); and is performing well in the regular-ed classes with minimal accommodations. Teachers also perceive that these students are ready to perform well as any other English-speaking students without any accommodations. Transitional students are served through the work in their classrooms as sheltered instruction. If there are deficiencies in any of the subject areas due to lack of exposure to them while learning the language, these students may also attend "focus" sessions and receive interventions on the subject area that they need extra work on. Depending on the individual progress of each student, a transitional student may move to become monitored, or pulled back to receive the ESL services. The transition period usually takes a year.

B. Monitored Students: A Monitored Student in the Poplarville School District is one that has achieved the MDE determined passing score in both the LAS Links and the State standardized test (MAP Language Arts test(3-8), or the English II Multiple-Choice test (10-12)), and is performing well in the regular-ed classes without any accommodations. The students who comply with the MDE requirements to exit the program are placed on a monitoring stage for the mandatory two-year period. During this time, their performance in the regular education classes is monitored to verify that they are able to perform at the same level as native speakers of English.

When students reach proficiency and are exited according to MDEs Title III EL exit criteria, students:

- are no longer classified as LEP,

- receive no accommodations, (unless they are in the SPED program and have an IEP),

- do not take the annual LAS Links Assessment.

Students at this stage are monitored via a follow-up interview with the students to make sure they are able to perform their academic duties without further help.

At the end of each progress reporting period, the teacher reviews the monitored student's grades, and follow-up if necessary. At the end of the school year, the ESL committee also reviews student's grades and standardized test scores to determine if the students can continue being monitored or needs to receive services again. If the performance of students who have exited the ESL program stalls, falters, and/or regresses, the status of the student is re-examined to determine the need for a possible re-entry into the ESL program or alternative services that address the current student's needs.

Once students have been monitored during two years in which they have been successful in their classes and their state testing, they will be able to exit the program upon teacher's recommendation and notification to the parents. The number of ELs served and monitored by the EL Program of the Poplarville School District is reported to the MDE.

Exiting Students

On January 19, 2017, the Mississippi State Board of Education revised the LAS Links Assessment score requirements for English learners (EL) to officially exit EL status.3 Under the new policy, the student is required to obtain the following proficiency levels on the ELPT:
  a. Overall Proficiency Level 4 or 5, and
  b. Reading Proficiency Level 4 or 5, and
  c. Writing Proficiency Level 4 or 5.

Because ESSA requires states to have uniform exit criteria, LEAs should not add other criteria as exit requirements. An EL 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.

However, there is no provision in the Individuals with Disabilities Education Act (IDEA) that would authorize the Individualized Education Program (IEP) Team to remove the "EL"

designation before the student has attained English proficiency. In addition, other LEA and/or school personnel do not have the authority under Federal law to remove a student's EL designation before the student has been deemed proficient in English solely because the student has an IEP.5

IX.   EL Students participation in other Programs within the District

EL students in the Poplarville School District are provided with equal opportunities to participate in all programs available in the district. Within the district, EL students may participate in the gifted program, athletics, and special education, among other areas. Each EL student will be made aware of the programs available to them. Parents are made aware of the options available for their students through letters and the Poplarville School District website.

X. Private Schools

There are no private schools in the district.

Determining if a student qualifies for services other than ESL is done by 1) consulting with the teacher and reviewing grades and LAS Links scores before referring to TST for special services; and 2) the student is referred for a gifted evaluation like other students in the district (via, parent, student, teacher, of or any adult in the student's life).

XI.   Program Evaluation, Review and Improvement

A.   Accountability for meeting proficiency and annual measurable achievement objectives:
The success of the EL program this year will be assessed using the LAS Links Assessment.
Poplarville School District expects to meet the NCLB Annual Measurable Achievement Objectives
for ELS. Also, a student's success will be measured through their performance in their regular
education classrooms. The use of materials that are a complement to the ones used in class, as
well as the incorporation of technology, contribute to the improvement of our students' level of
English proficiency, and their measurable achievement objectives. Every EL student is expected
to master the state benchmarks that they will be tested on during the MAP and other subject-area
state tests.

Each school has a shared decision-making council which provides input on, reviews and receives
updates on all programs at the school level. Each school also has a school improvement
committee which analyzes and evaluates the effectiveness of programs at the school level. This
committee is also comprised of parents, teachers, community members, and students.

B.   Evaluation of the Programs and Services: The number of EL served and monitored by the
EL Program of the Poplarville School District is reported to the MDE via SAMS, and through the
survey sent to the districts every year.

