Writing a Language Service Plan

Special Populations Conference

August 2018

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

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Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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State Board of Education Goals
FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1 All Students Proficient and Showing Growth in All Assessed Areas

2 Every Student Graduates from High School and is Ready for College and Career

3 Every Child Has Access to a High-Quality Early Childhood Program

4 Every School Has Effective Teachers and Leaders

5 Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 Every School and District is Rated "C" or Higher

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Session Goals

- Review reports for the LAS Links Assessment

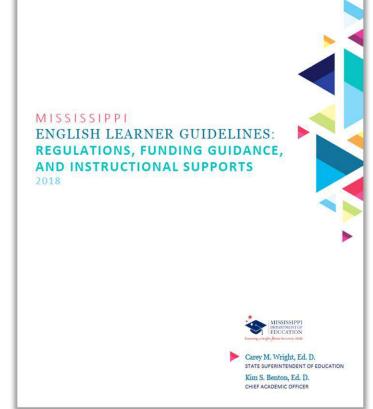- Review steps for writing a Language Service Plan (LSP)

New English Learner Guidelines

Components Include:

- Federal Education Grants that can Support EL Students

- Instructional Strategies

- Administrator Supports

- USDE Dear Colleague Letter, Civil Rights of English Learners

MISSISSIPPI
ENGLISH LEARNER GUIDELINES:
REGULATIONS, FUNDING GUIDANCE, AND INSTRUCTIONAL SUPPORTS
2018

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Carey M. Wright, Ed. D.
STATE SUPERINTENDENT OF EDUCATION

Kim S. Benton, Ed. D.
CHIEF ACADEMIC OFFICER

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Keep in mind

"Learning another language is not only learning different words for the same things, but learning another way to think about things."

– Flora Lewis

English Language Proficiency Test

LAS Links

LAS Links Assessment

LAS Links is the Language Assessment System Test:

- Measures the speaking, listening, reading, writing, and comprehension skills of K–12 students;

- Includes a screener that serves as Mississippi's initial placement test; and,

- Has an End of Year assessment given in the spring (100% of ELs must be tested)

LAS Links Supports

Each school has the following materials to help you understand the many reports available for each child:

- Interpretation guide (contains letters for parents available in different languages);

- Digital Assessment Library; and,

- Instructional Library provided by LAS Links.

Note: If you do not have these items in your building, contact your District Test Coordinator.

LAS Links Instructional Library

- Contains a comprehensive collection of instructional materials to assist with the instruction of English Learners

- Should be shared with teachers, parents and students

SharePoint

Access Path: MDE → Office of Student Assessment → SharePoint → Public Access → Special Populations → English Learners

- LAS Links Blue Print

- LAS Links Overview

- Proficiency Level Descriptors

- Subskills and objectives

LAS Links Supports

- **LAS Links Blue Print** gives skill areas, language content strands, and sub-skill areas/subtests for the different tested grade bands.

- **LAS Links Overview** provides the scope and sequence for the tested domains along with the subskills in the different tested grade spans.

- **Proficiency Level Descriptors** provide information to teachers as to what ELs can do at each proficiency level by grade level.

- **Subskills and Objectives** can be found in the LAS Links Online Instructional Library under standards and blueprints. This breaks down the LAS Links Standards Subskills in each of the four domains by grade level.

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Sample LAS Links

Reports

Student Proficiency Reports, Roster
Reports, Strand Reports

The Student Proficiency Report

All teachers with EL students need to be given this data at the beginning of every school year.

Skill Area	Scale Score	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient	5 Above Proficient
Speaking	616	320-448	449-474	475-510	511-556	559-635
Listening	557	350-457	458-489	490-527	528-583	584-630
Reading	567	360-469	470-504	505-535	536-589	590-680
Writing	457	290-434	435-498	499-537	538-584	585-680
Overall*	549	330-452	453-491	492-527	528-578	579-656
Comprehension**	564	340-490	491-508	509-530	531-572	573-670
Oral***	593	300-451	452-464	485-515	516-579	580-680

*Overall Scale Score is an average of Speaking, Listening, Reading and Writing.
**Comprehension is based on designated items in the Listening and Reading skill areas.
***Oral is based on all items in the Listening and Speaking skill areas.

