

Tupelo Public School District



English as a Second Language Program For English Language Learners Program Plan

Revised July, 2009

INTRODUCTION

Since the fall of 1998, Tery J. Medina, National Origin coordinator from the Southeastern Equity Center has been providing on-site consultation sessions for TPSD. The purpose of these sessions were to inform TPSD of the legal obligation to have a written program plan outlining the services and procedures for serving the English Language Learners in their respective schools and to provide information on what should be included in the plan.

It became apparent that our existing plan in TPSD needed to be revised to comply with the expectations of the Office for Civil Rights. While the plan we had in place included some aspects needed, the basic plan needed refinement. Therefore, an ESL Committee was formed. The members of the ESL committee represented a cross-section of the school district. Efforts were made to include administrators, teachers, guidance counselors, and central office personnel.

The ESL committee convened on January 22, 2009 to meet with Tery, who has firsthand knowledge of the legal mandates and composition of an effective plan. The purpose of this meeting was to discuss the process of revising our existing plan. Subsequently, the ESL Committee was divided into subcommittees, each focusing on a different aspect of the plan. The subcommittees made recommendations for revision which are compiled and presented in this document.

The ELL Coordinator, Irene Baker has coordinated this effort and contributed the forms and final details of the plan. The plan was reviewed a second time by Terry Medina and the Steering Committee on March 20, 2009 for further recommendations. The plan was then revised and presented to Tupelo Public School District Board of Education for approval.

In summary, the revision process has been a collaborative effort which resulted in valuable input from a variety of stakeholders. Many thanks to the members of the ESL Committee and all others who contributed to the ESL program plan revision.

**TUPELO PUBLIC SCHOOL DISTRICT
STEERING COMMITTEE**

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GLOSSARY OF TERMS

AMAOs (Annual Measurable Achievement Objectives): mandate by No Child Left Behind Title III to demonstrate student progress in acquiring the English language. Language progress is measured and reported to the federal government. Districts not making appropriate progress are subject to sanction.

ESL Compilation Folder: A collection of dated work samples and classroom assessments. If the student is in Tier A or Tier B collected samples must show proof of accommodation (e.g. shorten tests). SIOP® teachers are responsible for maintaining this folder. Quarterly this folder is submitted to counselors. Collected work is put in student red folder.

ELL (English Language Learners): A national-origin-minority student who is limited-English proficient. This term is often preferred over limited-English proficient (LEP) as it highlights accomplishments rather than deficits.

ELL Services (English as a Second Language): Special services provided by TPSD to accommodate the needs of ELLs. These services include tailored curriculum designed to teach ELL students English language skills, listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL Services are provided in English by a trained SIOP® teacher.

NCLB (No Child Left Behind): Sets broad and in depth accountability requirements for English Language Learners.

OCR (Office for Civil Rights): The Office for Civil Rights of the U.S. Department of Education is responsible for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, national origin, disability, sex, or age.

Red Folder: TPSD folder used to ensure accommodations are being made and that ELLs are receiving adequate services.

SIOP® (Sheltered Instruction Observation Protocol): method of delivering instruction to limited English proficient students in the regular classroom that focuses on language objectives as well as content objectives.

Sheltered/Structured English Immersion Teacher: is a teacher who has received a minimum of 32 hours of SIOP® training in instructional strategies for English Language Learners. On site coaching and consulting is also provided as a part of ongoing professional development support.

TST (Teacher Support Team): a problem-solving unit responsible for interventions developed at Tier III. It is a requirement that every school have a Teacher Support Team and that the team be implemented in accordance with the process developed by the Mississippi Department of Education.

WIDA (WORLD-CLASS INSTRUCTIONAL DESIGN AND ASSESSMENT): a test of English language proficiency in listening, speaking, reading and writing. This particular test was adopted by the Mississippi Department of Education (Fall 2008) as the English language proficiency test which is to be used across the state to assess the English language proficiency for all national origin minority students in the state.

Tier A is most appropriate for English language learners who:

- have arrived in the U.S. or entered school in the U.S. in the current academic year without previous instruction in English; OR
- currently receives literacy instruction ONLY in their native language, OR
- test at the lowest level of language

Tier B is most appropriate for English language learners who:

- have social language proficiency and some, but not extensive, academic language proficiency in English, OR
- have acquired some literacy in English, though have not yet reached grade level literacy.

Tier C is most appropriate for English language learners who:

- are approaching grade level in literacy and academic language proficiency in the core content areas, OR
- will likely meet the state's exit criteria for support services by the end of the academic year.

WIDA ELP Standards: There are five WIDA English Language Proficiency (ELP) Standards, which appear in two frameworks, Summative and Formative. The five ELP Standards are identical for the both frameworks. They reflect the social and academic language expectations of ELLs in grades PreK-12 attending schools in the United States. Each ELP Standard addresses a specific content for language acquisition (Social and Instructional settings as well as Language Arts, Mathematics, Science and Social Studies) and is divided into five clusters: PreK-K, 1-2, 3-5, 6-8 and 9-12 (Appendix)

W-APT™: W-APT stands for the WIDA-ACCESS Placement Test™. This assessment tool, known as the "screener", is used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. It can help to determine whether or not a child is in need of English language instructional services, and if so, at what level.

WIDA-ACCESS for ELLs®: ACCESS for ELLs™ stands for *Assessing Comprehension and Communication in English State-to-State for English Language Learners*. It is a large-scale test that first and foremost addresses the English language development **standards** that form the core of the WIDA Consortium's approach to instructing and testing English language learners. These standards incorporate a set of **model performance indicators** (MPIs) that describe the expectations educators have of ELL students at four different grade level clusters and in five different content areas.

STRATEGIC PLAN FOR TUPELO PUBLIC SCHOOL DISTRICT

OUR BELIEFS

The Tupelo Public School District is guided by a set of core beliefs. We believe that:

- The future of our community depends on an excellent public school system.
- The purpose of public education is to develop thoughtful, knowledgeable and inquiring citizens who are prepared to pursue further study or meaningful employment and to contribute actively and fully to the success of their communities.
- Each student is a unique individual, with his or her own defining qualities, special strengths and specific needs.
- Learning starts long before a child enrolls in school and never stops.
- An excellent public school system is comprised of superb schools, which depend on high-quality staff, who are performance driven, motivated to succeed and are themselves life-long learners.
- Superb schools require a safe and supportive environment, where students are able to learn and develop to their full potential.
- Families are our valued partners; their active and knowledgeable participation is essential to educational success.
- Schools are connected to the broader society; the values, commitment and support of all parts of the community are critical elements of an excellent public school system.

OUR MISSION

TPSD serves the community by engaging each student in an excellent education that develops skills and citizenship needed for success in a global society.

OPERATING PRINCIPLES

All that we do in the Tupelo Public School District is closely connected to and measured against a set of guiding principles. The Tupelo Public School District strives to be:

- **Student-centered** in the decisions that we make or actions that we take; we will focus on building the spirit of students to embrace education.
- **Open, honest and transparent** about our reasons for our actions, our approaches, our successes and our shortcomings.
- **Respectful and appreciative** of ideas, feelings, aspirations and of differences in background, points of view and desires.

- **Customer-oriented** in all our interactions.
- **Focused on quality** in all aspects of our operations.
- **Innovative and entrepreneurial** in seeking, experimenting with and adapting promising educational ideas and practices that will lead to excellent teaching and learning at the highest level.
- **Accountable** to our students, their families, our community and to each other.
- **Relentless** in our pursuit of excellence.
- **Team-oriented** and committed to shared beliefs.

GOALS

- Ensure a safe and healthy educational environment.
- Promote community knowledge of, involvement in, and support for the TPSD pursuit of excellence.
- Implement and sustain comprehensive programs that address the needs of all students.
- Ensure the budget supports the goals of the district.
- Support quality teaching that inspires students to achieve at their highest potential.

Source: US Census Bureau, 1990, 2000/World View, 2002

GUIDING PRINCIPLES OF THE TUPELO PUBLIC SCHOOL DISTRICT ENGLISH LANGUAGE LEARNER SERVICES

The Tupelo Public School District (TPSD) English Language Learner Service is designed around our school system philosophy that all children can learn. It is the belief of the Tupelo Public School District staff that the best English Language Learner Services can be provided must:

- Be tailored to meet the special linguistic, academic, cultural and affective needs of the students
- Provide the ELLs the assistance and instruction necessary to allow them to progress through school at a rate similar to their native English speaking peers
- Make the best possible use of school district and community resources

DEMOGRAPHIC PROFILE

Tupelo Public School District is comprised of:

- Five K-2 Elementary schools
- Four 3-5 Elementary schools
- One 6th grade school
- One middle school (7th-8th)
- One high school (9th-12th)
- One Early Childhood Education Center (Pre-K)
- One alternative school (Filmore Center)

Student Demographics 2005-2006

Race	Percent
White	50
Black	46
Hispanic	2
Asian	2
American Indian	<1
Total Enrollment	7207

Student Demographics 2006-2007

Race	Percent
White	
Black	
Hispanic	
Asian	
American Indian	
Total Enrollment	

Student Demographics 2007-2008

Race	Percent
White	
Black	
Hispanic	
Asian	
American Indian	
Total Enrollment	

**Mississippi
Rate of LEP Growth
1994/1995-2004/2004-2005**

Total Enrollment		Growth from 94-95	LEP Enrollment	Growth from 94-95
1994-1995	512,753	0.0%	2,748	0.0%
1995-1996	549,806	7.2%	2,808	2.2%
1996-1997	551,902	7.6%	3,224	17.3%
1997-1998	504,792	-1.6%	3,149	14.6%
1998-1999	502,382	-2.0%	3,300	20.1%
1999-2000	500,716	-2.3%	3,972	44.5%
2000-2001	497,871	-2.9%	3,225	17.4%
2001-2002	491,686	-4.1%	2,904	5.7%
2002-2003	491,622	-4.1%	2,916	6.1%
2003-2004	492,557	-3.9%	4,681	70.3%
2004-2005	494,590	-3.5%	4,152	51.1%

Mississippi Census Data

School-Age Population *1990* *2000* *Percentage of Growth*

All 5 to 17 year-olds	552,960	571,199	3.3%
5 to 17 year-olds who speak another language and do not speak English "very well"	6,186	7,168	15.9%

SECTION ONE

PROGRAM DESCRIPTION

Legal Foundations

Statutory foundation: Mississippi and federal statutes mandate the necessity for school districts to establish services for English Language Learners that is non-discriminatory and that is based on pedagogically sound educational theory and practice. It is the school district's responsibility to comply with all legal mandates related to English Language Learners. Therefore, Tupelo Public School District (TPSD) is committed to provide all English Language Learners full access to the district's instructional programs, and at the same time, have the assistance needed to become proficient in academic English.

