“Empowering all students with the knowledge, skills, and attitudes essential to thrive in an ever changing global society…through the cooperative efforts of community, parents, educators, and students.”
# Table of Contents

Demographics                                                      Page 3
Goals of the ELL Program                                          Page 3
Theory and Educational Approach of the ELL Program                Page 4
Identification of Potential ELLs in the English Language Learners Program Page 5
Assessment of the Need for Language Instruction Educ. Program     Page 7
Programs and Services                                              Page 10
Staffing and Resources to be provided to limited-English proficient students Page 12
Transitioning ELLs to Monitoring                                  Page 13
ELL Students participation in other Programs within the District  Page 15
Private Schools                                                    Page 15
Program Evaluation                                                 Page 16

Appendices
1) Home Language Survey-English                                   Page 19
2) Home Language Survey-Spanish                                   Page 20
3) Parent Notification-English                                    Page 21
4) Parent Notification-Spanish                                    Page 22
5) Acceptance/Refusal of Services-English                        Page 23
6) Acceptance/Refusal of Services-Spanish                         Page 24
PETAL SCHOOL DISTRICT ELL PLAN

I. Demographics

The Petal School District is comprised of five schools (primary, elementary, upper elementary, middle and high school) consisting of 3,952 students. The ethnic diversity of the school district is as follows: 82% White; 14% African American; 3.15% Hispanic; .75% Asian; and .1% Native American. There are currently 93 LEP students enrolled in the district, of which 15% (14) receives special education services and 12% (11) receives gifted services.

II. Goals of the ELL Program

Mission Statement: To empower all students with the attitudes, knowledge, and life-long learning skills essential to thrive as responsible citizens in an ever-changing global society by providing innovative academic and technical experiences through the cooperative efforts of community, parents, educators, and students.

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

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

The overall goal of our ELL program is the successful integration of our students into the mainstream curriculum. Hence our instruction is Content-Based in which English is learned through thematic units that allow the assimilation of language learning and academic content at the same time as they stated by Anna Uhl Chamot’s Cognitive Academic Language Learning Approach (CALL) (Richard-Amato & Show, 2005). At the middle and high school, Longman’s Shining Star series is still being used, and has proved to be beneficial in preparing our students for the academic demands of the school setting, while enhancing their language knowledge necessary to perform well in our society. New-comers in our District are exposed to the basics of the English language through the Keys to Learning Series (Longman, 2005). This year we were able to implement the Treasure Chest program by McGraw-Hill in the elementary schools. It is the component to the Treasures series that the students use in their regular-education...
classrooms, and therefore is more aligned to help the students succeed in their mainstream classes, while enhancing their English language abilities.

III. Theory and Educational Approach of the ELL Program

“The mission of the Petal School District is to empower all students with the attitudes, knowledge, and life-long learning skills essential to thrive as responsible citizens in an ever-changing global society”. Taking this into consideration our District is aware of the different cultures/subgroups of our population who speak 7 different languages. Therefore, we have successfully identified that the English Language Learners need our help to completely integrate into our society. The Petal School District offers ELL services through one-to-one or small group classes of English as a Second Language with certified ESL teachers and through sheltered instruction from regular-ed teachers. The ELL services offered meet the requirements of the Mississippi Department of Education and the United States Office of Civil Rights in serving English Language Learners. In addition to teaching the ELL classes, the ESL teacher is available for communication with parents when necessary.

At Petal School District we believe that “a person’s potential to learn is limitless.” Therefore, most of the material used takes into consideration Krashen’s i+1(1982) approach which means students should be challenged one step above their current level of knowledge to ensure their success in the language learning process (Brown, 2000; Shrum & Glisan, 2005). The overall goal of our ELL program is the successful integration of our students into the mainstream curriculum. Hence our instruction is Content-Based in which English is learned through thematic units that allow the assimilation of language learning and academic content at the same time as stated by Anna Uhl Chamot’s Cognitive Academic Language Learning Approach (CALL) (Richard-Amato & Snow, 2005).

The Petal School District serves Limited English Proficient (LEP) and ELL students through push in, pull-out and content-base instructional approaches. Students at the primary school are served through push in instruction of a certified ESL teacher, and with sheltered instruction from their regular education teachers. Students at the elementary schools are pulled out of their regular classrooms for a portion of the day to receive instruction in English language development either individually or in small groups. Students at the middle and high schools are served through a content-based assigned ESL class. Services are provided by certified ESL teachers. The ELL services offered meet the requirements of the Mississippi Department of Education and United States Office of Civil Rights in serving ELL students. The instruction is Content-based, in which English is learned via thematic units that allow for the assimilation of language learning and academic content at the same time as stated by Anna Uhl Chamot’s Cognitive Academic Language Learning Approach. Technology-driven instruction in ELL classes enhances and accelerates the students’ learning. Utilization of the “Imagine Learning” software by ELL students allows the students to facilitate their own learning in a self-controlled way.
IV. Identification of Potential English Language Learners (ELLs) in the English Language Learners Program

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

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

Home Language Survey (HLS): The tool used by the PSD to identify English Language Learners is the Home Language Survey (HLS). A Home Language Survey must be completed by all students in the district at the time of initial registration into the school district, not into each school. This HLS is kept in the student’s permanent record while the student is in the district. A copy if this survey stays at the ELL files of the school that the student attends. (See Appendix 1 for the language survey).