LAS Links Language Assessment System
Student Proficiency Report
Test Date: 06/01/11

IVETTE J ALVAREZ
Birthdate: 05/01/00
Gender: Female
Student ID#: X5499892

Grade: 05
Form/Level: A/3
Class: Gonzales
School: International School
District: MARINA

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LAS Links Overview

Domain	Subskill	Grade Span					Administration Mode
		K-1	2-3	4-5	6-8	9-12	
Writing	Copy words and sentences	•					Individually or group for K; Group for Grades 1-12
	Write letters, numerals, and words	•					
	Use articles	•	•	•	•	•	
	Demonstrate correct use of singular and plural	•	•	•	•		
	Use subject/verb agreement	•	•	•			
	Demonstrate correct use of tense and aspect		•	•	•	•	
	Use conjunctions		•	•	•	•	
	Use pronouns correctly	•		•	•	•	
	Distinguish adjectives and adverbs			•	•	•	
	Use prepositional phrases			•	•	•	
	Use auxiliary verbs		•	•	•	•	
	Use appropriate capitalization	•	•			•	

Student Proficiency Report

Language Context Strands	Speaking			Listening			Reading			Writing		
	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible
Social, Intercultural, and Instructional Communication	8	13 ▲	13	6	5	8	11	10	14	8	7	10
Foundational Skills	---	---	---	---	---	---	---	---	---	---	---	---
Language Arts, Social Studies, History	12	7	14	4	4	6	6	4	8	8	4	11
Mathematics, Science, Technical Subjects	12	7	14	5	4	6	6	4	8	9	4	11
Academic*	22	14	28	9	8	12	12	8	16	17	8	22

RGA: The Reference Group Average is the expected average performance of the student sample used in LAS Links Field Testing.

*The Academic scores for each Skill Area include all language context strands except the 'Social, Intercultural, and Instructional Communication' strand.

▲ = Indicates student scored at or above Reference Group Average.

X = Scores not reported for strands with less than three points.

N/A = Not Applicable

INV = Test Invalidation

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16

Student Proficiency Report

Language Context Strands	Speaking			Listening			Reading			Writing		
	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible
Social, Intercultural, and Instructional Communication	8	13 ▲	13	6	5	8	11	10	14	8	7	10
Foundational Skills	---	---	---	---	---	---	---	---	---	---	---	---
Language Arts, Social Studies, History	12	7	14	4	4		6	4	8	8	4	11
Mathematics, Science, Technical Subjects	12	7	14	5	4		6	4	8	9	4	11
Academic*	22	14	28	9	8	12	12	8	16	17	8	22

RGA: The Reference Group Average is the expected average performance of the student sample used in LAS Links Field Testing.

*The Academic scores for each Skill Area include all language context strands except the 'Social, Intercultural, and Instructional Communication' strand.

▲ = Indicates student scored at or above Reference Group Average.

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N/A = Not Applicable

INV = Test Invalidation

Reading Vocabulary Subskills

Domain	Subskill	K-1	2-3	4-5	6-8	9-12	Administration Mode
Reading	Identify rhyming words	•					Individually or group for K; Group for Grades 1-12
	Apply letter-sound relationships to read English words	•					
	Apply letter-sound relationships to read English phonemes	•					
	Associate words with their representation	•					
	Apply knowledge of morphemes and syntax to word meaning		•	•			
	Classify words		•				
	Interpret words and phrases as they are used in text		•	•	•	•	
	Identify main ideas	•	•	•	•	•	
	Identify supporting details	•	•	•	•	•	
	Identify important literary features of text		•			•	
	Analyze the structure of texts				•	•	
	Identify point of view, tone, and attitude	•	•		•	•	

Reading Lexile Report

LAS Links

Reading Links

Test Date: 10/01/16

JASON SINGH
Birthdate: 10/30/02
Gender: Male
Student ID#: 1200000401
Scoring: NCR

Grade: 05
Form/Level: D/3
Class: FLORES
School: ASHLAND ELEM
District: MARINA UNION DISTRICT

Purpose
This report provides a list of books based on your student's performance on the LAS Links 2nd Edition Reading test. It can be used to assist your student in improving reading skills.

Suggested Titles	Author	Lexile
So You Want to be President?	St. George, Judith; Small, David	730L
A Wrinkle in Time	L'Engle, Madeleine	740L
Cuba 15	Osa, Nancy	750L
The Giver	Lowry, Lois	760L
Jumping Tree	Saldana, Rene, Jr.	770L
Rules	Lord, Cynthia	780L
The Schwa Was Here	Shusterman, Neal	790L
Roberto Clemente: Pride of the Pittsburgh Pirates	Winter, Jonah	800L
Bull Run	Fleischman, Paul	810L