Program Model

Tupelo Public School District ELL Services has adopted three models for its English Language Learners. The models are: Sheltered/Structure English Immersion, English as a Second Language Tutorial (middle school) and English as a Second Language Program (high school only). In all of these models the language of instruction is English. The native language of the child (when feasible) is only used for clarification and not for direct instruction. Since there are a variety of languages represented in the district, the chosen models are more appropriate than a bilingual model. However, the district remains open to exploring other program models to serve its ELLs. Annual program review and evaluation provide an opportunity to revisit the present program models and its effectiveness to make changes when needed.

DESCRIPTION OF SERVICES

K-8 SIOP®

ELLs at Tier A and Tier B levels are placed in Sheltered/Structured English Immersion classes. The goal of the Sheltered/Structured English Immersion class is acquisition of English language skills so that the ELLs can succeed in an English only mainstream classroom. Students in these classes are "sheltered" in that they attend class with other ELLs (also include English native speakers). Students study the same curriculum mandated by the state and district, but the teacher employs ESL methods to make instruction comprehensible. The sheltered teacher uses physical activities, visual aids, and the environment when teaching content (mathematics, science, social studies, and other subjects), in efforts to assist in the development of Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency. To adequately meet the needs of ELLs teachers have specialized training in SIOP® and/or possess an ESL teaching credential.

ESL Tutorial (middle school only)

Tier A and Tier B students are placed in an ESL tutorial class. This class provides critical assistance to ELLs in their struggling subjects. The standard tutorial time is 50 minutes in length daily, but the time may be modified dependent on the English language proficiency level of the student. Tutorial assistance takes place in a small class setting, usually ranging 8 to 10 students. Assistance provided focuses on two specific elements: helping students make connections with content studied and developing Cognitive Academic Language Proficiency.

ESL Class (high school only)

There are two ESL classes at Tupelo High School: ESL A (novice level) and ESL B (intermediate level). Classes are daily and 50 minutes in length. ESL students are placed in an ESL class appropriate to their English language proficiency level.

ESL A (Tier A): Student instruction focuses on developing and amplifying Basic Interpersonal Communication Skills (BICS). BICS involves every day communication, listening, speaking, carrying on basic conversations, understanding speakers and communicating basic needs.

ESL B (Tier B and Tier C): Intermediate students focus on developing and refining Cognitive Academic Language Proficiency. CALP are skills that are needed to succeed in the academic classroom, which include problem solving, inferring, analyzing, synthesizing, and predicting. CALP goes beyond BICS demanding much greater competence in the language.

High school students are encouraged to enroll in classes appropriate to their career goals. Students who are on college track receive special instruction in preparation for taking college entrance tests as part of the curriculum to their ESL class.

ELL students who have been in Tier C for three years may not require instruction from SIOP® teachers or ESL classes. However, these students continue to be monitored by the guidance counselor. If these students were to encounter academic difficulties; appropriate steps will be taken to accommodate their needs (i.e., after school tutoring or special accommodations in the classroom).

EDUCATION GOALS

- To provide services to English Language Learners which will enable them to become proficient in English in order to function successfully and participate fully in the regular instructional program.
- To provide support services to assist English Language Learners in becoming a part of the cultural environment of the school and community.

- To provide opportunities for English Language Learners to share their culture with the school and community.
- To provide families of English Language Learners the opportunity to become an integral part of the Tupelo Public Schools community.

The TPSD will adhere to the guiding principles outlined by the Center for Equity and Excellence in Education (George Washington University) regarding English Language Learners. Those six principles are as follows:

1. English Language Learners must be held to the same high expectations of learning established for all students.
2. English Language Learners must develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading and writing, consistent with expectations of all students.
3. English Language Learners are taught challenging content to enable them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, and fine arts, health and physical education, consistent with those for all students.
4. English Language Learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.
5. English Language Learners are evaluated with appropriate and valid assessments that are aligned with state and local standards that take into account the language acquisition stages and cultural backgrounds of the students.
6. The academic success of English Language Learners is a responsibility shared by all educators, the family and the community.

(Promoting Excellence: Ensuring Academic Success for Limited English Proficient Students (p. 11) by the Center for Equity for Excellence in Education, 1996, and 2000, by the George Washington University)

Effective programs are those in which the entire school and district take responsibility for the education of the English Language Learner. English language development takes place in the context of *SIOP® class (K-12) as well as in the ESL class (7-12).

* SIOP®: a study conducted to establish the validity and reliability of SIOP® found that the instrument is a highly reliable and valid measure of sheltered instruction (Guraino, Echevarria, Short, Schick, Forbes, & Rueda, 2001).

The Role of the ESL Teacher:

The primary role of the ESL Teacher is to assist students to develop proficiency in the English language. Because Mississippi has set forth a standard course of study for the education of

students in the regular classroom and has accompanying accountability standards, the ESL teacher can provide assistance to regular teachers in teaching aspects of the standard course of study by recommending classroom strategies. In addition, the ESL teachers will make use of the WIDA Standards.

The English Language Proficiency Standards and their Abbreviations

Standards	Standards	Abbreviations
English Language Proficiency Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Proficiency Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Proficiency Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Proficiency Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Proficiency Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

ESL instruction is designed to provide students with knowledge of the academic language needed to attain the academic standards in areas of accountability, outlined by the state of Mississippi for all students to proceed through the gateways for promotion. In addition, the ESL curriculum strives to meet the Title III Language Acquisition standards outlined in No Child Left Behind (Jan, 2002). Districts that do not show student progress in English language acquisition are subject to sanctions involving possible loss of federal funds and other areas.

The Role of the Sheltered/Structured English Immersion Classroom Teacher:

The Sheltered/Structured English Immersion Classroom teacher is to be skilled in knowing the states of language acquisition and in adapting instruction for the English Language Learner. The students focus on the same content as English native students, but it is presented in manner that is comprehensible to the English Language Proficiency Level of the student. To ensure content is taught in a comprehensible manner, teachers implement the SIOP® model.

“The SIOP® model is scientifically based. It is the product of several research studies conducted by Jana Echevarria, Mary Ellen Vogt and Deborah J. Short. The theoretical underpinning of the model is that language acquisition is enhanced through meaningful use and interaction. Through the study of content students interact in English with meaningful material that is relevant to their schooling. Because language processes, such as listening speaking, reading, and writing develop interdependently (Genesse et al., 2006 & Shanahan, 2006a), SIOP® lessons incorporate activities that integrate those skills” (Echevarria, Vogt & Short, 2008, p17).

The Role of the ELL Representative:

The ELL representative will be skilled in knowing the state of language acquisition and realistic academic goals for ELLs. He or she will be liaison from student to teacher and from teacher to ELL coordinator (if need arises).

The Role of the ELL Coordinator:

The ELL Coordinator will be skilled in ELL, SIOP®, WIDA, and RtI. He or she will be:

- An instructional coach to the Structured/Sheltered English Immersion Classroom Teacher
- Assistant to the ELL Representative regarding ELL matters
- Liaison to the ELL. In order to ensure an equitable education is provided.

SECTION TWO

IDENTIFICATION

A language or national origin minority student is one who speaks a language other than English and/or who may or may not be proficient in English. In order to meet the needs of these students their English language proficiency must be assessed to be identified as an English Language Learner.

Home Language Survey (HLS)

All students who enroll in Tupelo Public School District complete the TPSD Home Language Survey. It is both a state and federal requirement that all students have a completed Home Language Survey.

1. Students' language background will be determined at the time of enrollment through the use of the Home Language Survey, issued in the enrollment packet through the school's office staff (secretary). This survey will be available in the student's native language or an interpreter will be secured (via telephone: 1 508-616-6660 Ext 6# or in person).
2. HLS will be evaluated by counselors within ten days from the beginning of the school year.
3. If students enter after the beginning of the school year, counselors will evaluate HLS within five days to accommodate ELL testing in a timely manner.
4. If the answers to all the questions on the Home Language Survey are "English" the student will be considered English Language Proficient and no further action is needed.
5. If any response on the HLS indicates the use of a language other than English, by the student or an individual in the home, further assessment will be conducted to determine the student's English language proficiency level.
 - a. *Note: If a non-English speaker misinterprets the HLS, schools will take into consideration other documentation or observation from a teacher/other school personnel that indicates a student speaks, understands, and/or has a language other than English spoken at home (per MDE recommendations). Deriving from other documentations and/or observations as stated above, these students will then fill out another HLS. They will be classified as a potential ELL student and will be assessed.*

6. Potential ELL students will be administered the W-APT™ by ELL Representatives (guidance counselor or ESL Teacher). The W-APT™ is used to:
 - identify students who may be candidates for English as a second language (ESL) and/or bilingual services
 - determine the academic English language proficiency level of students new to a school or to the U.S. school system in order to determine appropriate levels and amounts of instructional services
 - accurately assign students identified as ELLs to one of the 3 tiers of WIDA ACCESS for ELLs® testing to assess listening, speaking, reading, writing, and comprehension skills in English.
7. The ELL Representative is responsible for ensuring the cumulative folder and ELL red folder (applicable to ELLs only) contains a HLS.
8. If no survey is found during routine district red folder check, the names are sent to the counselor who in turn compiles a list and provides surveys for the teachers to send home for parents to complete. When received, HLSs will be placed in corresponding cumulative folders.
9. If any of these HLSs indicate the use of another language other than English, the guidance counselor/office secretary will make copies of the Home Language Survey and the counselor will assess (W-APT™) the potential ELL students.