C. Assessment of ELS: The students of the EL program are assessed using the LAS Links test.
Poplarville School District expects to meet the NCLB Annual Measurable Achievement Objectives for
ELS.

Also, the student's success will be measured through their performance in their regular education
classrooms. The use of materials that are a complement to the ones used in class, as well as the
incorporation of technology, will contribute to the improvement of our students' level of English
proficiency, and their measurable achievement objectives.

EL students are expected to master subject matter and achievement at 65% or above, the same as
other students in the district. Students are evaluated and monitored throughout the school term.
The teacher communicates closely with each student's parent to monitor progress in the general
education classes, and to ensure that he/she is receiving the appropriate accommodations. The
success of the EL program is evaluated by the LAS Links Assessment test. Poplarville School
District still expects the program to meet the No Child Left Behind (NCLB) Annual Measurable
Achievement Objectives.

All EL students participate in the Mississippi Statewide Assessment System and take the tests that

correspond to each grade. If the EL students need accommodations when testing in any of the content areas, they will be provided according to the Mississippi Guidelines for English Language Learners using the Accommodation Chart provided for this matter. All signatures must be current.

ELL Standardized Assessment: LAS Links (CTB}

Level 1	**Beginning**	In the beginning stage, the student is just beginning to use and make sense of the English language. Students in this stage still rely heavily on their native language, and much of their comprehension may be demonstrated either in the native language or nonverbally. Students in this stage need the most support because their English proficiency is so low. Some students in this stage may be in the silent phase, where they do not speak at all, only speak in their native language, or the only parrot back what is being said to them. Students in this stage often comprehend far more than they can express or demonstrate, and communicate most often through gesturing, pointing or drawing. Students closer to entering the early intermediate stage will likely use single words or basic, similarly structured phrases and sentences, usually in the present tense. Their grammar may be incorrect.
Level 2	**Early Intermediate**	In the early intermediate stage, students are beginning to make sense of and use English. They are often able to communicate basic and familiar concepts using simple sentences. Students in this stage still make significant errors in basic communication and comprehension, and their ability to function both socially and academically is still significantly impaired. They can read and write short paragraphs on concepts that are familiar to them, and also hold simple discussions. Students in this phase benefit from the teaching and modeling of the use of high- frequency and keywords. Sentence and paragraph frames are particularly helpful to students in this language proficiency stage.

Level 3	**Intermediate**	Once students move into the intermediate language proficiency level, they are more consistently able to comprehend and communicate an understanding of academic content. Their vocabulary becomes more sophisticated and they are able to shift verb tenses correctly. Compound sentences also are more: frequently used. Grammar is more consistent, although there are still errors. At this level, there are still errors in both expression and comprehension. Students functioning in this level benefit most from instruction in explanations of figurative language, and still require a great deal of repetition. Students in the intermediate stage also benefit most from support and extensive instruction in the writing process. Intermediate level students may still need a great deal of support to understand and express their understanding of concepts that are new to them.
Level 4	**Proficient**	A proficient student is able to understand and communicate about academic content in fairly complex ways. They are able to read and understand text at grade level, and are able to write more lengthy and complex pieces. Grammar tends to be consistent and academic vocabulary is fairly strong, with students feeling comfortable learning and expressing an understanding of new concepts. In this stage, EL students still benefit from explanations of figurative language and are capable of more nuanced understanding. Occasionally, students may need explanations of particularly complex grammatical constructs.
Level 5	**Above Proficient**	The final stage for EL learners is above proficient. At this level, students' communication and reading mirrors that of a native English speaker. At this stage, students are able to read and comprehend grade-level text independently. They are able to meet grade-level expectations in writing, and are likely ready to be exited from EL status. Students may still have an accent at this stage and may occasionally struggle with idioms and another figurative language, but are generally successful in their use of an understanding of English and are basically similar to their native English peers.

The following instructional strategies are designed to support Els' content learning, provide a variety of approaches for completing assignments, and assist with building confidence for the EL student.