Roster Report

Roster Report
MARINA, Grade: 5, Test Date: 06/01/14-IV

Number of Students Listed: 16

Last Name	First Name	LAS Links 2nd Edition																
		Speaking		Listening		Reading		Writing		Overall*		Comprehension**		Oral***		Literacy****		Productive*****	
		SS	PL	SS	PL	SS	PL	SS	PL	SS	PL	SS	PL	SS	PL	SS	PL	SS	PL
ADAM	TYLER	521	Proficient	556	Proficient	585	Proficient	608	Above Proficient	567	Proficient	570	Proficient	538	Proficient	596	Above Proficient	564	Proficient
ASHBURY	ALISHA	513	Proficient	526	Intermediate	608	Above Proficient	572	Proficient	554	Proficient	567	Proficient	519	Proficient	590	Above Proficient	542	Proficient
BUSBY	DIANE	507	Intermediate	579	Proficient	585	Proficient	582	Proficient	558	Proficient	572	Proficient	543	Proficient	573	Proficient	544	Proficient
BUSH	MARIA	532	Proficient	530	Proficient	585	Proficient	604	Above Proficient	562	Proficient	562	Proficient	535	Proficient	589	Above Proficient	563	Proficient
CHANCE	PETER	510	Intermediate	503	Intermediate	596	Above Proficient	562	Proficient	542	Proficient	549	Proficient	506	Intermediate	579	Proficient	536	Proficient
EDDE	BRIAN	635	Above Proficient	640	Above Proficient	596	Above Proficient	594	Above Proficient	616	Above Proficient	618	Above Proficient	637	Above Proficient	595	Above Proficient	614	Above Proficient
HARRIS	KAREN	510	Intermediate	579	Proficient	585	Proficient	608	Above Proficient	570	Proficient	582	Above Proficient	544	Proficient	596	Above Proficient	559	Proficient
HARRIS	LONNIE	510	Intermediate	556	Proficient	565	Proficient	572	Proficient	550	Proficient	560	Proficient	533	Proficient	568	Proficient	541	Proficient
KROMER	BRE	510	Intermediate	613	Above Proficient	596	Above Proficient	582	Proficient	575	Proficient	604	Above Proficient	561	Proficient	589	Above Proficient	546	Proficient
MICKELSON	PATTIE	558	Proficient	556	Proficient	608	Above Proficient	608	Above Proficient	582	Above Proficient	582	Above Proficient	557	Proficient	608	Above Proficient	583	Above Proficient
RAGAN	ROSE	528	Proficient	579	Proficient	622	Above Proficient	594	Above Proficient	580	Above Proficient	600	Above Proficient	553	Proficient	608	Above Proficient	561	Proficient
REYNOLDS	JASON	558	Proficient	613	Above Proficient	585	Proficient	608	Above Proficient	591	Above Proficient	599	Above Proficient	585	Above Proficient	596	Above Proficient	583	Above Proficient
SIMON	GRANT	513	Proficient	526	Intermediate	585	Proficient	608	Above Proficient	558	Proficient	555	Proficient	519	Proficient	596	Above Proficient	560	Proficient
SINGH	JASON	513	Proficient	613	Above Proficient	585	Proficient	608	Above Proficient	579	Above Proficient	599	Above Proficient	563	Proficient	596	Above Proficient	560	Proficient
SOUTH	DONNIE	517	Proficient	539	Proficient	622	Above Proficient	608	Above Proficient	571	Proficient	580	Above Proficient	528	Proficient	615	Above Proficient	562	Proficient
WINTERMUTE	LINDA	575	Above Proficient	579	Proficient	608	Above Proficient	594	Above Proficient	589	Above Proficient	593	Above Proficient	577	Proficient	601	Above Proficient	584	Above Proficient

'Overall scale score is an average of Speaking, Listening, Reading, and Writing.
'*Comprehension is based on all items in the Listening and Reading skill areas.
'**Oral is based on all items in the Listening and Speaking skill areas.
'***Literacy is based on all items in the Reading and Writing skill areas.
'****Productive is based on all items in the Speaking and Writing skill areas.

LAS Links — Home Report

CREE KRY
Birthdate: 03/03/05
Gender: Female
Student ID#: 1200000198

Grade: 02
Form/Level: D/2
Class: MADDEN
School: ASHLAND ELEM
District: MARINA UNION DISTRICT

Home Report

Test Date: 10/01/16

Purpose

The Home Report provides a student's Overall proficiency level in English and proficiency level by skill area (Speaking, Listening, Reading, Writing). This report also provides Comprehension, Oral, and Literacy, and Productive proficiency levels. For more information on proficiency level definitions or how to interpret these scores, please refer to the LAS Links 2nd Edition Interpretation Guide.

Dear Parent or Guardian:

Your student recently took the LAS Links 2nd Edition language proficiency assessment. This report gives information about your child's ability to communicate in English. The report also shows areas in which your child will need to improve the communication skills needed to move to the next language proficiency level.

Skill Area	Proficiency Level				
	1 Beginning	**2** Early Intermediate	**3** Intermediate	**4** Proficient	**5** Above Proficient
Overall (SP+LI+RD+WR)				✓	
Speaking (SP)			✓		
Listening (LI)			✓		
Reading (RD)					✓
Writing (WR)			✓		
Comprehension (LI+RD)				✓	
Oral (SP+LI)			✓		
Literacy (RD+WR)				✓	
Productive (SP+WR)			✓		

Overall is a measure of your child's language proficiency regarding all four skill areas: Speaking, Listening, Reading, and Writing. Your child's proficiency of Level 4 can be described as follows:

A Level 4 student can effectively communicate for different purposes at school. The student may produce some errors.