SECTION THREE

ASSESSMENT

1. If the answers on the Home Language Survey are “English” the student will be considered English language proficient and will not be assessed.
2. If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, they will be classified as potential ELL students and further assessment will be conducted to determine the student’s English language proficiency level.
3. Understanding that not all students that indicate the presence of another language other than English are eligible for ESL Services, all potential ELL students will be given the W-APT™. (*The W-APT™ has been adopted by the MDE State Board of Education*).
4. The ELL Representative or ESL Teacher administers and scores the test. If a student enters at the beginning of the school year he/she will be assessed within the first 30 days of school, but if a student enters after the beginning of the school year, then he/she will be assessed within two weeks of enrollment.
5. In addition to testing potential ELL students, NCLB requires that all ELLs be tested annually for English Language Proficiency. The MDE’s State Board of education has adopted the WIDA-ACCESS for ELLs® for identified ELLs. WIDA-ACCESS for ELLs® is administered annually in April by the ELL Representative or ESL Teacher.
6. The W-APT™ and WIDA-ACCESS for ELLs® tests assess students’ English language proficiency in five areas: Social and Instructional Language (SIL), which incorporates proficiencies needed to deal with general language of the classroom and the school; the language of English Language Arts (LoLA), the language of Mathematics (LoMA), the language of Science (LoSC), and the language of Social Studies (LoSS). This assessment satisfies state and federal requirements for annual assessment of the English language proficiency of English language learners.

For each grade level, there is a test in each of the four language domains: Listening, Speaking, Reading, and Writing. The Listening and Reading sections consists of multiple-choice questions. The Writing and Speaking sections are made up of performance tasks that are scored according to the specific rubrics. Listening, Reading, and Writing sections can be group-administered and are centrally scored. The Speaking test is an individually-administered, adaptive test that is scored by the test administrator.

7. To ensure tests are administered appropriately and student scores are interpreted correctly every Test Administrator will be trained in W-APT™ and WIDA ACCESS for ELLs®. Training sessions will include WIDA Test Administration on-line training and onsite professional development training on Interpreting WIDA-ACCESS for ELLs® Score Reports and Implementing the WIDA ELP Standards.

8. As MDE, Tupelo Public School District will incorporate WIDA's *English Language Proficiency Standards for Pre-Kindergarten through Grade 12*. Within these standards lie six language proficiency levels. According to the WIDA *English Language Proficiency Standards and Resource Guide* (2007 Edition), these levels "outline the progression of language development in the acquisition of English as an additional language" (p.RG-12). The levels, in order from lowest to highest, are labeled as follows:

Level 1: Entering

Level 2: Beginning

Level 3: Developing

Level 4: Expanding

Level 5: Bridging

Level 6: Reaching

9. The language proficiency levels delineate expected performance and describe what English language learners can reasonably be expected to do within each domain of the standards. Level 6 is reserved for those students for whom assessment have shown that the English language is no longer a barrier to accessing academic content appropriate to their grade level, hence language support is no longer necessary for students who reach Level 6.
10. If the student's English language proficiency level is in Level 5 or below the ELL Representative will record the results on the ELL Assessment Record.
Note: There are times when a student's score indicates he/she is language limited. However, such results may not be related to language barrier only. To ensure students are serviced adequately teachers will observe student's social behavior and academic progress. If there is significant evidence that the students performance difficulties stem from something other than language barrier (e.g., ADD, ADHD, Autism, Aspergers) the ELL District Coordinator and the Interventionist District Coordinator will assess the student.
11. In addition to recording results on the ELL Assessment Record, the ELL Representative will send an Entrance Notification Letter to parents/guardians. Parent/Guardian signature will indicate that they allow TPSD to provide ESL services to the child. (Entrance Notification Letter must be returned within 5 working days). This form will be kept in the student's red folder.
12. If Entrance Notification Letter is not returned within the deadline, the ELL representative will contact parents and schedule a conference. The conference will include student's parent/guardian, the school counselor and the potential sheltered classroom teacher. This meeting will help parents understand how their child can benefit academically and socially by the provision of our ESL services. If parent/guardian still desire to waiver TPSD ESL services they will sign a Waiver Letter resigning TPSD ESL services. This

Waiver Letter will be put in a red folder with a yellow dot. The red folder with a yellow dot will let the ELL Representative know that the student has resigned ESL services, but that he/she must be assessed annually with the WIDA-ACCESS for ELLs® per MDE until child is deemed proficient in the English language.

13. The ELL representative is responsible for maintaining the student's red folder within the cumulative folder.

The red folder will include the following:

- Home Language Survey stapled to the inside of the folder and **highlight** the other language present. **This is replaced yearly.**
- Signed copy of notification letters to parents for each year of testing (effective Spring 2009):
 - a) Entrance Letter
 - b) Annual notification letter of WIDA-ACCESS for ELLs® test results
 - c) Waiver letter if applicable
 - d) Reclassification letter if applicable
- Student scantrons starting with the most recent
 - a) Stanford English Language Proficiency Test & Student Score Reports prior to Fall 2008
 - b) W-APT™ (if applicable effective Fall 2008) and WIDA-ACCESS for ELLs® effective Spring 2009
- Current progress reports
- Report Cards – At the end of eighth grade a copy of the Cumulative Folder insert with all previous grades posted should be placed in the Red ESL folder and previous years' reports removed.
- District and State assessments (e.g., EPSF, Universal Screening, MCT 2, Terra Nova, etc.).
- Accommodation Log (e.g., Juan is receiving one-on-one tutoring from Mrs. Roman twice a week, Mrs. Roman assists translating in parent conferences, Mrs. Roman made contact with parents via phone on 1/2/2009, etc.)
 - Accommodations must be dated and signed by the teacher. Keep only previous years' log and current year's log.
- Newsletters, bulletins, and any other documentation sent home to child in student's native tongue (English material does not apply.)
- Student work samples. Work samples from beginning, mid, and end of year. Items should show student development. Keep only previous years' work and current year's work.
- Any student information from a previous school district is placed at the back. ESL coordinator will evaluate necessity of keeping any materials.

14. The W-APT™ results are used to determine if the student is eligible for ESL services. W-APT™ results are also used to assign students to appropriate placement of services: Sheltered/Structured Immersion Program, ESL Tutorial, ESL instruction or mainstream classroom instruction. Provision of ESL Services are also extended to students whose

language proficiency is found limited in any one of the domains of listening, speaking, writing, or comprehension (per MDE).

SECTION FOUR

PROGRAM OF SERVICES FOR ELL STUDENTS

GENERAL PLACEMENT

1. Parents will be notified that their child is eligible for TPSD ESL services. The guidance counselor will send out an Entrance Notification Letter within a two week period from assessing student. Parents will be encouraged to respond to the notification letter. However, parents are not required to respond in order for the student to receive TPSD ESL services (per MDE, p11).

2. Parents have the right to resign their child from TPSD ESL services. Resignation of services will require a face to face parent conference and written request (Waiver of Services Letter). If available, parents may also choose another program or method of instruction. Nevertheless, under Civil Rights policy, the district will provide appropriate means to ensure that the student's English language and academic needs are met.

Grade Placement

The first rule for placing ELL students in an educational program is that they should be placed at the age appropriate placement (per Office for Civil Rights Guidelines).

Grade Level: K-8

Students will be placed in grades according to chronological age in grades K-8.

Note: There are some situations that allow for exceptions to the general rule. If a student is not much older than six and has not been in a school before, it is often best to place the student in kindergarten. If an ELL student is developmentally delayed or has suffered serious deprivation, then the ELL students may need to be placed at a lower grade level. In any event, ELL students will never be more than a year behind their age appropriate grade (per MDE).

Grade Level: High School

High School age students will be enrolled in high school as long as they are under 21 years of age. In cases where graduation will not be possible by age 21, the parents and students will be informed of other options (GED classes, Adult Basic Education, etc.) by the guidance counselor or ESL teacher. If parents proceed in enrolling the student in high school, the fact that the student will not be able to graduate due to lack of course credit will be fully explained. An interpreter may be needed for this purpose. No student will be denied the opportunity to attend high school so long as he/she is less than 21 years of age.

Students with no academic records will be placed in the ninth grade. If records are received at a later date, the transcript will be evaluated to determine academic course credit and the student will be reassigned to appropriate classes and grade levels. The guidance counselor or a person trained in transcript evaluation will interview the student to determine the length of time the student spent in each class per week. Course credit will be awarded to the amount of credit awarded for contact hours as outlined by the Carnegie Unit Standards.

Every effort will be made to review previous school records and transcripts to evaluate and award transfer credits. Two sources which may be used: The Country Index and The Glossary of Foreign Educational Terms (available from Frank Severy Publishing, 3951 Kutcher Drive, anchorage, Alaska, 99516, (907) 345-5217.

Our general principles for English Language Learner students at the high school level are as follows:

1) Course choices

-All students will be given encouragement and equal opportunity to pursue a college pathway unless they have demonstrated an interest in other specific career pathways. Counselors will recognize that a lack of English language proficiency does not have any bearing on cognitive skills.

-The level of language proficiency will be considered in registering students for high school courses. More concrete courses with less language will be available when feasible to students whose language level falls below intermediate high.

2) Accommodation of Instruction and Assessment-All students will receive accommodations from SIOP® trained teachers to make curriculum accessible to them.

3) Participation in Extracurricular Activities-All students will be encouraged to participate in extracurricular activities and every effort will be made to make students aware of activities and requirements.

4) ESL teachers, counselors and mentors will devise specific strategies for students who demonstrate signs they are at risk for dropping out of school.

ESL PLACEMENT

Students will receive ESL services according to their W-APT™ or WIDA ACCESS for ELLs® scores. The WIDA English Language Proficiency Tier table will be used to determine which ESL services are most appropriate for the student.

Grades PreK-6

Students whose English Language Proficiency Level is classified Tier A or Tier B (based on W-APT™ and WIDA ACCESS for ELLs® scores) will be placed in a Sheltered/Structured English Immersion class. In the Sheltered/Structured English Immersion class students will acquire English language skills needed to succeed in an English only mainstream classroom (e.g., development of Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency). Students in these classes are placed with English native speakers and other ESL students. Students study the same curriculum mandated by the state and district, but the class is classified as Sheltered/Structured English Immersion because the teacher employs ESL methods to make instruction comprehensible.