The surveys collected are reviewed by the MCSIS Coordinator at each school to identify any indication that a language other than English is spoken at home by any individual at the household. If any response on the HLS indicates the use of a language other than English by the student or an individual in the home during the registration process, school office personnel are responsible for notifying ESL teacher assigned to each school of any student whose HLS indicates a language other than English. The presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English, but the ESL teacher should follow up additional interviews with the family and assessment must be conducted to determine the student’s English-language proficiency level.
FLOWCHART FOR IDENTIFICATION AND PLACEMENT OF ELLS

Home Language Survey given to ALL new registered students

→ Presence of a language other than English

→ NO

→ YES

Student was enrolled in another Mississippi School or WIDA state and has WIDA-ACCESS or W-APT test results from previous year.

→ NO

→ YES

Contact other MS School or WIDA State to get WIDA test results. Place student according to MS guidelines and test results.

→ Administer W-APT test

→ Composite score on the WIDA-ACCESS or W-APT test is 4.9 or Below.

→ Notify the parents of eligibility for ELL Program services.

→ Parents accept or do not respond to notification.

→ Enroll student in the ELL Program

→ Composite score on the WIDA-ACCESS or W-APT test is 5.0 or above.

→ Parents refuse services in the ELL program.

→ District provides other services that are available to ensure that students' academic needs are met.
V. Assessment of the Need for Language Instruction Education Program

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

Petal School District uses the MDE-adopted World-Class Instructional Design and Assessment (WIDA)-ACCESS Placement Test (W-APT) to help determine eligibility for placement in the English language instruction educational program. The WIDA-ACCESS Placement Test (W-APT) is a screening tool used to determine whether or not a child is eligible for English language instructional services. Each test assesses students’ abilities in all four language domains (Listening, Speaking, Writing, and Reading), and evaluates Social and Academic English. The W-APT provides an overall composite score that is used to determine eligibility for the program. The results from the W-APT are placed in the Student’s ELL program File and a copy is filed in their Cum record.

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

Kindergarten W-APT Placement criteria
The Kindergarten W-APT is an adaptive test whose components can be administered to students in pre-K, Kindergarten, or 1st semester first grade, depending on a student’s individual circumstances. The criteria for eligibility will follow these guidelines:

- Administer the Listening and Speaking portions of the Kindergarten W-APT and note the combined Listening and Speaking Raw Score.
- If the combined Listening and Speaking Raw Score is less than 19, then the student will be deemed eligible for language assistance services. There is no need to administer any more portions of the test.
- If the combined Listening and Speaking Raw Score is above 19, administer the Reading and Writing portions of the Kindergarten W-APT.
- If the student’s Reading and Writing scores are 10 or lower, then the student will be deemed eligible for language assistance direct services.
- If the student’s Reading and Writing scores are 11 or higher, but lower than 15, the student will be deemed eligible to become a transitional ELL student and take the WIDA-ACCESS test in April. However, the members of the ELL Committee have the discretion of using additional indicators to determine if a child might need direct services, even when he has obtained these scores. The Reading and Writing scores provide supporting data that may be used to inform the final decision.
If the student’s Reading and Writing scores are 15 or higher, then the student meets the minimum criteria for English language proficiency. However, the members of the ELL Committee have the discretion of using additional indicators to inform the final decision. The Reading and Writing scores provide supporting data that may be used to inform the final decision.

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

C. Interpretation for placement: It is best to separate all the four domains to account for those students who took the reading and writing portions of the test. So, the “Raw Scores” will be reported per skill, which will show an equivalent on the "Proficiency Score". There are at least fifteen questions of each. So,

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>Proficiency Score</th>
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<tbody>
<tr>
<td>0-5</td>
<td>LOW</td>
</tr>
<tr>
<td>6-10</td>
<td>MID</td>
</tr>
<tr>
<td>11-14</td>
<td>HIGH</td>
</tr>
<tr>
<td>15 +</td>
<td>EXCEPTIONAL</td>
</tr>
</tbody>
</table>

Since these scores do not match the rest of the WIDA-ACCESS Performance Definitions, it is important to report each skill individually in all the ELL district forms. The sum of all the scores will be the average score, but the “performance definition” will be blank or with a NA.