The next level of proficiency can be described as follows:

A Level 5 student effectively communicates for social and academic purposes with few, if any, errors.

ESPAÑOL — Informe del estudiante

BRIAN EDDE
Fecha de nacimiento: 09/09/02
Sexo: Femenino
Número de identificación del estudiante: 1200000394

Grado: 05
Forma/Nivel: T/3
Class: FLORES
School: ASHLAND ELEM
District: MARINA UNION DISTRICT

Informe del estudiante

Fecha del examen: 10/01/16

Propósito

El informe del estudiante proporciona el nivel de competencia del estudiante en el examen del lenguaje escolar en cada area de habilidad (Hablando, Escuchando, Lectura, Escritura). Este informe también proporciona los niveles de competencia: Comprensión, Oral, Destrezas de lectoescritura, y Destrezas productivas. Para más información sobre las definiciones de niveles de competencia o cómo interpretar los resultados, por favor consulte la Guía de interpretación de LAS Links Edición 2°.

Estimado padre/madre/tutor:

Su hijo/a recientemente realizó el examen para medir su competencia en el lenguaje escolar de LAS Links Edición 2°. Este informe incluye el nivel de competencia de su hijo/a para comunicarse en el lenguaje escolar. El reporte también muestra áreas en que el estudiante debe mejorar sus habilidades de comunicación para avanzar al próximo nivel de competencia.

Áreas de habilidades	Nivel de competencia				
	1 Principiante	**2** Intermedio básico	**3** Intermedio	**4** Competente	**5** Con dominio avanzado
Total (HAB+ECH+LEC+ECR)				✓	
Hablando (HAB)	✓				
Escuchando (ECH)				✓	
Lectura (LEC)					✓
Escritura (ECR)					✓
Comprensión (ECH + LEC)					✓
Oral (HAB + ECH)	✓				
Lectoescritura (LEC+ECR)					✓
Producción (HAB+ECR)			✓		

Total es una medida de la competencia de su hijo/a en el lenguaje escolar en relación con las cuatro áreas de habilidades: Hablando, Escuchando, Lectura, y Escritura. La competencia que realizó su hijo/a de nivel 4 se puede describir:

Al nivel 4 el estudiante puede comunicarse efectivamente en el lenguaje escolar con algunos errores para propósitos varios en el contexto escolar.

El próximo nivel de competencia se puede describir:

Al nivel 5 el estudiante puede comunicarse efectivamente en el lenguaje escolar sin o con muy pocos errores para diversos propósitos académicos e interpersonales.

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Exit Criteria

An English Learner student may exit the program when the student:

• scores 4-5 on the Reading section of the LAS Links, and

• scores 4-5 on the Writing section of the LAS Links, and
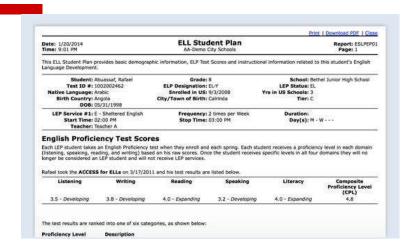
• scores 4-5 overall on the LAS Links

 A student must be monitored for 4 years once they have exited the program.

Writing a Language Service Plan

Language Service Plans

Language Service Plan

Purpose of the Language Service Plan (LSP)

- Provides a clear outline of the instruction and changes that are needed to ensure that consistent, coherent services are provided to English Learners (EL)

- Documents the goals for each of the four domains (speaking, listening, reading, and writing) specific to the needs of the student based upon available data and parent/teacher consultations

- Documents the needed accommodations for specific assessments

Writing a Language Service Plan

Essential Considerations:

- Compare longitudinal testing information from LAS Links or other English Language Proficiency Tests

- Utilize information from <u>all</u> the data available (MAAP, English, Science, benchmark, grades, etc.)

- Consult with general education and content area teachers for input regarding student performance

- Consider the degree of language proficiency

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Developing a Language Service Plan

- The Mississippi Department of Education requires each student designated as an EL student to have a Language Service Plan (LSP)

- This also includes students whose parents have opted out of EL services

- The plan should be developed by the Student Evaluation Team (SET). This team should include the classroom teacher, counselor, EL teacher, principal, and parent

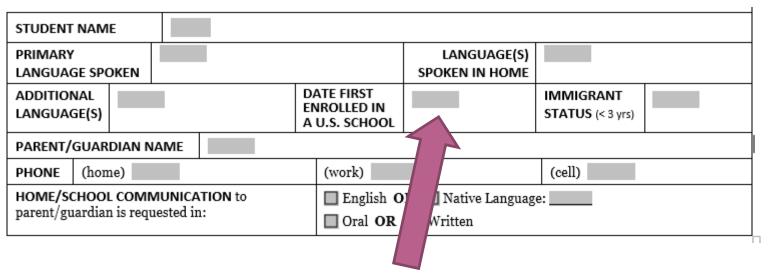- The team should meet quarterly to evaluate the student's progress