To adequately meet the needs of ELLs teachers have specialized training in SIOP® and/or possess an ESL teaching credential. Additionally, ongoing assessment and specific feedback is given to students.

Grades 7-8

ESL Tutorial: Tier A and Tier B students are placed in an ESL tutorial class. This class provides critical assistance to ELLs in their struggling subjects (e.g., English, Science, Social Studies, Math and Computer Discovery). The standard tutorial time is 50 minutes in length daily, but the time may be modified dependent on the English language proficiency level of the student. Tutorial assistance takes place in a small class setting, usually ranging 8 to 10 students. Assistance provided focuses on two specific elements: helping students make connections with content studied and developing Cognitive Academic Language Proficiency.

In addition to the ESL Tutorial Class Tier A and Tier B students are placed with content area SIOP® trained teachers (English, Science, Social Studies, Math and, Information and Communication Technology).

Grades 9-12

ESL students are placed in an ESL class appropriate to their English language proficiency level.

ESL A (Tier A): Student instruction focuses on developing and amplifying Basic Interpersonal Communication Skills (BICS). BICS involves every day communication, listening, speaking, carrying on basic conversations, understanding speakers and communicating basic needs. (Classes are 50 minutes in length).

ESL B (Tier B and Tier C): Intermediate students focus on developing and refining Cognitive Academic Language Proficiency. CALP are skills that are needed to succeed in the academic classroom, which include problem solving, inferring, analyzing, synthesizing, and predicting. CALP goes beyond BICS demanding much greater competence in the language. (Classes are 50 minutes in length).

ELL students who have been in Tier C for three years may not require ESL instruction. However, these students continue to be monitored by the guidance counselor. If these students were to encounter academic difficulties (e.g., grades drop or test scores are below average); appropriate steps will be taken to accommodate their needs (e.g., after school tutoring or special modifications in the classroom).

Our goal is to place Tier A and Tier B students with SIOP® trained teachers only (English, Science, Social Studies and Math).

CLASSROOM TEACHERS (The teachers of ELLs)

Sheltered/Structured English Immersion Classroom Teacher

Teachers are required to provide instructional interventions according to the English Language Proficiency Level of the ELL. By providing appropriate instructional interventions the teacher ensures instruction and evaluation is comprehensible to ELLs.

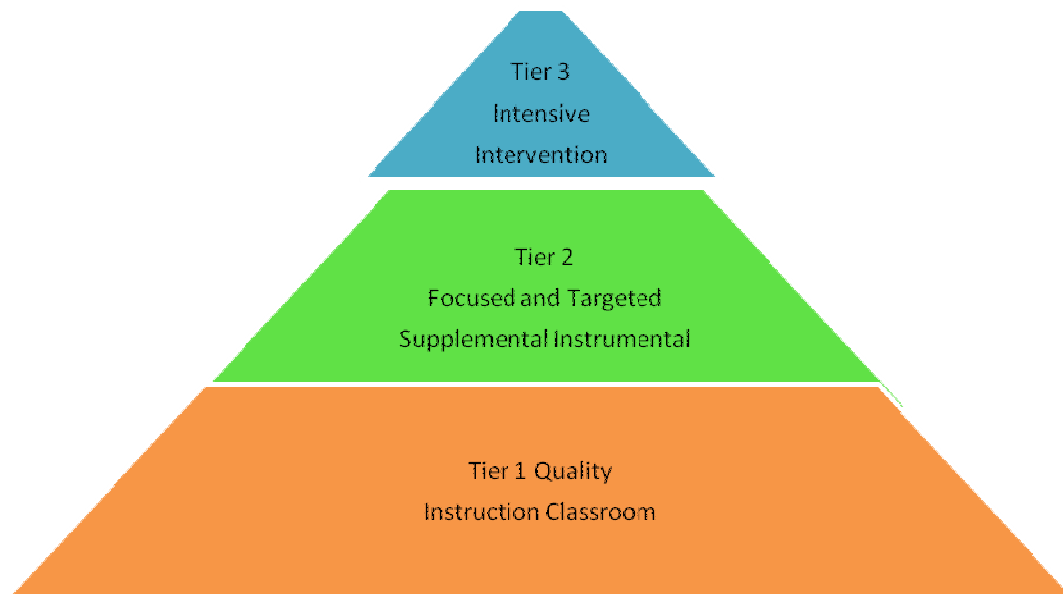
Examples of instructional interventions to accelerate language development and increase academic achievement in courses (English, Science, Social Studies, Math, and Information and Communication Technology):

- scaffolding
- use of computer software programs such as ZipZoom and Earobics
- use of visuals aids, gestures, graphic organizers, props
- use of multisensory activities
- use of alternative assessments to evaluate content knowledge
- use of modified texts (outlines, paraphrasing, audio, highlighting)
- use of cooperative learning
- use of peer tutoring
- use of bilingual dictionary/glossary materials
- after school tutoring in content area

To ensure teachers provide appropriate instructional ELL interventions, teachers will receive SIOP® training. SIOP® training consists of a minimum 32 hours of professional development in this area. Additionally SIOP® trained teachers are provided continuous on-site instructional coaching. The purpose of instructional coaching is to make certain the SIOP® model is implemented effectively by teachers.

When a student is experiencing difficulties, she or he is referred to a site-based team that examines the reason for the referral and makes recommendations for interventions to be implemented within the general education program (Ortiz, 2002).

Response to Intervention (RtI): is a three-tiered service delivery model founded on the principle that *all children can learn*. RtI is the process of gathering and examining data for use in developing, analyzing, and implementing research-or evidence based interventions used with students in the context of intervening with, and possibly evaluating a student who may be at risk, academically or behaviorally.



ELL SUPPORT PERSONNEL

Sheltered/Structured English Immersion and ESL Teacher

Sheltered/Structured English Immersion Classroom Teachers will have the opportunity to attend SIOP® and WIDA training sessions. The district will also provide professional development classes that focus on ELL teaching strategies.

ELL Representative

The ELL Representative is the guidance counselor. He/she will be trained in SIOP®, W-APT™, test administration, WIDA ACCESS for ELLs® test administration, and WIDA Score Interpretation. As other faculty he/she will have the opportunity to attend professional development classes that focus on ELLs.

ELL Coordinator

The ELL coordinator will be trained in SIOP®, W-APT™ test administration, WIDA ACCESS for ELLs® test administration, WIDA Score Interpretation, WIDA ELP Standards, WIDA MPI, and WIDA Can Do Expectations. He or she will also be trained in areas the district may find to be needed.

PARENTAL COMMUNICATION

Tupelo Public School District will provide language information in the most common foreign languages of the district, Spanish and Japanese. Pertinent information will also be translated in written form or by an interpreter (onsite/via telephone) to accommodate the vast array of foreign languages in our district.

Examples of pertinent information:

- Student Enrollment Form
- Student Emergency Card
- Home Language Survey
- Medical Information
- Food Service
- TPSD ELL Services
- RtI Services
- Special Education Services
- Gifted Services

It is our goal to provide sufficient parental notification so that the parents can make well-informed educational decisions about the participation of their children in various TPSD services (ESL Services and other District Services).

SECTION FIVE

STAFFING AND RESOURCES

QUALITY OF INSTRUCTION

To ensure ELLs are provided with equal and equitable educational opportunities TPSD will have qualified, well-trained faculty plan and implement TPSD ESL services effectively.

First and foremost, every Tupelo teacher must be licensed by the state of Mississippi and endorsed in the content area he/she is to teach.

A. THE TUPELO TEACHER

The Tupelo Teacher communicates a vision of success in the classroom, focusing on both the child and the future. The teacher knows the curriculum and utilizes imaginative and challenging methods for instruction. Continually working to better instruction, the Tupelo Teacher participates as a member of the larger learning community and practices professional habits. He/she clearly communicates classroom expectations and fosters a relationship with students and families. Most of all, the Tupelo Teacher models and promotes ethics and integrity in professional and personal activities.

ATTRIBUTES OF THE TUPELO TEACHER

Demonstrates a vision for success in the classroom

- Makes a difference for the future
- Inspires lifelong learning
- Values quality and works for every child and colleague to achieve success
- Maintains excellent physical and mental wellness effectively modeling appropriate behavior for students and colleagues
- Imparts a desire to make a difference in the lives of young people
- Encourages students to be independent and confident learners, to think outside the box, and to develop habits of learning for a lifetime

Knows the curriculum and utilizes imaginative and challenging methods for instruction

- Teaches with enthusiasm and patience
- Develops intelligence and creativity
- Knows and practices superior instruction
- Conveys a broad knowledge of curriculum and is able to create and refine a rigorous curriculum
- Uses a variety of informative data and assessment tools to design and plan for student growth
- Emphasizes the history, structure and real-world applications of the subject

Practices professional habits as members of the larger learning community

- Thinks systematically while planning teaching and learning

Continues to learn, to grow, and to contribute to the profession and serves as a mentor to new teachers

- Utilizes various instructional strategies and stays abreast of current issues
- Reflects on practice to deepen knowledge, to expand repertoire of skills, and to incorporate new findings into instruction
- Works with other professionals on instructional policy, curriculum development, and staff development

Communicates classroom expectations

- Maintains intellectual goals
- Builds and cultivates positive relationships with children, colleagues, families and community without discriminations
- Articulates expectations and is accessible to students, parents, and community members
- Utilizes discipline and classroom management techniques consistently and effectively
- Sets high expectations and standards for academic excellence
- Builds partnerships with community groups and businesses
- Works collaboratively with parents to engage them productively in the work of the school

Models and promotes ethics and integrity in professional and personal activities

- Exhibits true love of educating all children
- Exhibits an excellent work ethic (works until the work is done), reliable
- Respects and cares about children and their families
- Displays high standards of professional conduct and is a positive influence in the community
- Maintains confidentiality and respects the rights of others
- Reveals the courage to do the right things under all circumstances
- Affirms a desire to make a difference in the lives of young people
- Shows sensitivity to an individual's circumstances and needs, demonstrating empathy and understanding

B. ESL TEACHER

In addition to the attributes of the Tupelo Teacher ESL teachers must be certified in the area of ESL by the state of Mississippi or be in compliance by pursuing valid certification. Also, they must embody the following twelve standards organized by the National Board for Professional Teaching. Tupelo Public School District will provide support in helping ESL teachers reach proficiency in each standard (e.g., professional development opportunities, ESL conferences, ESL workshops).