W-APT for grades 1-12

When the W-APT is administered to students from second semester of grade 1 through grade 12, the criteria for eligibility will follow these guidelines:

- A student who scores at 5.0 or higher in all the four language domains of the W-APT is considered ineligible for language assistance services.
- If the student scores less than 5.0 in any of the four language domains of the W-APT, the student is considered eligible for language assistance services.
- If the student’s score is a borderline score approaching a 5.0, then this score in conjunction with the professional judgment of the school’s ELL Committee should inform the final decision for services and placement.
- The ELL Committee may wish to consider a child’s grade level as part of this decision. In the primary grades or the transitional grades from one level to another, there may be
valid concerns regarding the limited degree of proficiency attainable in the primary grades or the increased difficulty of academic content requirements at higher grade levels.

Students, who were previously enrolled in another Mississippi school district or another WIDA Consortium state, may not need to be assessed with the W-APT, providing they have test results available for review within the time limitations described above.

The W-APT should be considered as only one piece of evidence in the decision-making process regarding placement of students in grades K-12. Teacher best professional judgment, past academic records, teachers’ observations, other assessments, and extenuating circumstances, such as the student’s age and amount and quality of previous schooling, should be considered when making placement decisions.

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

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

F. Program Placement: No more than of thirty (30) days; or (2) weeks if the student registers after the first month of the school year, should have pass from the moment of enrolment of the student to the moment of the program placement of a student. Students will be placed on the ELL program classes that correspond to their needs and availability at each school. Students at the primary school are served through push in instruction of a certified ESL teacher, and with sheltered instruction from their regular education teachers. Students at the elementary schools are pulled out of their regular classrooms for a portion of the day to receive instruction in English language development either individually or in small groups. Students at the middle and high schools are served through a content-based assigned ESL class. Services are provided by certified ESL teachers. The instruction is Content-based, in which English is learned via thematic units that allow for the assimilation of language learning and academic content at the same time. Utilization of the “Imagine Learning” software will be determined upon the students’ needs and availability.
VI. Programs and Services for ELLS

In the Petal School District, we believe that a “person’s potential to learn is limitless”. Therefore, most of the material used takes into consideration Krashen’s I+1 (1982) approach. This means that students should be challenged one step above their current level of knowledge to ensure their success in the language learning process (Brown, 200; Shrum & Glisan, 2005).

A. Push in and sheltered instruction: At the Primary School, a group of regular education teachers formed the ELL task force and have received training on ESL strategies to use while sheltering instruction in their classes. This model is supported by the “push-in” model of a certified ESL teacher in the different classrooms during thirty minutes a day. Some students also use “Imagine Learning” software for at least 20 minutes a day.

B. Pull out instruction: Students at the elementary schools are pulled out of their regular classrooms for 30-60 minutes a day to receive instruction in English language development either individually or in small groups using the Treasure Chest program by McGraw-Hill. Treasure Chest is the ELL component to the Treasures series that the students use in their regular education classrooms, and therefore is more aligned to help the students succeed in their mainstream classes, while enhancing their English language abilities. Most of the students also use “Imagine Learning” software for at least 20 minutes a day.

C. Content-based ESL Classes: Students at the middle and high schools are served through a 50-minute content-based assigned ESL class, in which English is learned via thematic units that allow for the assimilation of language learning and academic content at the same time. Longman’s Shining Star series is being used as it has proved to be beneficial in preparing our students for the academic demands of the school setting, while enhancing their language knowledge necessary to perform well in our society. New-comers in our District are exposed to the basics of the English language through the Keys to Learning Series. Services are provided by certified ESL teachers. Some students also use “Imagine Learning” software for at least 20 minutes a day.

D. Summer School Program: ELL students will have the opportunity to participate in a 4-week ELL summer school program to assist them in gaining more skills, maintain skills.

E. Imagine Learning: Technology-driven instruction in ELL classes enhances and accelerates the students’ learning. Utilization of the “Imagine Learning” software by ELL students allows the students to facilitate their own learning in a self-controlled way.

F. Participation in Core Academic Classes: All ELL students in the Petal School District are in mainstream core classes, in addition to their ELL services. Because of this, an English Language Learning Plan (ELLP) is developed for each student. Such plan outlines the students’ background and proficiency level, as well as providing a list of all of the accommodations that they can receive in their mainstream classes. An updated English Language Learning Plan is created at the beginning of each school year, and reviewed with the
students’ teachers, as well as their parents. The accommodations assist the mainstream teachers of ELL students in knowing how to create differentiated instructional activities and assessments, as well as helping the students be able to fully participate in all of their mainstream classes. Also, at the beginning of each year, the ESL teachers hold meetings with mainstream teachers who have ELL students in their classes, to review the students’ ELLPs, their proficiency levels in English, teaching strategies with ELL students, and procedures for setting up conferences with parents where the ESL teachers need to be present to translate.