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Developing a Language Service Plan

Part I:

STUDENT NAME	[ ]				
PRIMARY LANGUAGE SPOKEN	[ ]		**LANGUAGE(S) SPOKEN IN HOME**	[ ]	
ADDITIONAL LANGUAGE(S)	[ ]	**DATE FIRST ENROLLED IN A U.S. SCHOOL**	[ ]	**IMMIGRANT STATUS** (< 3 yrs)	[ ]
PARENT/GUARDIAN NAME	[ ]				
PHONE	(home) [ ]		(work) [ ]		(cell) [ ]
HOME/SCHOOL COMMUNICATION to parent/guardian is requested in:	☐ English **OR** ☐ Native Language: ___ ☐ Oral **OR** ☐ Written				

The information above may be obtained from the student's enrollment information.

Developing a Language Service Plan

Part I:

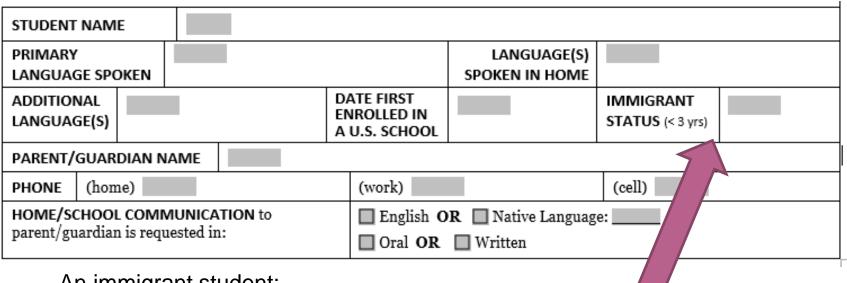| STUDENT NAME				
PRIMARY LANGUAGE SPOKEN			**LANGUAGE(S) SPOKEN IN HOME**	
ADDITIONAL LANGUAGE(S)		**DATE FIRST ENROLLED IN A U.S. SCHOOL**		**IMMIGRANT STATUS** (< 3 yrs)
PARENT/GUARDIAN NAME				
PHONE (home)		(work)		(cell)
HOME/SCHOOL COMMUNICATION to parent/guardian is requested in:		☐ English **OR** ☐ Native Language: _____ ☐ Oral **OR** ☐ Written		

It is important to provide the date a student first enrolled in a U.S. school, not a school in your district.

Developing a Language Service Plan

Part I:

STUDENT NAME					
PRIMARY LANGUAGE SPOKEN			LANGUAGE(S) SPOKEN IN HOME		
ADDITIONAL LANGUAGE(S)		DATE FIRST ENROLLED IN A U.S. SCHOOL		IMMIGRANT STATUS (< 3 yrs)	
PARENT/GUARDIAN NAME					
PHONE	(home)		(work)		(cell)
HOME/SCHOOL COMMUNICATION to parent/guardian is requested in:		☐ English **OR** ☐ Native Language: ☐ Oral **OR** ☐ Written			

An immigrant student:
- is aged 3-21
- was not born in any state in the U.S.
- has not been attending one or more schools in any one or more states for more than 3 full academic years

Developing a Language Service Plan

Part II:

ACADEMIC HISTORY PRIOR TO ENTERING CURRENT DISTRICT			
Age Started School	Years in Preschool/K	Years in grades 1-5	Years in grades 6-12
Last grade completed	☐ Interrupted Formal Education ☐ Limited Schooling		☐ No Formal schooling
Has the student been referred for Special Education? ☐ Yes ☐ No	Does the child have an IEP? ☐ Yes ☐ No		Does the child have a 504 Plan? ☐ Yes ☐ No

The above information may be obtained from the student's cumulative record or by contacting the student's prior school district.

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Developing a Language Service Plan

Part III:

ACADEMIC ACHIEVEMENT LEVEL HISTORY				
SUBJECT	BELOW GRADE LEVEL	ON OR ABOVE GRADE LEVEL	METHOD USED TO DETERMINE LEVEL	INFORMATION NOT AVAILABLE
Example: Math	*X*		*Course grade from previous year (D)*	
Math				
Reading				
Writing				
Social Studies				
Science				

The above information may be obtained from the student's report card or cumulative record.

Developing a Language Service Plan

Part IV:

TEST	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
ENGLISH LANGUAGE PROFICIENCY TEST INFORMATION															
ELPT Speaking															
ELPT Listening															
ELPT Reading															
ELPT Writing															
Composite SCORE															

The above information may be obtained from the student's
LAS Links Report. You may copy this page and attach it if space is
needed to post additional ELPT scores for Long Term ELs.
A student that has not exited after 5 years is considered a
Long Term EL.