Preparing for Student Learning

1. Knowledge of Students

Accomplished teachers of linguistically and culturally diverse learners draw on their knowledge of human development as mediated by language and culture and their relationship with students to understand their students' knowledge skills, interests, aspirations, and values.

2. Knowledge of Language and Language Development

Accomplished teachers of linguistically and culturally diverse learners are models of language proficiency in the language in which they are expected to teach. In addition, they draw on their knowledge of language and language development to

understand the process by which students acquire both primary and new language, to develop instructional strategies that promote language development, and to modify the curriculum as necessary to accommodate the needs of new language learners.

3. Knowledge of Cultural Diversity

Accomplished teachers of linguistically and culturally diverse learners are knowledgeable and sensitive to the dynamics of culture in general, and to their students' cultures in particular, which enables them to understand their students and their structure as successful academic experience for them.

4. Knowledge of Subject Matter

Accomplished teachers of linguistically and culturally diverse learners draw on a comprehensive command of subject matter, of language(s) of instruction, and their relationship to each other to establish goals, design curricula and instruction, and facilitate student learning. They do so in a matter that builds on students' linguistic and cultural diversity.

Advancing Student Learning

5. Meaningful Learning

Accomplished teachers of linguistically and culturally diverse learners use a variety of approaches that allow students to confront, explore, and understand important and challenging concepts, topics, and issues in meaningful ways.

6. Multiple Paths to Knowledge

Accomplished teachers of linguistically and culturally diverse learners provide multiple paths to help students develop language proficiency, learn the central concepts in each pertinent discipline, and build knowledge and strengthen understanding of the disciplines. They effectively use the language(s) of instruction to enhance subject-matter learning.

7. Instructional Resources

Accomplished teachers of linguistically and culturally diverse learners select, adapt, create, and use rich and varied resources.

8. Learning Environment

Accomplished teachers of linguistically and culturally diverse students establish a caring, inclusive, safe, and linguistically and culturally rich community of learning where students take intellectual risks and work both independently and collaboratively.

9. Assessment

Accomplished teachers of linguistically and culturally diverse learners employ a variety of assessment methods to obtain useful information about student learning and development and to assist students in reflecting on their own progress.

Supporting Student Learning

10. Reflective Practice

Accomplished teachers of linguistically and culturally diverse learners regularly analyze, evaluate, and strengthen their effectiveness and quality of their practice.

11. Linkages with Families

Accomplished teachers of linguistically and culturally diverse learners create linkages with families that enhance the educational experience of their students.

12. Professional Leadership

Accomplished teachers of linguistically and culturally diverse learners contribute to the growth and development of their colleagues, their school, and the advancement of knowledge in their field.

C. THE ELL REPRESENTATIVE

The ELL Representative will serve in the following capacities:

- Collect HLS information
- Assess potential ELLs with W-APT™
- Function as a liaison student-teacher and teacher parent
- Assess ELLs with WIDA ACCESS for ELLs®

D. THE ESL COORDINATOR

The Coordinator of the English as a Second Language Program for English Language Learners must have the same qualifications as outlined in the section entitled, “ESL Teacher Qualifications.” In addition, he or she must be knowledgeable in the federal, state, and local mandates regarding limited English proficient students. He or she will provide direction for the program as a whole.

The Coordinator will serve in the following capacities:

1. Supervising of the Sheltered/Structured Immersion English Classroom Teachers and ESL teachers.
2. Providing information to all teachers and staff related to the legal mandates and best practices in field.
3. Coordinating parent programs for families of ELLs
4. Coordinating special events at schools for the school community and families
5. Arranging and/or conducting staff development opportunities for teachers and staff
6. Coordinating efforts to provide translated materials to students and parent
7. Connecting with community resources relevant to national origin minority students and families
8. Providing assistance to regular teachers and principals in developing instructional plans for individual students.
9. Serving as part of the Administrative Leadership Team for Tupelo Public School District.
10. Ensuring that the needs of English Language Learners are served in all areas of the district

11. Ensuring that the district is in compliance with all state and federal legal mandates regarding alternative language programs for ELLs
12. Participating in continued professional development related to English Language Learners
13. Coordinating Spanish language classes for school personnel

E. INTERPRETERS/TRANSLATORS

We will also strive to have bilingual interpreters (English and Spanish) at every location. In an event that an interpreter is not available the ELL coordinator will be contacted. He/she will locate an interpreter to meet the needs of any given location.

F. PROFESSIONAL DEVELOPMENT

The purpose of the Tupelo Public School District's professional learning system is to improve student-learning. Professional learning is designed to facilitate individual, school-wide, and district-wide improvements for the purpose of increasing student achievement. Therefore, the Tupelo Public School District is committed to supporting staff members in the delivery of quality educational services to its students. A meaningful, evidence-based professional development program forms the very heart of this commitment.

Professional development is essential to district, school and individual improvement and should be recognized as an investment in student achievement and life-long learning and growing of professional staff. Linda Hammond-Darling, professor of education at Stanford University, puts it this way, "Teachers who know a lot about teaching and learning and who work in environments that allow them to know students well are the critical elements of successful learning."

The professional development program is designed to enhance and extend professional knowledge and practice through the application of content and strategies in the following areas:

- Support of student achievement
- The science of evidence-based teaching
- The science of learning
- The art of teaching for learner success

The Tupelo Public School District's Professional Development program consists of eight strands of study:

- Assessment and Evaluation
- Classroom Management
- Instructional Strategies
- Knowledge of Content
- Technology Utilization and Instructional Integration
- Test Data Interpretation and Utilization
- Special Areas
- Staff Appraisal Process and Procedures

Beginning with the 2009-2010 school year, and each school year thereafter, all certified employees of Tupelo Public School District shall complete a minimum of 60 hours of approved professional development each year.

Teachers moving out of district or relocating into another area of study is commonly seen in an education setting. Therefore, to ensure that TPSD ESL services are effectively implemented, professional development in the SIOP® model and ESL teaching strategies will be offered continuously (quarterly or yearly).

G. SHELTERD/STRUCTURED IMMERSION ENGLISH CLASSROOM

Tupelo Public School District is composed of:

- Five K-2 Elementary schools
- Four 3-5 Elementary schools
- One 6th grade school
- One middle school (7th-8th)
- One high school (9th-12th)
- One Early Childhood Education Center (Pre-K)
- One alternative school (Filmore Center)

In order to provide ELLs the adequate education Tupelo Public School District will have SIOP® trained teachers at each school site. In the elementary schools there will be at one SIOP® classroom for every grade level. In the middle school and high school there will be at least one SIOP® teacher per academic content area per grade (English, Science, Social Studies, Math, and Information and Communication Technology). If the numbers of ELL students increase we will add more SIOP® classrooms to adequately service ELLs.

H. PUPIL – TEACHER RATIO

Current research supports the effectiveness of lower class sizes for increased student achievement. Therefore, Tupelo Public School District will be sensitive in the allocation of pupil-teacher ratio in all Sheltered/Structured Immersion English Classrooms.

Maximum Pupil-Teacher Ratio		SIOP® Pupil-Teacher Ratio
K-1 st	15:1	15:1
2 nd -3 rd	22:1	22:1
4 th -5 th	23:1	23:1
6 th	22:1	22:1
7 th -8 th grade	23:1	23:1
9-12	25:1	25:1

I. ELL RESOURCES

- Software Resources: Accelerated Reading, Leap Frog, Kidspiration, Inspiration, Orchard, Rosetta, Reading A-Z, Starfall and ZipZoom
- Program Resources: Reading Recovery, Intensified Time, Pre-K Early Childhood Education Center and English Language Lab (*ECEC)

- Human Resources: Professional Development (National and local leaders; out of district conferences), Instructional Coaches, Peer Coaches, Japanese Liaisons (Mieko Kikuchi & Komy Richardson), and Bilingual Interpreters (English and Spanish)
- Other: Bilingual dictionaries, Smart Talk, Media Specialist Resources, and Parent Communication/Translation Services

SECTION SIX

TRANSITION FROM ELL SERVICES AND MONITORING PERFORMANCE

TRANSITION FROM ELL SERVICES

TPSD's goal is to assist ELLs in becoming English language proficient. The amount of time needed for students to reach English language proficiency varies. Therefore, ELLs will be eligible for exit status according to individual academic progress (Note: students with very limited schooling will require more time to acquire the ability to function independently in academic settings).

According to research, Basic Interpersonal Communication Skills (BICS) will come first usually within two to three years. Cognitive Academic Language Proficiency (CALP) approximately develops in seven to ten years.