G. Cooperation among teachers: Cooperative work among teachers, counselors, parents, principals and students is essential in order to ensure an ELL student’s academic success. All the interested parties meet to review the ELL English Language Learning Plan for each ELL student and determine each person’s role in his/her success. Once the plan is developed, the ESL teacher communicates closely with teachers and parents, mainly via e-mail, to monitor how well the ELL student is working in general education classes and that he/she is receiving the appropriate accommodations according to the plan. The ESL teachers communicate closely with teachers and parents to monitor how well the ELL student is working in general education classes and that he/she is receiving the appropriate accommodations. All general education teachers are asked to use the “ELL Student Progress Report” to monitor the student’s language and academic progress quarterly. This report outlines what accommodations are being used, the students grades, and any other information about how the student is progressing that the teacher deems necessary. ESL teachers use these progress reports to monitor ELL students, in addition to their regular ELL services, so that they can be sure that each student is receiving the best assistance possible. This report must be given to the ESL teacher to be kept in the students ELL file.

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

ESL teachers attend, setup, and present at PTA meetings, open houses, phone calls and other activities involving ELL students so that they are available to help with translating and answering questions parents or community members may have. ESL teachers call or translate information about these activities to help encourage parental participation. The ELL program in the Petal School District also provides translating services for Spanish-speaking parents through
their bilingual ESL teachers, while transact services and community resources are used to promote communication with parents of children who speak a different language. Parental contact logs are kept by the ESL teachers that document such interactions.

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

The ELL students are provided services via a wide spectrum of means. At each school, the ESL teachers instruct students individually and in small group settings, provide the latest ELL books and software (i.e. Shining Star, Keys to Learning, Treasure Chest, and Imagine Learning). Their goal is to improve their English proficiency to a level where they are able to understand instructions so that they can perform well in class. The rest of the time they are in general education classes.

A. ESL Teacher qualifications

Petal School District counts with two ELL certified teachers who are bilingual. At each school the ESL teachers work with the students through the instructional setting chosen for each site and group of students. The Petal School District requires certified and qualified ESL teachers instruct ELL students. ESL teachers provide training to all classroom teachers, principals, administrators (at the beginning of each year), and other school or community-based organizational personnel (as needed) that help serve the ELL students.

The ESL teachers attend various relevant professional development events such as the WIDA ACCESS, W-APT trainings on line and the meetings promoted by MDE. They also attend the Teachers of English to Speakers of Other Languages (TESOL) conference, as part of their professional development. This training assists the teachers in acquiring up-to-date knowledge on the advancement of the ELL teaching field. This information is then conveyed to the regular education teachers of ELL students. All teachers who serve ELL students are trained by the ESL teacher on strategies to accommodate these students in their classes. An ELL Task Force, comprised of regular education, special education, and ELL teachers, counselor, administrators, and a psychometrist, was developed at the primary school. This task force has studied principles of English as a second language instruction and its application to help students in a sheltered environment in all the regular education classes that they attend.

The Petal School District advertises ELL positions via the district website, and states position, job requirements, and duties. PSD also supports area universities in the training of ESL graduate and undergraduate students by allowing them to gain knowledge and experience in each of their five schools.

Resources such as Imagine Learning (IL), computers, projectors, software, and dictionaries have been purchased and utilized to assist ELL students in learning.
B. Translators/translations used to communicate with parents of limited-English proficient students

ESL teachers attend, setup, and present at PTA meetings, open houses, and other activities involving ELL students so that they are available to help with translating and answering questions parents or community members may have. ESL teachers call or translate information about these activities to help encourage parental participation. One of the ESL teachers employed by the school district is a native speaker of Spanish and the others have been determined to be fluent in the language. Transact services and community resources are used to promote communication with parents of children who speak a different language.

C. Regular education teacher qualifications

Petal School District has highly qualified teachers in all classrooms. Therefore, ELL students are served by them as well. Teachers who serve the ELL students at the Primary School were part of the ELL Taskforce. They have studied principles of English as a second language teaching and its application to help students in a sheltered environment in all the regular education classes that they attend.

D. Resources for ELL students

Petal School District has acquired computers, projectors, and technological programs such as Imagine Learning to help students learn the new language at their own pace, in addition to their regular classes and ESL tutoring instructions. Schools utilize bilingual and monolingual dictionaries for instruction, books at different proficiency levels, and other interactive materials that have been acquired through Title I and Title III money. Both ESL and regular education teachers have access to these materials so that they can be used on a daily bases with the students.

VIII. Transitioning ELLs to Monitoring

The MDE has determined two main criteria determiners in transitioning a student to a monitoring stage. The scores of the WIDA-ACCESS test and the scores on When the test results become available to the district, students’ scores are analyzed along the following factors in order to decide what group ELL students will be placed at.