Developing a Language Service Plan

Part V:

EL SERVICE			
Date Identified EL Program: [ ]		Date Entered EL Program: [ ]	
☐ Student will receive Direct EL Services for [ ] **Minutes** [ ] **Days a week**			
☐ Student will be placed in an EL Class for one Credit *(Grades 7-12 only)* **Year:** [ ] **Semester:** [ ]			
☐ Parents Declined Services (school is still obligated to serve)		Comments: [ ]	
Number of years until the student is identified as a Long Term English Learner (LTEL): [ ]			
List specific measurable goals for each domain (Listening, Speaking, Reading, and Writing):			
LISTENING	**SPEAKING**	**READING**	**WRITING**
[ ]	[ ]	[ ]	[ ]

The above information may be obtained through the student's
LAS Links Placement Test.

Developing a Language Service Plan

Part V:

EL SERVICE			
Date Identified EL Program:		Date Entered EL Program:	
☐ Student will receive Direct EL Services for **Minutes** **Days a week**			
☐ Student will be placed in an EL Class for one (Grades 7-12 only) **Year:** **Semester:**			
☐ Parents Declined Services (school is still obligated to serve)		Comments:	
Number of years until the student is identified as a Long Term English Learner (LTEL):			
List specific measurable goals for each domain (Listening, Speaking,, Reading, and Writing):			
LISTENING	**SPEAKING**	**READING**	**WRITING**

This information should be determined by the Student Evaluation Team.

Developing a Language Service Plan

Part V:

EL SERVICE		
Date Identified EL Program: ▨		Date Entered EL Program: ▨
☐ Student will receive Direct EL Services for ▨ **Minutes** ▨ **Days a week**		
☐ Student will be placed in an EL Class for one Credit *(Grades 7-12 only)* **Year:** ▨ **Semester:** ▨		
☐ Parents Declined Services (school is still obligated to serv▨	Comments: ▨	
Number of years until the student is identified as a Long Term ▨ ish Learner (LTEL): ▨		
List specific measurable goals for each domain (Listening, Sp▨ g, Reading, and Writing):		

LISTENING	SPEAKING	READING	WRITING
▨	▨	▨	▨

The teacher for this course must have one of the following endorsements: 115, 117, 119, 177.

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Developing a Language Service Plan

Part V:

EL SERVICE		
Date Identified EL Program: ☐		Date Entered EL Program: ☐
☐ Student will receive Direct EL Services for ☐ **Minutes** ☐ **Days a week**		
☐ Student will be placed in an EL Class for one Credit *(Grades 7-12 only)* **Year:** ☐ **Semester:** ☐		
☐ Parents Declined Services (school is still obligated to serve)	Comments: ☐	
Number of years until the student is identified as a Long Term English Learner (LTEL): ☐		
List specific measurable goals for each domain (Listening, Speaking, Reading, and Writing):		

LISTENING	SPEAKING	READING	WRITING
☐	☐	☐	☐

The student is still identified as an EL student and must be identified in MSIS as EL and will take LAS Links annually.

Developing a Language Service Plan

Part V:

EL SERVICE			
Date Identified EL Program: ▨		Date Entered EL Program: ▨	
☐ Student will receive Direct EL Services for ▨ **Minutes** ▨ **Days a week**			
☐ Student will be placed in an EL Class for one Credit *(Grades 7-12 only)* **Year:** ▨ **Semester:** ▨			
☐ Parents Declined Services (school is still obligated to serve)		Comments: ▨	
Number of years until the student is identified as a Long Term English Learner (LTEL): ▨			
List specific measurable goals for each domain (Listening, Speaking, Reading, and Writing):			
LISTENING	**SPEAKING**	**READING**	**WRITING**
▨	▨	▨	▨

A student who has not exited the EL program after 5 years is identified as a Long Term English Learner.

Developing a Language Service Plan

Part V:

EL SERVICE			
Date Identified EL Program: [ ]		Date Entered EL Program: [ ]	
☐ Student will receive Direct EL Services for [ ] **Minutes** [ ] **Days a week**			
☐ Student will be placed in an EL Class for one Credit *(Grades 7-12 only)* **Year:** [ ] **Semester:** [ ]			
☐ Parents Declined Services (school is still obligated to serve)		Comments: [ ]	
Number of years until the student is identified as a Long Term English Learner (LTEL): [ ]			
List specific measurable goals for each domain (Listening, Speaking, Reading, and Writing):			
LISTENING	**SPEAKING**	**READING**	**WRITING**
[ ]	[ ]	[ ]	[ ]

List measurable goals for each language domain.

Developing a Language Service Plan

Part VI:

STANDARDIZED TESTING ACCOMMODATIONS		
Refer to the current edition of the Mississippi Testing Accommodations Manual for the allowable accommodations for each assessment. Specify each testing accommodation, the code for the accommodation, and each standardized test to which the accommodation applies. NOTE: The accommodations listed below must be used during regular classroom assessments and on district wide assessments prior to being used on state wide assessments.		
ACCOMMODATION(S)	CODE #	TEST(S)

Refer to the Mississippi Testing Accommodations Manual for a list of allowable accommodations. These accommodations should be provided in the classroom. An accommodation not given in the classroom should not be given on a state assessment.

http://www.mde.k12.ms.us/docs/student-assessment/2017-mississippi-testing-accomodations-manual_20171005.pdf?sfvrsn=2

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Classroom Accommodations

APPENDIX B (continued) | **Language Service Plan** *(for Students with Limited English Proficiency)*

All testing accommodations are classroom accommodations, however not all classroom accommodations are state testing accommodations.

