

# **New Albany School District English Language Learner Plan**

## **New Albany School District Mission Statement**

The mission of the New Albany School District is to prepare all to be successful, knowledgeable, creative and compassionate individuals who are ready to excel in college, careers and in life.

### **Introduction**

The New Albany School District (NASD) consists of New Albany Elementary School, New Albany Middle School, New Albany High School, New Albany/Union Vocational Center, and NASTUC (the alternative school). There are currently 181 English Learner (EL) students enrolled for the 2022-2023 school year. Languages represented among our students include Chinese, Spanish, Vietnamese, and Arabic. Others have exited our program and are being monitored. There are currently 57 students that are being monitored. The EL program is funded with district monies and Title III-LEP funds.

#### **I. Progression of Students through the English Language Learner (EL) Program**

- Home Language Survey – included in each school’s registration packet.
- Initial assessment of language proficiency using the State Assessment
- Parent Notification
- Place students in English Learner (EL) program
- Monitor students for 4 years.

#### **II. Identification of Potential ELs**

Under Federal Law, schools must identify all EL students and screen eligible students for language assistance. According to Presidential Executive Order 13166, “Entities receiving assistance from the federal government must take reasonable steps to ensure that persons with Limited English Proficiency (LEP) have meaningful access to the programs, services, and information those entities provide.”

Registration of potential EL students will require the following: however, they will be immediately enrolled and the District will support students in securing and producing documentation as soon as possible.

- Proof of residency

- Proof of required vaccination – May be enrolled and then obtain the required immunizations.
- Proof of age as required by MS Code 37-15-9
- An MSIS number will be assigned to the student, if he/she does not have one assigned from another school district. The school counselor will request an MSIS number through MSIS.
- The Home Language Survey is included in each school’s registration packet and is used to identify potential EL students. The Home Language Survey is filed in the permanent record.

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?

The school counselors and/or secretaries are responsible for distributing and collecting this information and notifying the EL Coordinator of potential EL student enrollment. If language is a barrier during the enrollment process, the bilingual volunteer, or the EL Coordinator will help with the enrollment process.

If the Home Language Survey indicates that a student speaks a language other than English in the home, the student will be assessed using the English Language Proficiency Test (ELPT). The EL Coordinator and the EL Teacher, who are EL certified and receives training annually, is responsible for testing potential students with the placement test.

Determination of eligibility is made base on the placement test results as outlined below:

Grade Range	Not Proficient	Approaching Proficient	Proficient
K-1	1-21 (NP)	22-30 (AP)	31-36 (P)
2-3	1-21 (NP)	22-32 (AP)	33-41 (P)
4-5	1-17 (NP)	18-27 (AP)	28-41 (P)
6-8	1-17 (NP)	18-27 (AP)	28-41 (P)

9-12	1-18 (NP)	19-29 (AP)	30-41 (P)
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Students whose overall scores are “NP” or “AP” are classified as LEP and are eligible for language assistance services. Students whose overall scores are “P” are classified as proficient and are ineligible for language assistance services.

If a student is identified as EL, the parents will be notified by letter with in 30 days of enrollment at the beginning of the school year. Identified students who enroll once the school year is underway will be tested and parents will be notified within 10 school days of enrollment. Parent Notices, an online site for translating school documents, will be used to translate the Home Language Survey into the parents’ native language and it will also be used to generate notification letters in the parents’ native language. Parents will also receive a copy of the EL Policy and Procedures available in Spanish and English, and the EL Coordinator will schedule a parent meeting to discuss a plan of instruction. Once notified, the parents will be given the opportunity to decline EL services by signing a waiver. The parent will be given the opportunity to deny services, stop services at any time, or review additional options. Schools within the district offer after-school tutoring programs throughout the year (if available).

All students who are placed in the EL program are tagged in the MSIS system. The EL Coordinator keeps a record of all students, their current level of proficiency, and the number of years monitored or served. Students test scores, Language Service Plans, evidence of parent communication, and additional paperwork will be kept on file in the EL Coordinator’s office located at the elementary school. ELPT test scores will also be kept in the student’s cumulative file.

The list of EL students is constantly changing as new students arrive, students move out of the district, or level or monitor status changes. The EL Coordinator monitors this information and updates MSIS appropriately. All data is submitted in accordance with MDE requirements upon request. Information that is collected is submitted through means of ELPT assessments, MSIS, Fiscal/Project Management Packages, budget reports, and other required surveys and/or reports.

ELPT and state test scores are maintained in the student’s cumulative file and will be transferred by office staff should the student leave the district.

### III. Exiting ELS

All EL students will be assessed annually in the spring using the ELPT, in addition to other state mandated assessments. In order to be exited from the EL program a student must have an Overall status of 4-5, Reading 4-5, and Writing 4-5 on the LAS Links assessment.

These scores, along with the professional judgement of the school's SET will be considered when determining eligibility of exiting a student from EL services. The SET or EL Committee will be comprised of an EL teacher, a school administrator, a parent representative, and a translator if needed.

A student identified as fluent by the ELPT who also shows success in the major academic areas will be exited from the EL program and placed on monitoring status. Monitoring will continue for not less than four years.