EL Instructional Strategies		

Methodologies/ Approaches	❏ Total Physical Response (TPR)
	    ❏ Natural Approach
	    ❏ Cognitive Academic Language Leaming Approach (CALLA)
	    ❏ Whole Language Approach
	❏ Language Experience Approach (LEA)
	❏ Retelling a Story
	❏ Activating Prior Knowledge	

Visuals	Graphic Organizers	AudioNisual
	❏ Flow Charts ❏ Maps ❏ Charts ❏ Graphs ❏ Pictures ❏ Semantic ❏ Webbing/Mapping ❏ T-Charts ❏ Venn Diagrams ❏ Story Maps ❏ Timelines	❏ Videos/Films/CD ROM ❏ Demonstrations ❏ Captioning ❏ Labeling ❏ Music/Songs ❏ Jazz Chants/Raps ❏ CDs - Music/Books ❏ Computer/Software
Interactive Strategies	Cooperative Learning	Other

	❏ Peer Buddy ❏ Small Group Activities ❏ Pairs and Threes ❏ Jigsaw ❏ "Comers" ❏ Think/Pair/Share ❏ Group Reports, Projects ❏ Panel Discussions/Debate ❏ Choral Reading/ Read Around Groups	❏ Field Trips ❏ K-W-L (Know/Wants to Know/Learned) ❏ Role Play ❏ Games ❏ Dialogue Journals
Modified Class Work (Based on Level of English Proficiency)	❏ Vary Complexity of Assignment ❏ One-on-One Instruction with Teacher or Aide ❏ Modify Nature of Assignment ❏ Substitute Diagram for Paragraph ❏ Use of Home Language for Instruction ❏ Explain Key Concepts ❏ Repeat/Paraphrase/Slow Down ❏ Vocabulary with Context Clues ❏ Reading with a Specific Purpose ❏ Use Simple, Direct Language (Limit Idioms) ❏ Use all Modalities/Learning Styles ❏ Provide Meaningful Language Practice ❏ Drills (Substitution, Expansion, Paraphrase, Repetition) ❏ Matching with Visuals ❏ Unscramble Sentences, Words, Visuals ❏ Categorize Vocabulary ❏ Context Clues ❏ Outline Notes ❏ Directed Reading/Thinking Activity (DRTA) ❏ Semantic Feature Analysis ❏ SQ3R (Survey, Question, Read, Recite, Review) ❏ Summarizing ❏ Notetaking ❏ Word banks ❏ Repetition ❏ Question-Answer Relationship (QAR) ❏ Personal Dictionaries	

Alternative Assessment Instruments	❏ Interview ❏ Content Retelling ❏ Content Dictation ❏ Cloze Procedure ❏ Graphic Representation ❏ Student Self-rating and Evaluation ❏ Teacher Rating Checklist ❏ Writing Sample ❏ Group Testing ❏ Observation/Anecdotal ❏ Portfolio	
Multicultural Resources	❏ Guest Speakers ❏ Use of Community Resources ❏ Cultural Sharing ❏ Varied Holiday Activities ❏ Diverse Literature	

Resources for Teachers

The following compilation of resources is provided to assist classroom teachers with effective instruction and assessment, differentiation, parent engagement activities, and available content area graphic organizers designed to aid in the comprehension and proficiency of English Learners.

Academic language and English learners

Teachers who work with Els will find English as a Second Language {ESL), English for Speaking of Other Language (ESOL), English Learner (EL), English as a Foreign Language (EFL) reading/writing skill-building activities and ideas to help PreK-3, 4- 8, and 9-12 students with acquiring Academic Language. Color in Colorado! offers a webcast on Academic Language and English Learners. The webcast features Dr. Robin Scarcella of the University of California at Irvine. Dr. Scarcella provides an overview of academic language instruction for English Learners, as well as teaching strategies, activity ideas, and recommended resources.
http://www.colorincolorado.org/webcasts/academiclanguage/

English Learners with Learning Disabilities (ELLO)

Do you know how to tell the difference in an EL student with a learning disability or an EL having difficulties in learning an academic language? Many times it is difficult to identify the difference because the student is being quiet or we think the student is nonverbal. In this webcast from Color in Colorado!, Dr. Elsa Cardenas-Hagan discusses effective assessment and instructional

strategies for English Learners with disabilities. Dr. Cardenas-Hagan is a bilingual speech-language pathologist. This webcast discusses effective assessment and instructional strategies for English Learners with learning disabilities, as well as ways to help encourage the active involvement of parents of Els with learning disabilities in their children's schools.
http://www.colorincolorado.org/webcasts/disabilities/