CLASSROOM INSTRUCTIONAL SUPPORTS AND ACCOMMODATIONS/MODIFICATIONS
To meet the needs of this child, the following are recommendations for use in regular classroom instruction:

- ☐ Paraphrasing or repeating directions in English
- ☐ Personal cueing
- ☐ Read the test directions (but not the test items) to individual students or in a small group – repeating and/or paraphrasing the directions, if needed
- ☐ Dictation of answers to test administrator/proctor (scribe) in English only
- ☐ Reader (oral administration)
- ☐ Native language word-to-word dictionaries/electronic word-to-word dictionaries (no definitions)
- ☐ Present questions in same phrasing as learning/review
- ☐ Reduced and/or modified class & homework assignments
- ☐ Modified assessments (i.e. oral)
- ☐ Break tasks/directions into subtasks
- ☐ Increase wait time
- ☐ Additional time to complete assignments and tests
- ☐ ESS (Extended School Services)
- ☐ Provide questions for classroom discussion in advance
- ☐ Label items in the room
- ☐ Previewing of academic content

- ☐ Provide shortened assignments
- ☐ Face student when speaking – speak slowly
- ☐ Print instead of using cursive; type all notes, tests, handouts
- ☐ Use high interest/low vocabulary text material
- ☐ Use overhead and provide students with copies of teacher transparencies/notes/lectures
- ☐ Make instruction visual – use graphic organizers, pictures, maps, graphs, etc. to aid understanding
- ☐ Highlight/color code tasks, directions, letters home
- ☐ Pair ELs with an English speaking "peer partner" for assistance
- ☐ Provide preferential seating or seating with a peer partner
- ☐ Check for comprehension often
- ☐ Ask questions that allow the student to answer successfully
- ☐ Allow the student opportunities to read aloud successfully
- ☐ Use manipulatives
- ☐ Use audiobooks
- ☐ Record material for student listening
- ☐ Vocabulary matching/fill-in-the-blank exercises w/ words
- ☐ OTHER: _____

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Developing a Language Service Plan

Part VII:

CLASSROOM INSTRUCTIONAL SUPPORTS AND ACCOMMODATIONS/MODIFICATIONS	
To meet the needs of this child, the following are recommendations for use in regular classroom instruction:	
☐ Paraphrasing or repeating directions in English	☐ Provide shortened assignments
☐ Personal cueing	☐ Face student when speaking – speak slowly
☐ Read the test directions (but not the test items) to individual students or in a small group – repeating and/or paraphrasing the directions, if needed	☐ Print instead of using cursive; type all notes, tests, handouts
☐ Use high interest/low vocabulary text material	
☐ Dictation of answers to test administrator/proctor (scribe) in English only	☐ Use overhead and provide students with copies of teacher transparencies/notes/lectures
☐ Reader (oral administration)	☐ Make instruction visual – use graphic organizers, pictures, maps, graphs, etc. to aid understanding
☐ Native language word-to-word dictionaries/electronic word-to-word dictionaries (no definitions)	☐ Highlight/color code tasks, directions, letters home
☐ Present questions in same phrasing as learning/review	☐ Pair ELs with an English speaking "peer partner" for assistance
☐ Reduced and/or modified class & homework assignments	☐ Provide preferential seating or seating with a peer partner
☐ Modified assessments (i.e. oral)	☐ Check for comprehension often
☐ Break tasks/directions into subtasks	☐ Ask questions that allow the student to answer successfully
☐ Increase wait time	☐ Allow the student opportunities to read aloud successfully
☐ Additional time to complete assignments and tests	☐ Use manipulatives
☐ ESS (Extended School Services)	☐ Use audiobooks
☐ Provide questions for classroom discussion in advance	☐ Record material for student listening
☐ Label items in the room	☐ Vocabulary matching/fill-in-the-blank exercises w/ words
☐ Previewing of academic content	☐ OTHER:

All accommodations listed above are classroom accommodations; however, not all classroom accommodations may be used on state assessments.

Developing a Language Service Plan

Part VIII:

By signing this form, I am indicating that I have read and understood the Language Service Plan information.