During the four-year monitoring period, the student

- is no longer considered LEP or EL.
- will no longer receive accommodations or modifications.
- will NOT be administered the ELPT.
- if not successful during the four-year period, may again be offered support services based on student needs.

During the monitoring phase, the EL Coordinator works closely with the classroom teachers to follow the progress of monitored students.

If, at any time during the monitoring phase, the student falls behind in classroom work and/or English language skills, the student will continue in the EL program or be referred for tutoring in an after-school program (if available). The student's LSP will be reviewed by the EL Coordinator and SET and services will be recommended accordingly.

#### IV. Evaluation/Program Review and Improvement

Effectiveness of the EL program is evaluated using the ELPT assessment, progress reports, end of the year report cards, state mandated test data, state accountability, and AYP reports. Student assessment data will be considered when modifying a student's LSP.

NASD adheres to all accountability guidelines set forth by the MS Department of Education (MDE). All scores from state and/or standardized tests are reviewed by administration and discussed with certified staff. If annual measurable achievement objectives are not met in any area, an improvement plan is devised.

Once a plan is developed for the EL program, it is forwarded to administrators for review. Once the plan has been approved by the School Board, it is signed by school administrators and sent to the MDE for approval.

If program improvement is needed, administrators and teachers involved in the EL program will meet to devise a plan. Gathering of sources and information will be

evaluated. Staff will be interviewed and parent surveys and/or complaints will be reviewed. Program improvement may also include, but is not limited to, the review of resources and materials used, teaching programs/methods, classroom accommodations/modifications, and staff development. The EL Coordinator attends EL workshops and LAS Links training sessions each year. She also talks with other districts to find out what is working well for their school in regard to ELs.

## V. EL Instructional Programs

The NASD EL Program uses a pull-out instructional service model and in-class.

Students at the elementary school receive their primary instruction in the regular classroom by the regular classroom teacher. K-5 students are pulled out for further language instruction by either the EL Coordinator/Teacher and EL teacher, or one of two EL assistants. These two EL assistants have been trained in working with language learners using methods and services to teach EL students language skills that include listening, speaking, reading, and writing.

Under the guidance and direction of a certified EL teacher, students at the middle and high school are assigned to a 50-minute ESL class. Students are taught by a certified EL teacher.

Language is taught through content-based instruction in the NASD.

- LAS Links Curriculum, Read Theory, Read Works, Common Lit, and learning tasks and classroom techniques from academic content areas are the vehicles used for developing language, content, cognitive, and study skills.
- Teaching English as a Second Language is a program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which will include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. EL instruction is in English with little use of native language.
- Teaching strategies used in the EL program include: cooperative learning, differentiation, native language support, accessing prior knowledge, culture studies, listening strategies, technology, and realia strategies.

## VI. EL Program Educational Goals

The mission of English Learner (EL) Program is to provide a learning environment which nurtures the personal development of EL students by learning a language that is not native to them. EL students are challenged to learn communication skills in order for them to achieve academically, become involved socially, and participate within the mainstreamed learning environment of their peers. EL students are provided opportunities which include instruction in speaking, listening, reading, and writing skills.

EL students in the NASD participate in an environment that is developmentally appropriate, student centered, and focused on research-based learning. Along with EL classes, pull out programs, and virtual models, students participate in age appropriate mainstream classrooms where they are able to interact with their English-speaking peers and participate in various cultural experiences. Within the mainstream classroom, students are met with challenging material that is presented through both interesting and often times interactive methods.

## VII. Assistance for ELs in Academic Instruction

The NASD begins EL instruction in an age-appropriate class. This class allows participation in a challenging curriculum with access to English speaking peers. EL instruction in the NASD exercises a partnership between EL teachers/assistants, mainstream teachers, and parents. Mainstream teachers and EL teachers share information regarding teaching units and student progress on a regular basis. Primarily, EL students receive the majority of their instruction in the regular classroom. However, they may also be pulled out for EL class or content intervention with an EL certified instructor or for EL tutoring/content intervention with an EL assistant.

Students in the pull-out program receive instruction for appropriately 30 minutes a day, five days a week. Students in the EL class receive EL instruction 50 minutes a day, five days a week.

The EL program designs instruction to meet various learning styles and skill levels. It also provides interactive learning opportunities and higher order thinking skills that meet the individual needs of students. The primary goal of the EL program is to provide students with the English skills necessary to function successfully in the academic program, to develop social skills, and to become productive citizens in the community.

The NASD utilizes the goals/standards set forth by the EL Standards Framework (shown below) to help students develop competencies in English.

Strand 1. ELs are able to listen, speak, read, and write in English for social, intercultural, and instructional communication.

Strand 2. ELs are able to listen, speak, read, and write in English for language arts, social studies, and history.

Strand 3. ELs are able to listen, speak, read, and write in English for mathematics, science, and technical subjects.

Strand 4. ELs are able to begin to develop foundational skills for reading and writing (only applicable for K-3<sup>rd</sup> grade).