- academic achievement in regular classes
- interviews with the student,
- length of time in school,
- student’s educational background
- progress in the ESL classes

After students attend ESL classes, PSD offers Transitional stage and a Monitoring one for ELL students.
A. Transitional Students: A Transitional Student in the Petal School district is one that has achieved the MDE determined passing score in either the WIDA-ACCESS or the State standardized test (MCT2 Language Arts test(3-8), or the English II Multiple-Choice test (10-12)); and is performing well in the regular-ed classes with minimal accommodations. Teachers also perceive that these students are ready to perform well as any other English-speaking students without any accommodations. Transitional students are served through the work in their classrooms as sheltered instruction. If there are deficiencies in any of the subject areas due to lack of exposure to them while learning the language, these students may also attend “focus” classes and receive interventions on the subject area that they need extra work on. Depending on the individual progress of each student, a transitional students may move to become monitored, or pulled back to receive the ESL services. The transition period usually takes a year.

B. Monitored Students: A Monitored Student in the Petal School district is one that has achieved the MDE determined passing score in both the WIDA-ACCESS and the State standardized test (MCT2 Language Arts test(3-8), or the English II Multiple-Choice test (10-12)); and is performing well in the regular-ed classes without any accommodations. The students who comply with the MDE requirements to exit the program, are placed on a monitoring stage for the mandatory two-year period. During this time, their performance in the regular education classes is monitored to verify that they are able to perform at the same level as native speakers of English.

When students reach proficiency and are exited according to MDE’s Title III ELL exit criteria, students:
- are no longer classified as LEP,
- receive no accommodations, (unless they are in the SPED program and have an IEP),
- do not take the annual WIDA ACCESS.

Students at this stage are monitored via a follow-up interview with the students to make sure they are able to perform their academic duties without further help. At the end of each progress reporting period, the ESL teacher reviews the monitored students grades, and follow-up with regular-ed teacher if necessary if the adjustment has not been successful. At the end of the school year, the ESL committee also reviews student’s grades and standardized test scores to determine if the students can continue being monitored or needs to receive services again. If the performance of students who have exited the ESL program stalls, falters, and/or regresses, the status of the student is re-examined to determine the need for possible re-entry into the ESL program or alternative services that address the current student’s needs.

Once students have been monitored during two years in which they have been successful in their classes and their state testing, they will be able to exit the program upon teacher’s recommendation and notification to the parents. The number of ELLs served and
monitored by the ELL Program of the Petal School District is reported to the MDE via SAMS, OARS, and through the survey sent to the districts every year.

**Steps and Criteria for Exiting ELLs Grades 3-12**

<table>
<thead>
<tr>
<th>Assessment of English Language Proficiency</th>
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<tbody>
<tr>
<td>- Review results from annual assessment WIDA ACCESS</td>
</tr>
<tr>
<td>- Does the student score at Level 5 - Bridging or Level 6 - Reaching on the composite score on the WIDA ACCESS Tier B or Tier C grades 1st – 12th.</td>
</tr>
</tbody>
</table>

**NO**

- **Student continues to receive ESL support through the service determined at their school.**

**YES**

<table>
<thead>
<tr>
<th>Assessment of Performance on Statewide Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Review results from statewide assessment of Language Arts</td>
</tr>
<tr>
<td>- Has a student in grades 3-9 scored at the “Proficient” or “Advanced” level on the MCT2 Language Arts test; or, has a student in grades 10-12 attained a passing score on the English II Multiple-Choice test?</td>
</tr>
</tbody>
</table>

**NO**

- **Student continues to receive ESL support through the service determined at their school or could become a Transitional student if all the other factors lead the ELL committee to determine so.**

**YES**

<table>
<thead>
<tr>
<th>Exit the Student from ESL Program into the Monitored stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Notify parents or guardians of the reclassification</td>
</tr>
<tr>
<td>- Monitor the student for two years</td>
</tr>
</tbody>
</table>

**IX. ELL Students participation in other Programs within the District**

ELL students in the Petal School District are provided with equal opportunities to participate in all programs available in the district. Within the district, there are ELL students who participate in the gifted program, athletics, and special education, among other areas. Each ELL student is made aware of the programs available to them, and many actively participate. Parents are made aware of the options available for their students through letters and the Petal School District website. Many of this material is translated into Spanish for the Spanish-speaking parents, and if needed, translated into other languages for parents who don’t speak English or Spanish.

**X. Private Schools**

There are no private schools in the district that serve ELL students. However, in the event that an ELL student enrolled in the private school, the ELL teacher would serve the
student by consulting with the regular teacher and sharing strategies to effectively educate the ELL student.

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

XI. Program Evaluation, Review and Improvement

A. Accountability for meeting proficiency and annual measurable achievement objectives

The success of the ELL program this year will be assessed using the World Class Instructional Design and Assessment (WIDA) ACCESS test. Petal School District expects to meet the NCLB Annual Measureable Achievement Objectives for ELLs by having at least 70% of all of the ELL students demonstrate annual measureable achievement through their scores on the test. Also, student’s success will be measured through their performance in their regular education classrooms. The use of materials that are a complement to the ones used in class, as well as the incorporation of technology, contribute to the improvement of our students’ level of English proficiency, and their measurable achievement objectives. Every ELL student is expected to master the state benchmarks that they will be tested on during the MCT2 and other subject-area state tests.