PRINCIPAL *Signature*	PRINTED NAME	PARENT *Signature*	PRINTED NAME
EL COORDINATOR *Signature*	PRINTED NAME	PARENT *Signature*	PRINTED NAME
EL TEACHER *Signature*	PRINTED NAME	STUDENT *Signature*	PRINTED NAME
TEACHER *Signature*	PRINTED NAME	INTERPRETER *Signature*	PRINTED NAME
TEACHER *Signature*	PRINTED NAME	DATE	

Please ensure all members of the Student Evaluation Team sign the completed Language Service Plan. A copy of the plan should be given to the student's teachers and a copy must be placed in the student's cumulative record.

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Monitor Status

- Monitor academic progress

- Monitoring must be conducted and documented every 9 weeks

- Exited EL students not progressing academic needs must be evaluated for additional supports such as:

  - reassessment of the need for EL services (documentation of reasons for re-entering EL program and parental consent are needed prior to reentry)

  - TST meeting for possible intervention at Tier II or III level

Exit/Monitor Status Documentation

Part I:

STUDENT NAME				DATE OF BIRTH	

STUDENT NAME		DATE OF BIRTH	
PARENT/GUARDIAN NAME			
PHONE	(home)	(work)	(cell)
HOME/SCHOOL COMMUNICATION to parent/guardian requested in:	☐ English **OR** ☐ Native Language: _____ ☐ Oral **OR** ☐ Written		
PERSON RESPONSIBLE FOR COMPLETING THIS FORM			
YEAR 1	YEAR 2	YEAR 3	YEAR 4

An exited EL student may still have a parent or guardian
at home that is not fluent in English and still needs translated
material sent home in their native language.

Exit/Monitor Status Documentation

Part II:

MONITORING								
Start Date		**Date of Parent Notification**		**Expected date for CONCLUSION OF MONITOR STATUS** *(Mimimum of 4 years)*				

REPORT CARD AND STATE ASSESSMENT RESULTS									
YEAR 1					**YEAR 2**				
Grade level:		School Name:			Grade level:		School Name:		
	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4
ELA					ELA				
Math					Math				
Science					Science				
Social Studies					Social Studies				
Other					Other				
Other					Other				
State Assessment Results:					State Assessment Results:				
Is student on track to graduate on time? ☐ Yes ☐ No					Is student on track to graduate on time? ☐ Yes ☐ No				

A district must monitor a former EL student's progress in the classroom and on state assessments for four years.

Exit/Monitor Status Documentation

Part III:

If the information on this form indicates that the former EL student is struggling, indicate steps that will be taken to support the student and the results:

☐ Student was referred for intervention services (appropriate documentation must be completed)

☐ Student was referred for Counseling

☐ Student was referred for rescreening for EL services. In order for students to be re-entered in the EL program, they must retake the LAS Links placement test and meet qualifications. **(This should only be done if language is considered the primary cause for academic struggles.)**

Please document all services provided for struggling former EL students. A student should not be placed in the EL program without given the LAS Links Placement Test. Parents must be notified should the student qualify for re-entry.

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LSP Activity

- Work with a partner to analyze the given LSP(s)

- Chart positives and areas of growth for the given LSP(s)

- Be prepared to share your findings with the group

LSP Reminders

- LSPs can be changed as needed throughout the school year to meet the student's changing needs

- LSPs should be signed by EL teacher, general education teacher, administrator and the student's parent

- Copies should be given to the general education teacher for assisting and understanding of the child's language acquisition goals as well as the implementation of testing accommodations

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English Language Proficiency Test

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Intervention Services Page

Intervention Services

The Office of Intervention Services (Pre-K – 12) supports educators and parents who are working with struggling learners, including students who are learning English as a second language. This office is focused on improving academic and behavioral outcomes for students. Staff coordinate the local implementation of policies and procedures and provide professional development on Multi-Tiered System of Supports (MTSS) for school-based teams, administrators, staff, and parents.

The office also offers guidance and professional development opportunities for educators and parents related to intervention selection, data-based decision making, evaluation, progress monitoring, dyslexia, gifted learners, and English learners to ensure all students graduate high school ready for college and career.

Three Tier Instructional Model

The Three Tier Instructional Model is a part of State Board Policy 41.1). This model is designed to meet the needs of every student and consists of three tiers of instruction:

Tools and Supports

- English Learner Resources
- Evidence-Based Programs
- Family Guides for Student Success
- Family Guides for Student Success (Spanish versions)
- Family Guides for Student Success Training Materials
- Individual Reading Plan
- Links to Response to Intervention Resources
- MTSS Quick Reference Guide
- MTSS Documentation Packet (Revised Summer 2018)
- MTSS 4-12 Screening Chart
- MTSS Flowchart for Pre-K – 12
- Response to Intervention Best Practices Handbook (2010)
- Response to Intervention Essential Elements Matrices (2010)
- Response to Intervention FAQs (2010)
- Parent and Family Guide to Understanding RtI

Elementary Education and Reading

- 601-359-2586
- Staff
- FAQ

Services ⌄

Academic, Career, Counseling and Support Services

Dyslexia

Early Childhood

English Language Arts

English Learners

Gifted Programs

Intervention Services

Library

Literacy

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