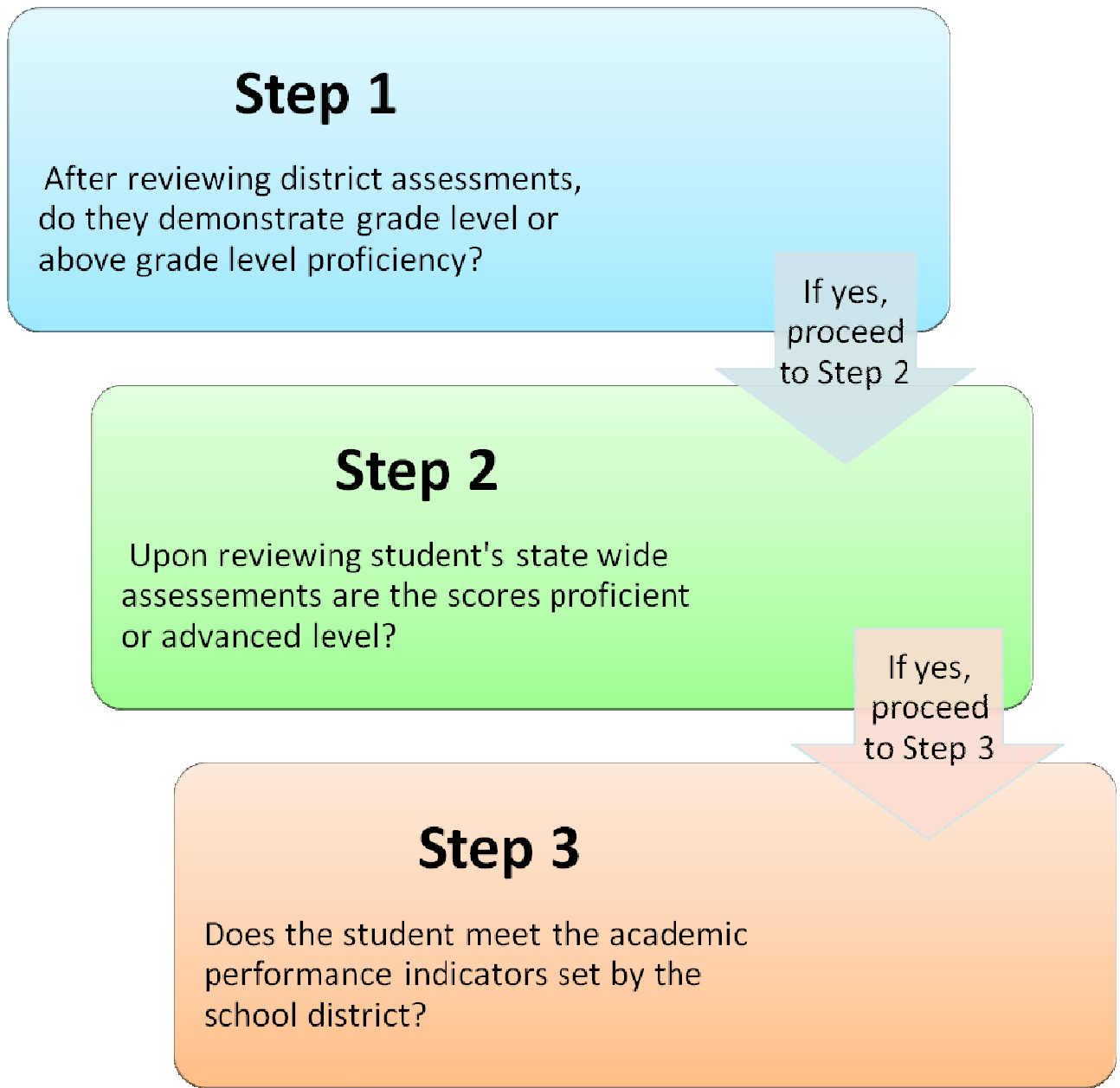
ELLs who are performing at grade level and also demonstrate Reaching Level on the WIDA-ACCESS for ELLs® are candidates for possible TPSD ESL service exit. However, there are many other factors which indicate the readiness of an ELL to function independently in a non Sheltered/Structured English Immersion Classroom.

The serious nature of the decision to exit a student from the ESL program requires a collaborative effort among guidance counselors¹, SIOP® teachers², ESL teachers² and parents. All must agree that the student is ready to exit the program after every aspect of the student's life in school has been carefully examined.

¹Counselors will be trained in the following areas: SIOP®, test administration of WIDA ACCESS for ELLs® and WIDA Score Interpretation.

²SIOP® and ESL teachers will be trained in: SIOP and WIDA ELP Standards.

TPSD will follow the same transition assessment procedures as MDE for exiting ELL students. To ensure student progress is adequately measured the transition assessment procedure will be conducted in the spring of every school year upon receipt of WIDA ACCESS for ELLs® scores.



- 1) If YES to all of the above the student is eligible to exit from TPSD ESL services.
- 2) The guidance counselor, former teachers, and current teacher will meet to discuss and decide if the student will succeed academically in the mainstream English classroom.
- 3) Once a decision has been made the committee will write a minimum of a one page summary justifying why the student should/shouldn't receive TPSD ESL services.



- 1) Notify parents or guardians by mail that their child has fulfilled the pre-requisites to exit TPSD ESL services.
- 2) Guidance counselor will update school and district records. First, he/she will inform the data entry person to remove the ELL At-Risk indicator from SAMS6i. Secondly, he/she will tag the student's ESL red folder with a yellow dot indicating the student is in monitoring status.
- 3) The guidance counselor will continue to monitor the student's progress for two years.



Note: During the two year monitoring status students will continue to be assessed with WIDA ACCESS for ELLs. Also, work samples will be collected periodically and report card will be reviewed quarterly to ensure the student is progressing adequately.

Academic Performance Indicators:

Grades K-2

- Academic Record (report card)
- Early Prevention School Failure (Kindergarten only)
- District Benchmarks
- MDE Benchmarks
- Universal Screening
- Terra Nova (1st grade and 2nd grade)
- WIDA ACCESS for ELLs®

Grade 3-5

- Academic Record (report card)
- District Benchmarks
- MDE Benchmarks
- Universal Screening
- Mississippi Curriculum Test 2 Language Arts (Reading and Writing) and Mathematics
- Mississippi Writing Assessment (4th grade only)
- Mississippi Science Assessment (5th grade only)
- Terra Nova
- WIDA ACCESS for ELLs®

Grades 7-8

- Academic Record (report card)
- District Benchmarks
- MDE Benchmarks
- Universal Screening
- Mississippi Curriculum Test 2 Language Arts (Reading and Writing) and Mathematics Science
- Mississippi Writing Assessment (7th grade only)
- Mississippi Science Assessment (8th grade only)
- Terra Nova
- WIDA ACCESS for ELLs®

Grades 9-12

- District Benchmarks
- MDE Benchmarks
- Universal Screening
- Subject Area Testing
 - U.S. History from 1877
 - Algebra I
 - Biology I

English II (with a writing component)
-WIDA ACCESS for ELLs®

Note: Students are required to pass the subject area tests in order to receive a regular high school diploma. Graduation requirements are determined by the year the students entered the ninth grade.

K-12

- Student classroom observations (BICS and CALP)
- Student interviews
- Length of time in U.S. schools
- Student's home environment
- Student's academic progress in comparison to peers of similar home and language background.

MONITORING STUDENT PROGRESS

It is essential that there be documentation of the ELL's progress in the mainstream classroom. Thus, the classroom teacher and ELL representative (guidance counselor) will be responsible for monitoring the on-going progress of students in academic classes. This monitoring will be done informally and formally.

Any building where ESL teachers are present, it is of extreme importance that they maintain contact with the academic classroom teacher to know where the strengths and weaknesses of an ELL reside.

Informal Assessment will be conducted during the first nine weeks of school:

- Bi-monthly conversations with regular teachers
- Student performance observation by classroom teacher
- Parent conferences (when needed)
- Student interviews

Formal:

- Length of time in U.S schools
- Student's educational background and home environment
- Keeping progress reports on file
- Making a copy of the student report card at the end of each school year (to be placed in ESL red folder)
- Obtaining annual state and district assessments

If the performance of a student who has exited TPSD ESL Services stalls, falters, and/or regresses, the ESL committee will re-examine the student's level of English proficiency to determine the need for possible re-entry into the ELL program.

The on-site Sheltered/Structured Classroom Teachers will make recommendations to the classroom teacher suggesting possible strategies to implement with the student. If after one grading period the student shows no progress, the ESL Committee (including guidance counselor, Sheltered/Structured Classroom Teachers) will convene.

The following information will be provided by the regular classroom teacher:

- Current Average
- Work Samples (tests, daily work, quizzes, etc.)
- Documented Teacher Observation

If progress is unsatisfactory as evidenced by the reports mentioned, the ESL Committee will convene and make a decision as to what type of action should be taken.

The student will be:

1. Reassigned to the TPSD ESL Services if language proficiency appears to be the reason for lack of student progress, or
2. Provided another form of intervention appropriate to the student's needs. This may include some or all of the following: after school tutoring, summer school, parent conference, change of schedule, regular meetings with the guidance counselor.

During this time period, the Sheltered/Structured English Immersion Classroom Teacher(s) and or the ESL teacher will record the progress of the student on the monitoring form (Appendix B) and reconvene with the ESL committee at the end of the school year.

SECTION SEVEN OTHER DISTRICT PROGRAMS

The major difference between gifted education and other kinds of special education is that gifted education generally focuses on accommodations for and development of students' significant strengths and abilities. In other kinds of special education programs, the focus may also include remediation or compensation for student deficiencies, limitations, weaknesses, or disabilities.

When ELL students are being considered for special education, guidelines must be followed in order to ensure that ELL students receive the most appropriate educational services. Procedures include a parent checklist, assessment of the ELL student's English language proficiency, and placement in a language instruction educational program which must be carried out for all ELL students.

Any tests or assessment material needed to determine ELLs eligibility for special programs (special education, Title I, and gifted and talented) will be provided by the district and administered by a licensed psychometrist.

A. GIFTED EDUCATION

In the identification of ELL students for gifted services, students must meet the criteria determined by the state and Tupelo Public School District. Gifted students are generally defined as those who are significantly discrepant from the norm in learning and/or performance capability compared to their age peers.

Students may possess extraordinary learning or performance abilities that have nothing to do with their English proficiency. Procedures used for identifying students who are gifted will be as bias-free and culturally-fair as possible. These procedures will be designed to point out or elicit student strengths and abilities, regardless of language or dominant language use. If feasible, assessment of a student's linguistic ability will be done in the student's dominant and most comfortable language.

In summary, for determining strength-based programming needs and for measuring students' knowledge and skill development as a result of appropriate instruction, assessment procedures for gifted ELL students should:

- utilize bias-free, culturally-fair tests specific to ability areas with qualifying criteria being examined to ensure ELL students are not systematically screened-out;
- accommodate the language that is most comfortable and efficient for the ELL students' learning abilities;
- include or be cast in a cultural context that emphasizes diversity;

- utilize the observation of students in learning and performance situations where English proficiency is not a requirement for optimal learning results or performance; and
- include performance judging criteria that are sensitive to the students' native language and/or cultural nuances, including adopting alternate qualifying criteria such as testing in the native language, nonverbal testing, and utilizing recommendations from teachers, parents, counselors, and students.