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

B. Evaluation of the Programs and Services

Every ELL students in the district has an ELLP designed for them, and all general education teachers are asked to use the “ELL Student Progress Report” to monitor the student’s language and academic progress during each reporting period (Every 9 weeks). The report has four main parts: Part I reports the accommodations that have implemented in the teacher’s class. Part II is the teacher’s input concerning the student’s participation in the class and communication. Part III reports the student’s grade(s) obtained for each grading period. The final part is a space for the teacher to be able to communicate with the ESL teacher and suggest areas related to language learning or communication problems that the teacher would like the student to work on during the next reporting period (Ex: vocabulary, spelling, reading and writing processes, etc.) This report must be given to the ESL teacher and a copy kept in the students ELL file. The students who comply with the MDE requirements to exit the program, are
placed on a monitoring stage for the mandatory two-year period. During this time, their performance in the regular education classes is monitored to verify that they are able to perform at the same level as native speakers of English. Once students have been monitored during two years in which they have been successful in their classes and their state testing (MCT2), they will be able to exit the program upon teacher’s recommendation and notification to the parents. The number of ELL served and monitored by the ELL Program of the Petal School District is reported to the MDE via SAMS, and through the survey sent to the districts every year.

C. Assessment of ELLs

The students of the ELL program are assessed using the World Class Instructional Design and Assessment (WIDA) ACCESS test. Petal School District expects to meet the NCLB Annual Measureable Achievement Objectives for ELLs by having at least 70% of all of the ELL students demonstrate annual measureable achievement through their scores on the test.

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

ELL students are expected to master subject matter and achievement at 65% or above, the same as other students in the district. Students are evaluated and monitored throughout the school term via ELL progress reports (consist of four parts-accommodations, teacher input, student grade, and teacher suggestions; every 4.5 weeks) and performance in the regular classroom. An ELL English Language Learning Plan is developed for each ELL student. The ESL teacher communicates closely with each student’s teacher (s) and parents to monitor progress in the general education classes, and to ensure that he/she is receiving the appropriate accommodations. The English Language Learning Plan (ELLP) enables teachers to communicate the ELL students’ levels of participation, communication, and academic performance to the ESL teacher and the parents. The success of the ELL program is evaluated by the World Class Instructional Design and Assessment (WIDA) ACCESS test. Petal School District still expects the program to meet the No Child Left Behind (NCLB) Annual Measureable Achievement Objectives by having at least 70% of all ELL students demonstrate achievement through their scores on the test.

All ELL students participate in the Mississippi Statewide Assessment System and take the tests that correspond to each grade. If the ELL students need accommodations when testing in any of the content areas, they should be provided according to the Mississippi Guidelines for English Language Learners using the Accommodation Chart provided for this matter. All signatures must be current.
Appendices
HOME LANGUAGE SURVEY

Student’s name: ___________________________ Last __________ First __________ Middle __________ Date: ______________

School: PPS □ PES □ PUE □ PMS □ PHS □ Grade: ______________

Thank you for your time in completing this survey. We are asking for this information to better serve our students. This is the first stage to identify students who need help with English to perform well at the school.

Does the student speak or understand any language other than English? YES □ NO □

If yes, which one(s)? ____________________________________________

How did he/she learn it? __________________________________________

What was the first language that the student learned to speak? ______________

Please explain. ___________________________________________________

What is the language that the student speaks more often? ______________

What language is most often spoken at home? ______________

To what extent does the student communicate in English? Check one.

All the time □ Often □ Seldom □ Never □

Does the student live with someone who speaks a language other than English? YES □ NO □

If yes, please explain. _____________________________________________

Does the student have a parent or a guardian who requires communicating with the District in a language other than English? YES □ NO □

If yes, please explain. _____________________________________________

This document will be included in the student’s permanent record. Any indication that there is a language other than English may result in the student being assessed for English Language Proficiency. Parents/Guardians will be notified before placement in the ELL program.

Parent/Guardian’s signature: _______________________________________

ESPAÑOL ☑
ENCUESTA DEL IDIOMA PRIMARIO

Nombre del estudiante: __________________________ Fecha: __________
Apellido Paterno: __________________________ Nombres: __________________________

Escuela: PPS □ PES □ PUE □ PMS □ PHS □ Curso: __________

Gracias por su tiempo al completar esta encuesta. Estamos recogiendo información para servir mejor a nuestros estudiantes. Este es el primer paso para identificar a los estudiantes que necesitan ayuda con el inglés para su desempeño en la escuela.