## VIII. Program Models

Methods and services to teach ELs include sheltered instruction, pull-out, content-based English as a second language, and ESL program teaching strategies, such as realia, use of native language, and culture studies.

At the elementary school, students are involved in a pull-out method of service delivery. The EL classroom and the regular classroom are both utilized for EL purposes. At the middle and high school, a classroom is designated each year for ELs.

The majority of an EL's learning will be in the mainstream classroom. Teachers will use sheltered instruction methods and provide accommodations appropriate for ELs so they can understand the academic material being presented. The EL Coordinator will work with teachers to make sure accommodations are used in the classroom.

ELs are placed with a "buddy" when available. Preferably this will be a student who speaks the EL's native language and can assist them in the classroom. This "buddy" system has proved beneficial in helping newcomers adjust to an English-speaking environment. Newcomers are supplied with bilingual materials including books and picture cards for communicating basic survival needs.

## IX. Resources, Instructional Staffing, Equipment, and Materials

The district provides two certified EL teachers and two full-time assistants. All work closely with the students based on individual student needs. In addition, all classroom teachers are qualified or highly qualified in the subject matter they teach.

The EL Coordinator for the NASD attends conferences and/or workshops annually and is also trained in administration of the LAS Links. EL assistants have also been trained to work with ELs.

The EL Coordinator travels to all three schools in the district. She communicates with the parents, teachers, and/or students at all three schools. The high school has one teacher that speaks Spanish who will help with communication when necessary. The school district has also begun using a community volunteer for interpretation/translation in Spanish when necessary. She is available to all schools in the district and she will also translate documents, such as letters to parents.

Records of all parent conferences are kept, as well as sign-in sheets from parent meetings at special events, such as Open House. Also, the Federal Programs Director and EL Coordinator attended the webinar to begin using Parent Notices for any required translated documents. Parents receive translated information throughout the year from

EL class and/or mainstream classes and are encouraged and offered suggestions on how to help EL students within the home so they can become as successful as possible.

The student evaluation team (SET) consists of the EL teacher, an administrator, a parent, and a mainstream teacher, who meet throughout the year to discuss progress, classroom work, and the needs of the EL students. The EL Coordinator also meets with parents when entering a student in to the program to discuss the Language Service Plan (LSP) or answer any questions. At the beginning of the school year, the SET meets to discuss any student who may be eligible to exit the EL program.

Materials and resources, both hard copy and on-line, are provided to meet EL needs. The district uses a variety of computer-based programs, reading materials, and bilingual materials. The elementary school has 15 iPads available for student use in the EL classroom. Students use the iPads for Duolingo, Google documents, Google translate, Canvas, AR testing, and other computer-based enrichments. Students also have access to iPads for each student in the general classroom.

Students in the middle school and high school each have their own school-issued iPad that goes from class to class as well as home for use on classroom homework, assignments, research, video projects, typing reports, Google Translate, AR testing, STAR testing, Read Theory, Common Lit, Khan Academy, Mastery Connect, Canvas, and other enrichment activities.

All new EL curriculum materials and program purchases are reviewed by the Federal Programs Director and the EL Coordinator to ensure that the purchases support research-based initiatives and will aid the EL students in developing English proficiency in meeting all annual measurable achievement objectives outlined by the state. Resources are purchased based on need and availability of funds. Both district and Title III funds have been used to purchased EL supplies and materials.

#### X. Procedures and Criteria for Determining When a Student No Longer Needs EL Services

Students in the EL program will be tested annually each spring using the state mandated ELPT. Scores from the LAS Links and subject area testing will be reviewed to determine a student's progress.

Students in the four-year monitor phase of the EL program will be followed closely. The EL Coordinator, EL assistants, and mainstream teachers work together to follow each student's progress throughout the school year. The EL Coordinator and assistants will review students' grades each nine weeks, as well as classroom progress. Student report cards and progress notes will also be reviewed by EL staff. If a monitored student's



success begins to decline, the EL SET will decide whether or not a student should return to EL services.

#### XI. EL Access to Various District Programs

The district ensures that administrators, faculty, and staff are kept abreast of Title III regulations and guidelines for EL students. In the event assessments are needed to determine EL students' eligibility for special programs, assessments will be obtained. Methods used to notify parents and students of available services consider language barriers language barriers. EL students are encouraged to participate in extracurricular and nonacademic activities.

Students at the elementary school attend rotations/explorations which include library, physical education, art, STEAM, and music. They are also provided cultural/social experiences through participation in special events such as Veterans Day, Black History Month, classroom holiday celebrations, field trips, and the Relay for Life fundraiser.

Students at the middle and high schools also have the opportunity to participate in technologically geared classes and various extracurricular activities such as sports, band, musicals, and JRROTC. The NASD also has EL students who participate in gifted and special education programs.

Participation in some programs can be selected by the EL student; however, some programs may require referral. If a student participates in a program, or attends a field trip or special activity, the parents are notified. Correspondence to parents is made available through translated materials either by Parent Notices, Google Translate, or bilingual staff.

#### XII. Educational Services to ELs and Education Personnel in Private Schools

New Albany Schools has no private schools participating within the district.