



**WEST POINT CONSOLIDATED
SCHOOL DISTRICT**

English Learners Plan

2020 - 2021

VISION

All students will be successful.

WPCSD Mission Statement

The mission of the West Point Consolidated School District is to provide an educational system characterized by innovation, individualized instruction, and shared responsibility in a safe and supportive environment.

Introduction

The West Point Consolidated School District (WPCSD) consists of eight schools: four elementary, one middle, one high school, one alternative and a career and technology center. The total enrollment is approximately 2865 students with 2421 minority. Minority students include Blacks, Hispanic, and Asian. There are 25 English Learners (EL) students enrolled for the 2020-2021 school year, which is less than 1% of the district's student population.

The EL program is funded with federal funds.

It is the policy of the West Point Consolidated School District that no compulsory school-aged individual shall, on the grounds of 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 West Point Consolidated School District.

I. Educational Approach and Setting Goals

A. Educational Approach

The mission of the English Learner (EL) program in the West Point Consolidated School District is to provide an opportunity for all students to learn basic skills so they can perform their roles as functioning citizens of our community, state, and nation. In addition, all students are given the opportunity to discover and develop their own special talents.

EL students in the WPCSD are challenged to learn communication skills and to achieve in a language that is not native to them. In addition, they are experiencing and adjusting to diverse educational and cultural settings. The WPCSD recognizes for students to be successful, they must develop language, academic, and social skills. Furthermore, they must develop an understanding of the school setting and atmosphere.

In accordance with the WPCSD mission, the district provides a rich learning environment that is student centered, developmentally appropriate, and research based. Research indicates that EL students learn language by participation in grade-level and challenging curriculum, access to English speaking peers, partnerships between the EL tutor and mainstream teachers, a responsive learning environment for a range of learning styles and skill levels, interactive learning opportunities, higher order thinking skills, and a high-quality English Language Arts Program. The EL program allows students to participate in an age-appropriate regular classroom setting for the majority of instruction. Furthermore, EL students in the WPCSD are assured of having the best instructional personnel, facilities, and equipment that the school system can provide.

The WPCSD 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 WPCSD utilizes a partnership between the EL tutor and mainstream teachers. EL students receive primary instruction in the regular classroom and are pulled out for language instruction. In the pullout program, an EL tutor meets with the students

at least one hour a week to meet individual learning needs. Tutorial activities are held in the individual buildings. The EL tutor designs instruction to meet various learning styles and skill levels. The EL tutor also provides interactive learning opportunities and higher order thinking skills that meet individual needs of students. The primary goal is to provide each student with the English skills necessary to function successfully in the academic program. Grade level teachers meet with the EL tutor to discuss student progress.

B. Educational Goal

The WPCSD has goals to help students develop competencies in English. Each goal is supported by national learning standards that are applicable to EL students in grades K-12. The WPCSD believes that by meeting national standards, students will also meet state academic standards, and will make progress annually toward becoming proficient in the English language.

Standard 1

English learners communicate for social, intercultural, and instructional purposes within the school setting.

Standard 2

English learners communicate information, ideas, and concepts necessary for academic success in the area of language arts.

Standard 3

English learners communicate information, ideas, and concepts necessary for academic success in the area of mathematics.

Standard 4

English learners communicate information, ideas, and concepts necessary for academic success in the area of science.

Standard 5

English learners communicate information, ideas, and concepts necessary for academic success in the area of social studies.

II. Procedures for Identifying Potential EL Students

1. The parent, guardian, accompanying adult, or unaccompanied student will complete the district/school enrollment packet, including Home Language Survey (HLS), proof of residency, proof of required vaccination (*allow up to 90 days to complete*), proof of age as required by MS Code 37-15-9, and immigrant status (*definition provided in enrollment packet*). The HLS must be completed for all new entering students at the time of registration. An interpreter will be available, as needed.
2. The school registrar or counselor will assign an MSIS number to the student if he/she does not have one assigned from another school district.
3. The school counselor will collect the information, distribute the information, and notify the EL Coordinator within five days of the potential EL student's enrollment if the HLS indicates a language other than English is the first or home language.
4. The school counselor will notify the EL Coordinator within five days of the potential EL student's enrollment if the enrollment information provided by the parent, guardian, accompanying adult or unaccompanied student indicates a student aged 3-21 was **not** born in any U.S. state and has **not** attended a U. S. school for more than 3 years.
5. The Student Evaluation Team (SET) will develop an English Language Service Plan (LSP), which will be filed and updated annually until the student exits EL status. The committee will consist of an EL tutor, a general education teacher, a school administrator, and a parent representative. The team will meet at least quarterly.

III. Procedures for Assessment the Need for EL Services

1. The counselor will assess the student using the state-approved screening instrument, (the LAS Links Placement Test). The test is used to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. A copy of the results will be placed in the student's cumulative folder and sent to the EL Coordinator within 5 days of the assessment. Parental permission is not required for EL testing.
2. No later than 30 days after the beginning of the school year, the counselor will send a letter to the parent or guardian informing him or her of the assessment results. Parents of EL students who were not identified at the beginning of the school year will be notified by letter within the first two weeks of their child being identified. Notification will be in a language parents can understand. Parents may accept or opt out of the services at this time by indicating their preference, signing the form, and returning the form to the school.

The district will maintain documentation of the following:

1. Registration Form;
2. Criteria for Enrollment of Potential EL Students;
3. CTB LAS Links Assessment System;
4. Parent Notification;