¿El estudiante habla o entiende otro idioma diferente al inglés? SI □ NO □
¿Cuál(es)? __________________________
¿Cómo lo(s) aprendió? __________________________
¿Cuál es el primer idioma que el estudiante aprendió a hablar? __________________________
Por favor, explique. __________________________

¿Cuál es el idioma que el estudiante habla con mayor frecuencia? __________________________
¿Qué idioma se habla con mayor frecuencia en casa? __________________________
¿Con qué frecuencia se comunica el estudiante en inglés? Marque [ ] una opción.

□ Todo el tiempo □ Frecuentemente □ De vez en cuando □ Nunca □
¿El estudiante vive con alguien que hable otro idioma diferente al inglés? SI □ NO □
Por favor, explique. __________________________

¿Tiene el estudiante un padre o guardián que necesite comunicarse con el Distrito en un idioma diferente al inglés? SI □ NO □
Por favor, explique. __________________________

Este documento será incluido en el archivo permanente del estudiante. Cualquier indicación de un idioma diferente al inglés puede resultar en una evaluación formal del nivel de inglés del estudiante. Los padres-guardianes serán notificados antes de su clasificación en el programa de ELL.

Firma del Padre/Guardián: __________________________

ENGLISH ☑
PARENTAL NOTIFICATION OF STUDENT PLACEMENT IN THE PROGRAM

Dear Parent or Guardian,

Because your response on the Petal School District Home Language Survey shows presence of a language other than English in the home, the district conducted an assessment of your student’s English language proficiency level. The test administered evaluated grade appropriate skills in understanding, speaking, reading and writing in English.

Based on the results from the assessment, it was identified that your student needs improvement in his/her English skills in order to perform better at school and learn successfully since English is the language of instruction. He/She will be enrolled in the ELL program unless you decide otherwise.

The Petal School District offers English Language Learner services through either one-to-one or small group ELL classes with one of the district English Language Learner teachers. Because of the number of English Language Learners and their different home languages, students will receive “pull out” or “push in” ELL classes for a few hours a week depending on their current proficiency level. The rest of the time they will be in regular classes where accommodations will be provided according to their personal English Language Learning Plan (ELLP). During the ELL classes, students learn to communicate in English and develop strategies that help them perform better in academic classes. The ELL class is neither a translation session nor a homework catch-up time. However, when time allows, students are also helped with some regular class assignments that they could not do due to language barriers.

Once the student has achieved a transitional level in ALL the skills tested, the results from the State tests (when administered) are satisfactory, and upon teacher recommendation, he/she will be monitored for two years as required by the state. The student will exit the program when he/she is ready to perform in regular classes without any accommodations. The ELL services offered meet the requirements of the Mississippi Department of Education and the United States Office of Civil Rights in serving English Language Learners.

You have the right to refuse these services for your child by notifying the school in writing. Please sign the attached form either accepting or refusing the English Language Learner services for your child by checking the appropriate statement regarding the type of ELL service that you want for your child. If you have any questions, contact the ESL Specialist. Please return this form immediately to your student’s teacher or counselor.

Sincerely,

Claudia Smith
ESL Specialist
Petal School District
E-mail: Claudia.smith@petalschools.com
Tel: (601)584-7660 or 601-582-7454 Ext: #1030
NOTIFICACION A LOS PADRES SOBRE CLASIFICACION DE UN ESTUDIANTE EN EL PROGRAMA DE INGLES COMO SEGUNDA LENGUA

Apreciado Padre o Guardián,

Dado que sus respuestas en la Encuesta del Idioma Primario que efectuó el Distrito Escolar de Petal indican que el estudiante o alguien en su hogar utilizan un idioma diferente al inglés, el Distrito hizo una evaluación del nivel de proficiencia en inglés de su hijo. El examen administrado se efectuó de acuerdo con las destrezas lingüísticas requeridas para cada curso en cuanto a habilidades de comprensión, lectura, escritura y conversación en inglés.

De acuerdo con los resultados de la evaluación, se identificó que su hijo/a necesita mejorar su dominio del idioma inglés para que pueda desenvolverse más fácilmente en la escuela, dado que éste es el idioma de instrucción. El/Ella será incluido/a en el Programa de Inglés como Segunda Lengua (ELL) a menos que usted determine otra cosa.

El Distrito Escolar de Petal ofrece clases de inglés como segunda lengua a estudiantes individualmente o en grupos con una de las profesoras de ESL del distrito. Dado el número de estudiantes y la diferencia en idiomas nativos del hogar, la instrucción se hace en el sistema “pull-out” o “push in”; es decir, los estudiantes reciben clases de inglés como segunda lengua por algunas horas a la semana, según la necesidad y el resto del tiempo asisten a sus clases regulares donde se les proporcionan ciertas acomodaciones de acuerdo con el Plan de Aprendizaje (ELLP) que se haya diseñado para cada niño/a. Durante las clases de ESL los estudiantes aprenden a comunicarse en inglés y a desarrollar estrategias para entender mejor las clases académicas. La clase de ESL no es una sesión de traducción, ni un taller para adelantar tareas. Sin embargo, cuando hay tiempo se les ayuda a los estudiantes con trabajos asignados en los cuales los estudiantes tengan dificultades debido a barreras del idioma.