Instructional personnel who work with ELL gifted students will have gifted certification and possess a high degree of content knowledge and skills in the students' areas of learning strength or talent.

Gifted Services

- Grades 2-8 are served intellectually
- Grades 9-12 are served in academically gifted classes, accelerated classes, and advanced placement classes

B. SPECIAL EDUCATION

Special education services are designed to meet the unique needs of students with learning, language/speech, physical and/or emotional problems. Lack of English language proficiency alone does not qualify a student for special education services. Conversely, lack of English language proficiency also does not indicate that a student does not have any of the above-mentioned problems. The issue of English language proficiency complicates the evaluation process of students who have been referred for special education services.

The process by which students adapt to U.S. language and society is known as acculturation. Acculturation includes all the perceptions, behavior patterns, and language that a student has to master to interact effectively with members of American culture. Unfortunately, the normal potential side effects of the acculturation process look very much like the traditional indicators of a disability. To avoid the problem of misdiagnosis of ELL students, which results either in over- or under-placement in special education, school district personnel will first understand acculturation.

Determining whether a student is proficient in English will help school personnel decide whether he or she should be evaluated in English or in the native language. However, before an examiner assesses a student in the native language, he or she must be sure that the student has adequate proficiency in the native language for testing purposes. Students who are in the process of acquiring English sometimes experience a loss of proficiency in their native language. The evaluator should review the student's performance on the English language proficiency test.

When a teacher of an ELL student refers that student for special education consideration, school personnel will follow a careful procedure. First, information will be collected about the language, culture, health, personal history and development of the student. It is important to ascertain whether or not the observed behavior is part of the process of acculturation for that student or whether the student needs specialized services. Teacher observations in the classroom setting and work samples must be an integral part of this evaluation. The same procedures in the MDE's Office of Special Education Policies and Procedures will be followed when ELL students are

referred for special education services as when English-speaking students are referred. Even though some of the information gathering and assessment activities may vary, the process is the same.

Parental participation requirements in the MDE's Office of Special Education Policies and Procedures are the same for the parents of ELL students as for the parents of English-speaking students. This is true even when the parents themselves are non-native English speakers. Arrangements for an interpreter will be made in such cases. Written notices will be provided in the native language of the parents, or other mode of communication used by the parent, unless it is clearly not feasible to do so.

The following factors will be considered when using an interpreter:

- Native language proficiency
- Educational background
- Experience with testing
- Knowledge of special education terminology
- Ability to establish rapport
- Relationship with student being evaluated (family member, friend, and neighbor)
- Age and gender differences with student
- Differences in social status between interpreter and student
- Ability to maintain privacy/confidentiality
- Accuracy of translations (verbal and/or written)

Using an interpreter may affect the validity of the test norms. The evaluator will carefully document the use of an interpreter in the appropriate forms/reports. If additional guidance is needed NCELA will be used to ensure interpreters and translators meet the needs of English language learners.

If an ELL student is placed in a special education program, the individualized education program (IEP) for that ELL student will include all the components that are required for any student. In addition, the skills necessary for English language development should be addressed. For additional information, contact the Mississippi Department of Education's Office of Special Education at (601) 359-3498.

Informal Consultation

If, during the course of the academic year, school personnel observe learning difficulties, then an informal consultation with other staff will take place. The Sheltered classroom teacher(s) will consult with personnel knowledgeable in second language acquisition, the student's culture, and others familiar with the student.

Many second language learners do not have the same cultural and experiential backgrounds as their mainstream counterparts. Therefore, students' language, culture, and proficiency will be considered in reviewing learning and behavior. Language and culture specialist will be consulted for evaluation purposes.

Pre-Referral for Special Education and the General Education Student Evaluation Team

If it is thought that an ELL student may need special education services a team will evaluate the student's academic progress. The team includes: Teacher Support Team, SIOP® teacher(s), ESL teacher (when applicable), and ELL district coordinator. The team may also include a special education teacher and/or other school personnel (interventionist) who may have had contact with the student. The pre-referral process is different from the actual special education referral process because the student evaluation team is under the authority and responsibility of the regular education system. Some teachers may not possess the knowledge, skills, and experience necessary to meet the needs of students from diverse linguistic and cultural backgrounds. Therefore, the general education student evaluation team will determine if the teacher's instructional techniques are known to be effective with ELL students of similar language and cultural backgrounds before making recommendations for intervention strategies.

Special Education Referral

After reviewing the student's academic history, language and culture, strengths and learning style, classroom interventions and their results, and the intensity of the student's difficulties, a referral to special education may be appropriate if there is evidence that the difficulty is significant and may be related to a disability. Appropriate interventions and time adjustments will be made to ensure that the difficulties are not related to English language proficiency.

Special Education Identification Process: Assessment and Determination of a Disability

The process for identification requires consideration of the student's language background in English and the home language.

Specialized Instruction and Support

ELL students will receive specialized instruction and support identified in the IEP. The same procedures for annual reviews are followed for ELL students with disabilities as for all other students with disabilities. Continued language accommodations for parent notifications, meetings, and student assessments will be followed.

The basic principles underlying the pre-referral and referral process are as follows:

Principle 1: Students whose language is other than English have the same rights as all other students;

Principle 2: In order to make sure that these rights are protected, the students and parents must be provided information in a language they understand;

Principle 3: Students must be provided with the appropriate instruction and interventions based on their language needs before referral to special education; and

Principle 4: When assessing a student for special education, testing instruments and procedures, materials, and instruction must reflect the language needs of the student.

The Tupelo Public School District places value and emphasis on student academic and social development by providing high quality services. ELL students have an equal opportunity to participate Title I programs, extracurricular and nonacademic activities.

Services provided and/or offered are listed in each school's handbook. To ensure parents and students have an awareness of what their school provides the school counselor, classroom

teacher, or ELL coordinator will communicate with the parent and the student about these services individually.

Examples of TPSD Services:

Title I:

- Early Childhood Education Center (Pre-K)
- Intensive daily reading and writing instruction
- Reading Recovery
- Small literacy group

Extracurricular and non-academic:

- Boys and Girls Fitness Club
- Cheerleading
- Chess Club
- Chorus
- Computer Lab
- Newspaper
- Drum Machine
- Sign Language Club
- Orchestra
- Student Council
- Math Counts
- Athletics
- Thespian

SECTION EIGHT

Program Evaluation

A. Implementation of ESL Services for English Language Learners

Characteristics of an Effective Program

Researchers identified a number of attributes that are characteristic of effective programs for language minority students.

1. Support whole-school contexts (Lucas, Henz & Doanto, 1990; Tikunoff et al., 1991).
2. High expectations for language minority students, as evidenced by active learning environment that are academically challenging (Collier, 1992; Lucas, Henze & Donato, 1990; Pease-Alvarez, Garcia & Espinoza, 1991).
3. 3. Intensive staff development programs designed to assist ALL teachers in providing effective instruction to language minority students (Lucas, Henze, & Donato, 1990; Tikunoff et al., 1991).
4. Expert instructional leaders and teachers (Lucas, Henze, and Donato, 1990; Pease-Alvarez, Garcia, & Espinosa, 1991; Tikunoff et al., 1991).
5. Emphasis on functional communication between teacher and students and among fellow students (Garcia, 1991).
6. Organization of the instruction of basic skills and academic content around thematic units (Garcia, 1991).
7. Frequent student interaction through the use of collaborative learning techniques (Garcia, 1991).
8. Teachers with a high commitment to the educational success of all their students (Garcia, 1991).
9. Principals supportive of their instructional staff and of teacher autonomy while maintaining an awareness of district policies on curriculum and academic accountability (Garcia, 1991)

10. Involvement of majority and minority parents in formal parent support activities (Garcia, 1991)

B. TPSD PROGRAM EVALUATION

1. The ESL Program for English Language Learners Coordinator will provide a narrative of local policy of student placement and program directives to principals and ELL teachers.

2. The ESL Program for English Language Learners Coordinator will use an ESL Program for English Language Learners Evaluation Checklist to be used in assessing the effective implementation of the ESL Program for English Language Learners. The ESL Program Coordinator and the principals will jointly complete the checklist form in May of each year. In order to comply with OCR suggestions, the report shall include:

- The number of students who speak a language other than English.
- The number of students who are served in the ESL Program for English Language Learners.
- Manner of differentiation for novice and more advanced English learners.
- The number of ELL students participating in state assessments.
- The number of ELL students excluded from state assessments.
- The number of ELL students who are retained.
- The number of ELL students in college track courses.
- The number of ELL students participating extracurricular activities.

3. Periodically, the ELL Coordinator will audit a minimum of 25% of the ELL records in order to assure compliance with state and local policy. This audit will take place at announced intervals twice each year in spring and fall as well as at unannounced times during the school year. These checks will be documented by the ELL Coordinator who will send a copy of the report to the principal. (See Appendix B – Forms) In instances where the ELL records are found to be out of compliance, a copy of the report will be sent to the principal and to the Superintendent.

C. EFFECTIVENESS OF ESL PROGRAM FOR ENGLISH LANGUAGE LEARNERS

1. PROGRAM EFFECTIVENESS IN THE AREA OF LANGUAGE DEVELOPMENT

WIDA ACCESS for ELLs™ scores for students in grades 3-12, will be compared (previous school year to current school year). The number and percentage of ELL students showing improvement will be reported by LEA and school. The director of testing will be responsible for generating this report. The Coordinator of the ESL Program for English Language Learners will include this information in the ELL Annual Report.

In grades K-12, the ESL student's academic indicators will be used as a means of noting student progress over time in the regular classes. ESL teachers will pull and place in separate file, reports of those students who are performing at an unsatisfactory level or at a grade of D or below. Student performing at an unsatisfactory level will be reviewed by the school's TST team and ELL team for further recommendations, accommodations, and/or interventions.

2. PROGRAM EFFECTIVENESS IN THE AREA OF MEANINGFUL PARTICIPATION IN THE EDUCATIONAL PROGRAM

The classroom teachers will make use of the TST folders to assess student progress and to address the academic weaknesses of a student. These folders will also be used when promotion of a student is in question.

