**Coahoma AHS District 2015-2016**

**Plan of Services for English Language Learners**

**Student Identification**

Each new student enrolled in Coahoma Agricultural High School will be surveyed to determine the language spoken in the student’s home. Any student who has indicated that there is another language that has been:

 First learned or acquired by the student;

 Used by the student’s family in the home;

 Used by the student

will be referred to the ELL coordinator for evaluation. The CTB LAS Links Assessment System is a secure, large-scale, English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English learners (ELs). The Principal will be responsible for ensuring that within two weeks of enrollment all information regarding home language is filed in the permanent record folder of the student and given to the ELL coordinator. A parent contact will be made to assist the family with services that they may need.

**Student Language Assessment**

Within two weeks of enrollment in Coahoma Agricultural High School, identified student will be assessed using the Mississippi Department of Education approved CTB LAS Links Assessment System. Results and suggestions for support services will be communicated to the principal, teachers, and parents of the student. Parents (or students over the age of 18) are given the option to waive tutorial services. Students are eligible for services in accordance with the MDE Guidelines for English Language Learners.

**Student Services**

Services implemented for students may include all or some of the following, depending upon the student’s level of proficiency:

 Pull-out tutoring

 Learning strategies class

 Recommendation for additional academic tutoring programs that are in place

 Modification/Intervention in regular classroom assignments and tests

 Translation of materials into native languages for students and parents

 Appropriate technology activities

 Peer tutoring

Because students attending Coahoma Agricultural High School must complete required Carnegie units each year in order to graduate within a four to five year window and must pass state assessments in four subject areas, a coordinated effort will be made by teachers and ELL personnel to ensure the success of each LEP students. ELL students will have access to the full range of district programs, including special education, Title I, and nonacademic and extracurricular activities.

**Personnel Responsibilities**

**District ELL Coordinator**

 Recommends, implements, and maintains program policies, procedures, and budgets;

 Ascertains that the goals and requirements of the program are aligned with state and federal policies;

 Coordinates with the school the identification of ELL students;

 Trains ELL tutors;

 Monitors the weekly lesson plans of ELL instructors and/or tutors;

 Coordinates and disseminates project reports

**Principal**

 Ensures that student enrollment forms are completed for enrolling each students into the district and that all state policies are followed with regard to registration;

 Informs teachers, tutors, and the ELL coordinator of new immigrant arrivals;

 Facilitates communication with parent’s teachers and tutors of ELL students;

 Monitors ELL instruction in the regular classroom and in the tutoring session;

**Regular classroom teacher**

 Communicates closely with the ELL coordinator to monitor the progress of LEP students and share concerns about the student;

 Creates and maintains an instructional climate that is conducive to learning for all students;

 Coordinates instruction with tutors;

 Modifies tests and assignments when needed and provides interventions as appropriate

**Program Monitoring**

Limited English Proficiency students will be testing in the spring of each year using the CTB LAS Links Assessment System a secure, large-scale, English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English learners (ELs). Once it is determined that instructional modifications and interventions are no longer necessary, the student is exited from ELL services. Monitoring of student performance will continue for a period of two years following the exit or until graduation from high school. Data related to student eligibility will be maintained in the student’s permanent folder. Instructional intervention materials and progress information on each student will be maintained in the office of the ELL coordinator.

**Community Resources**

School personnel including the parent coordinator and counselor will work with parents and other community members to see that all needs – not just academic – are being met. These needs may include medical, translation services, adult English classes, or other daily living activities.

**Transition and Exit**

The district will provide transition monitoring for all ELL students as they reach the transitional levels in their English proficiency. Teachers, ELL instructor or tutor, principal, and the ELL coordinator will cooperatively monitor each student’s progress in the classroom and on all state-administered tests. Monitoring will be based on evaluation of information contained on the student’s progress reports and report cards, tests scores, classroom observation, and teacher input. Students may be offered other services as appropriate and additional opportunities for additional tutoring and instructional support services as needed. Students will exit ELL services based on proficiently in all areas of languages: listening, speaking, reading, and writing. Students will continue to be monitored as they progress through the curriculum and proceed toward graduation.

**Program Evaluation**

All students are eligible to enroll regardless of their immigration status: lack of a social security number is not to be used for exclusion from the program. All students are assigned a MSIS number upon enrollment in the district.

Coahoma AHS will identify, test, and provide a plan of services for any new immigrant/ELL student within two weeks of enrollment in the district.

Coahoma AHS will complete the annual program evaluation required by the Mississippi Department of Education.

The district will maintain a database containing information on students who have a primary or home language other than English to include:

 Date of entry to district

 Date of birth

 Grade level

 Home Language

 Scores on all standardized, achievement, and state tests

**Future Implementation and Projects**

While Coahoma AHS has not had an ELL student in at least the last twenty-five years, the district is prepared to serve any students who may not enter the district boundaries.