Una vez los estudiantes llegan al nivel de Transición en todas las áreas evaluadas; los resultados de los exámenes estatales (si los toman) son satisfactorios, y tienen la aprobación de su maestro, él/ella será monitoreado por dos años, tal y como lo requiere el estado y finalmente saldrá del programa cuando esté listo para participar activamente en las clases regulares sin ningún ajuste. Los servicios ofrecidos a los Estudiantes de Inglés como Segunda Lengua (ELL), cumplen con los requisitos del Departamento de Educación de Mississippi y la Oficina de Derechos Civiles de los Estados Unidos establecidos para dichos servicios.

Usted tiene el derecho de rechazar los servicios ofrecidos para su hijo, dando notificación a la escuela por escrito. Por favor, escoja la opción de servicios de ELL que prefiera para su hijo, firme y devuelva el formato inmediatamente al profesor de ELL o al consejero de su hijo/a. Ellos mismos le ayudarán si tiene alguna pregunta.

Cordialmente,

Claudia Smith
Especialista en Inglés como Segundo Idioma
Distrito Escolar de Petal
Correo Electrónico: Claudia.smith@petalschools.com
Tel: (601)584-7660 o 601-582-7454 Ext: #1030
Petal School District
Office of Special Services
English Language Learner Program
P.O. Drawer 523 Petal, MS 39465
Phone: (601) 582-4247

ACCEPTANCE OR REFUSAL OF ELL SERVICES

Student’s name: ___________________________________________ Date: ______________

Last First Middle

School:  PPS □ PES □ PUE □ PMS □ PHS □ Grade: __________

Please mark one statement below:

______ Acceptance: I give my permission for the above named student to receive ELL services in the Petal School District through the “pull out” method or by assigning him an ESL class upon school judgment.

______ Transitional: I wish to request that my child be a transitional student in the ELL program. I do not want the student scheduled for sessions with the ELL teacher in the Petal School District. I understand that by being transitional my child will not have an ELLP designed for him/her, but will have accommodations, if necessary.

______ Refusal: I wish to refuse ELL services for the student named above. I do not want the student scheduled for sessions with the ELL teacher in the Petal School District. I understand that by refusing these services, my child will not have an ELLP designed for him/her with any accommodations.

I understand that I may ask for services to be changed, reinstated and/or to be provided on as-needed basis at a later time. However, such services will be provided depending upon established schedules at the time of the request.

Parent or Guardian’s name: ____________________________________________________________

Signature of Parent or Guardian: ____________________________ Date: ______________

ESPAÑOL 
Petal School District
Office of Special Services
English Language Learner Program
P.O. Drawer 523 Petal, Ms 39465
Phone: (601) 582-4247

ACCEPTACION OR RECHAZO DE LOS SERVICIOS DE ELL

Nombre del Estudiante: __________________________ Fecha: __________

Apellido Nombres

Escuela: PPS ☐ PES ☐ PUE ☐ PMS ☐ PHS ☐ Curso: ________

Por favor, maque una de las opciones:

_____ Aceptación: Doy permiso para que el estudiante mencionado arriba reciba los servicios ofrecidos a los Estudiantes de Inglés como Segunda Lengua (ELL) en el Distrito Escolar de Petal a través de “pull-out” o asignándole una clase de ESL, de acuerdo a lo que determine la escuela

_____ Transición: Quiero que mi hijo sea un estudiante en transición en el programa de Inglés como Segunda Lengua. No quiero que a este estudiante le sean asignadas sesiones de clase con la maestra de ESL en el Distrito Escolar de Petal. Entiendo que siendo estudiante en transición, mi hijo/a no tendrá un “Plan de Aprendizaje” diseñado para él/ella, pero tendrá acomodaciones si son necesarias.

_____ Rechazo: Deseo rechazar el ofrecimiento de los servicios ofrecidos a los Estudiantes de Inglés como Segunda Lengua (ELL). No quiero que el estudiante mencionado arriba tenga clases de ESL en el Distrito Escolar de Petal. Entiendo que al rechazar este servicio mi hijo/a no tendrá un “Plan de Aprendizaje” diseñado para él/ella ni acomodaciones.

Entiendo que puedo cambiar de opinión y pedir que el estudiante reciba los servicios ofrecidos más adelante, o cambiarlo de estatus dentro del programa dependiendo de la necesidad. Sin embargo, la disponibilidad de dichos servicios dependerá de los horarios establecidos en ese momento.

Nombre del Padre/Madre o Guardián: ________________________________________

Firma del Padre/ Madre o Guardián: __________________________ Fecha: __________