Strategies for Teaching English Learners

If you are like many teachers, your classroom is becoming more linguistically diverse. While this diversity occurs, teachers are asking, 11How can I assist this student to learn English and become proficient?" Scholastic has an article that includes advice from veteran teachers on how to most effectively serve English Learners.
http://www.scholastic.com/teachers/article/strategies-teaching-english-languagelearners

High School English Learners and Mathematics

WIDA has a blog titled "Using the Can Do Descriptors in a High School Math Class," which provides strategies mainstream and EL teachers can use to instruct high school students in math. The blog highlights how to differentiate classroom instruction or classroom assessment according to the student's language proficiency level. (NOTE: Any Reference to WIDA is for resource purposes only. LAS Links is the new diagnostic assessment administered to EL students upon enrollment in a Mississippi public school.)
http://www.widaatwcer.blogspot.com/2012/05/using-can-do-descriptors-in-highschool.html

Graphic Organizers for Content Instruction

Graphic organizers make content area information more accessible to English Learners by converting complex information into manageable chunks. One of the roles of EL and bilingual specialists is to encourage mainstream teachers to employ teaching techniques which make content area information more accessible to second language learners. Content materials present text which is too dense for Els. You might teach your students to use graphic organizers such as webs, Venn diagrams, and charts to help them better comprehend texts. The link provides various downloadable activities that can be used in the classroom.

http://www.everythingesl.net/inservices/graphic_organizers.php

Let's Read It Again: Comprehension Strategies for English-Language
One of the most effective ways to engage Els and help them comprehend and read English is through repeated readings and retellings of appealing bilingual picture books. Using Con Mi Hermano/With My Brother by Eileen Roe, second grade Spanish-speaking Els identify the main idea of the story, construct meaning from text and illustrations, and learn English words. Students then demonstrate their knowledge and practice writing in English by writing a poem and a retelling of the story. This lesson (which can be adapted using bilingual books in other languages and for older students) also has older struggling readers read with younger students. Finally, English-speaking students in regular classrooms learn Spanish words for familiar people and objects. The following link from ReadWriteThink is a good resource for lesson planning and activities. This is a K-2 activity with an estimated time of five 30-minute sessions.
http://www.readwritethink.org/ classroom-resources/lesson-plans/read-aga incomprehension strategies-1045.html

Acrostic Poems
In this online interactive writing poetry activity from ReadWriteThink, students can learn about and write acrostic poems. An acrostic poem uses the letters in a word to begin each line of a poem. All lines of the poem relate to or describe the main topic word. As part of the online tool, students brainstorm words to prepare themselves to write their poems and can save their work in progress to revise and edit, reinforcing elements of the writing process. Students can also print their finished acrostic poems or proudly show off their work by emailing it to a friend or family member.
http://www.readwritethink.org/classroom-resources/student-interactives/acrosticpoems-30045.html.
    .

Understanding the "Silent Period" with English Learners
If you have a new EL in your class who is not speaking, do not assume that they are not learning. According to language researcher Stephen Krashen, most new learners of English will go through a "silent period/' where they are unwilling or unable to communicate orally, even though they understand much of what is going on around them. They are not comfortable speaking in the new language, because it is difficult for them to express their thoughts orally. Children in this silent period should not be forced to speak before they are ready. They need time to listen to others

talk, digest what they hear, and observe their fellow classmates' interactions with each other. Their silence does not mean they are not learning the language. The following link from Choice Literacy has a helpful article by Andie Cunningham and Ruth Shagoury to assist teachers with understanding non-verbal English Learners.
https://www.choiceliteracy.com/articles-detail-view.php?id=47.

LAS links Frequently Asked Questions
The Office of Student Assessment provides an overview of answers to commonly asked questions about Mississippi's new LAS Links assessment.
https://districtaccess.mde.k12.ms.us/studentassessment/PublicAccess/Special_Populations/English Learners/ELPT LAS Links Assessment System Q-A- December 2015.pdf

Bilingual Dictionary Listing
The Mississippi Office of Student Assessment provides a list of recommended bilingual word-to-word and technical dictionaries for use with EL students.
https://districtaccess.mde.k12.ms.us/studentassessment/Public%20Access/Special_Populations/English%20Learners/Suggested%20List%20of<>/420Bilingual%20Dictionaries%20for%20ELL%20Students.pdf

U.S. Department of Education EL Tool Kit
In 2015, the U.S. Department of Education's Office of English Language Acquisition released the English Learner Tool Kit, a 10-chapter resource that contains an overview of EL policies and needs, sample tools, and EL resources.
http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.htm1