The ELL dropout rate will be reported annually. The Director of Special Programs will be responsible for this report. Over three year cycles, comparisons by year will be made by the ELL Coordinator. This information will be included in the ELL Annual Report. The Assistant Superintendent, the ELL Coordinator, the principals of the high school and middle schools will design strategies to address the dropout rate when it is above the state rate for ELLs and/or above the district rate for non ELLs.

The number of ELLs participating in the gifted program as compared to the non-ELL population will be reported annually. The Director of Gifted and Talented will be responsible for this report and will submit the report annually to the ELL Coordinator at least two weeks prior to the end of the fiscal year. Over three year cycles, the ELL Coordinator will make comparisons by year. If the percentage of ELLs participating is less than the district percentage for non-ELL students, the GT Director will assist the ELL Coordinator in analyzing the data and creating strategies to bring the percentage of participants into balance with the rest of the student population. This information will be included in the ELL Annual Report.

In order to monitor success of former ELL students, the ELL Coordinator will randomly select five percent of the ELL students who have exited the ESL program to examine school success. Guidance Counselors will provide names and student numbers for exited students. If this sample reveals students who have not performed at a C average or above, or received unsatisfactory grades, the ELL Coordinator will notify the principals of the respective schools and recommend that students demonstrating difficulties undergo a reevaluation. This reevaluation will include the exit committee and will include WIDA-ACCESS for ELLs™ testing.

3. GARNERING APPROPRIATE INPUT FROM STAKEHOLDERS

The ESL Program Coordinator will administer surveys/assessments to be completed by classroom teachers with students in the ESL Program as well as ESL teachers. Survey information will also be gathered from randomly selected parents of students in the ESL Program. These surveys will be completed every two years. Questions for ESL teachers will include questions about the adequacy of their teaching space, the adequacy of instructional supplies and materials, the quality and quantity of parent information and communication, and the effectiveness of the ESL Program. Questions for regular classroom teachers will include the

adequacy of support from the ESL teacher, the quality and quantity of parent information and communication, and the effectiveness of the ESL Program. A Principal Questionnaire will be completed by each principal at the end of the school year. This questionnaire will include data needed for the fall LEP report to the Dept. of Public Instruction.

The ELL Coordinator will maintain a file of the resolution of any complaints or grievances made to the district concerning program implementation and service delivery to ELL students. This file will be submitted to the superintendent in the Annual Report.

4. IMPROVEMENT OF ESL PROGRAM FOR ENGLISH LANGUAGE LEARNERS

A. Annually the ELL Coordinator with representatives from principals, ELL teachers, classroom teachers and district level administration, will review the effectiveness of the ESL Program for English Language Learners. If weaknesses are identified, this group will generate recommendations and strategies to address those weaknesses.

B. The data related to the progress of ELLs will be made to the superintendent at the end of the fiscal year

ESL PROGRAM STRATEGIC PLANNING

In September, 2009, the ESL Coordinator will convene an ESL Advisory Committee consisting of the superintendent, assistant superintendent, Director of Testing, ESL teacher(s) and principal(s) from each grade level, a select group of regular classroom teachers, teacher assistants, and parents to develop a strategic plan for the ESL Program. The committee will examine demographic data, outcome data, process data and perception data to assess the progress and areas that need improvement. This data may include but will not be limited to the following: AMAOs, academic performance, ELL graduation and drop out statistics, promotion and retention data, representation of ELLs in special programs, extracurricular activity involvement, ESL student perception data, and evidence of involvement of parents and families in school life.

Based on the collective data, the committee will establish program goals and strategies toward meeting those goals in each area as it relates to the district improvement plan. Benchmarks will be established and progress toward those benchmarks will be examined midyear and at the end of each year. The plan will stay in place for three years, at which time; the ELL Coordinator will make a final progress report to the superintendent.

APPENDIX A
Legal Mandates
The Rights of English Language Learners and Their Families

Federal and state governments have enacted laws and regulations, including Title VI of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974, to protect the rights of English language learners and their families. Every public school in the United States is required to provide a free and equitable education to all school age children who live within the boundaries of the school district. Some federal laws are supported by funding to which all eligible schools districts are entitled (i.e., Title I and Title III of the No Child Left Behind Act of 2001). However, regardless of funding, public school districts must comply with the laws and regulations to the best of their abilities.

The No Child Left Behind Act of 2001 (NCLB) reauthorizes a variety of federal education programs found in the Elementary and Secondary Education Act (ESEA), replacing the Improving America's Schools Act of 1994 (IASA). The federal Bilingual Education Act (Title VII) was reauthorized as Title III of NCLB. Written to aid state education agencies (SEAs) and local education agencies (LEAs) to respond to the needs of their English language learners, NCLB in no way undermines or amends the federal and state statutes and regulations that establish the rights of ELL students; however, it outlines the responsibilities of school districts serving English language learners.

The following federal laws and Mississippi statutory regulations clarify the obligation of every school not only to enroll students from diverse language backgrounds, but also to provide the foundation for guidance in establishing an equitable, quality education for Mississippi students, including English language learners:

1964 – Title VI of the Civil Rights Act

The federal requirement under Title VI of the Civil Rights Act of 1964 states:

No person in the United States shall, on the ground of race, color, or national origin...be denied the benefits of, or be subjected to any discrimination under any program or activity receiving federal financial assistance.

Further guidance was offered by the Department of Health, Education, and Welfare in its May 25, 1970, memorandum in order to clarify the requirements specified in Title VI:

Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the education program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

1974 – *Lau v. Nichols*

This important memorandum paved the way for the landmark case, *Lau v. Nichols* (1974). The Supreme Court held (1) that discrimination on the basis of language proficiency is discrimination on the basis of national origin under Title VI of the Civil Rights Act of 1964 and (2) that treating people with different needs in the same way is not equal treatment. In a unanimous decision, the Court ruled, in part:

...there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the education program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experience wholly incomprehensible and in no way meaningful.

The Office for Civil Rights (OCR) is responsible for enforcing compliance with Title VI as it applies to programs funded by the United States Department of Education (USDOE). OCR's principal enforcement activity under Title VI is the investigation and resolution of complaints filed by individuals alleging discrimination on the basis of race, color, or national origin. The failure of school districts to provide an equal educational opportunity for ELL students is investigated by OCR staff who work with school and district officials to resolve compliance issues. This is accomplished through guidance on program and services planning, resource support, technical assistance, and if necessary, through the administration of proceedings or a referral to the United States Department of Justice for litigation.

1974 – Equal Education Opportunities Act

The Equal Education Opportunities Act of 1974 states:

No state shall deny equal educational opportunity to an individual based on his or her race, color, sex, or national origin, by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

The standard for complying with this legislation has evolved as a result of federal court cases such as *Castenada v. Pickard* (1981). The Court of Appeals ruling requires that instructional programs be based on sound educational theory; the school must effectively implement the instructional program; and the instructional program results must demonstrate the program's effectiveness.

1982 – *Plyler v. Doe*

The Supreme Court ruled in *Plyler v. Doe* (1982) that undocumented immigrant children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents, regardless of their immigrant status. Like other children, undocumented students are obliged under state law to attend school until they reach a mandated age. According to the National Coalition of Advocates for Students, as a result of the *Plyler v. Doe* ruling, public schools may not:

- deny admission to a student during initial enrollment or any other time on the basis of undocumented status.

- treat a student disparately to determine residency.
- engage in any practices to “chill” the right of access to school.
- require students or parents to disclose or document their immigration status.
- make inquiries of students or parents that may expose their undocumented status.
- require social security numbers from all students, as this may expose those with undocumented status.

Students without social security numbers should be assigned a number generated by the school. Adults without social security numbers who are applying for a free lunch and/or breakfast program on behalf of a student need only indicate on the application that they do not have a social security number.

The Court also stated that school systems are not agents for enforcing immigration laws, and it determined that the financial burden of educating undocumented aliens placed in a school system is not an argument for denying services to ELL students. Schools should not request any information related to U.S. residency, including, but not limited to, Social Security numbers, passports, and visas. School districts may require only two kinds of information for enrollment: proof of residency in the district and proof of required vaccinations. As long as students can provide this information, they must be allowed to enroll in school.

For additional information regarding school enrollment and attendance as outlined by the State of Mississippi, please contact the MDE’s Office of Compulsory Schools at (601) 354-7760. Also, additional information regarding school enrollment and attendance as outlined by the State of Mississippi may be found in the Mississippi Code of 1972, as amended, SEC. 31015-1 and SEC. 41-23-37, the Office of the Attorney General of the State of Mississippi, Memorandum No. 2003-0699, which references the State Board of Education Residency Verification Policy.

2001 – Title III of the No Child Left Behind Act of 2001

Title III provides funds to SEAs to distribute to LEAs to increase the language proficiency of ELL students, to help ELL students achieve academically, and to provide high quality professional development to school districts and other school or community-based personnel. Upon approval by the USDOE of a SEA’s plan for assisting English language learners, Title III funding is awarded according to the SEA’s number of ELL and immigrant students. States must agree to distribute ninety-five percent (95%) of the funding received to eligible school districts. While Title III does not mandate that all school districts provide educational services for English language learners, it effectively establishes national policy by acknowledging the needs of ELL students and their families (P.L. 107-110, 2002).

The SIOP® Model provides teachers with an observation instrument that also serves as a tool for planning, implementing, and reflecting on lesson delivery. The SIOP® model gives teachers a structure for how to teach what students need to learn in terms of both the language skills of listening, speaking, reading, and writing in English and the specific content students need to learn along with their grade-level English-speaking peers. The SIOP® consists of three major categories: Preparation, Instruction, and Review/Assessment. The Instruction category is further divided into with six features: Building Background, Comprehensible Input, Strategies,

Interaction, Practice/Application, and Lesson Delivery. The six features of Instruction and Review/Assessment make up the eight components of the SIOP® model. SIOP® addresses both content and language objectives. Ongoing assessment and specific feedback is given to students, enabling teachers to adjust instruction and ensure achievement of objectives.

References:

www.wida.us

<http://www.mde.k12.ms.us/acad1/programs/ell/index.html>