



WEST POINT CONSOLIDATED SCHOOL DISTRICT

English Learners Plan

2025 - 2026

VISION

All students will be successful.

WPCSD Mission Statement

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

Introduction

The West Point Consolidated School District (WPCSD) consists of eight schools: four elementary, one middle, one high school, one alternative and a career and technology center. The total enrollment is approximately 2488 students with 2263 minorities based on previous data. Minority students include Blacks, Hispanic, and Asian. There was less than 1% of the district's student population enrolled as English Learners (EL) students for the 2024-2025 school year.

The EL program is funded with federal funds.

It is the policy of the West Point Consolidated School District that no compulsory school-aged individual shall, on the grounds of race, color, disability, sex, religion, or national origin be excluded from the full participation in or be denied the benefits of the educational programs provided by the West Point Consolidated School District.

I. Educational Approach and Setting Goals

A. Educational Approach

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

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

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

The WPCSD begins EL instruction in an age-appropriate class. This class allows participation in a challenging curriculum with access to English speaking peers. EL instruction in the WPCSD utilizes a partnership between the EL tutors and mainstream teachers. EL students receive primary instruction in the regular classroom and additional tutoring after school. In the after-school program, EL tutors meet with the students at

least two hours for three days a week to meet individual learning needs. Tutorial services may be virtual or face-to-face. The EL tutors design instruction to meet various learning styles and skill levels. The EL tutors also provide interactive learning opportunities and higher order thinking skills that meet the individual needs of students. The primary goal is to provide each student with the English skills necessary to function successfully in the academic program. Grade level teachers meet with the EL tutors to discuss student progress.

B. Educational Goal

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

Standard 1

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

Standard 2

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

Standard 3

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

Standard 4

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

Standard 5

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

II. Procedures for Identifying Potential EL Students

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

III. Procedures for Assessment the Need for EL Services

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

The district will maintain documentation of the following:

1. Registration Form;
2. Criteria for Enrollment of Potential EL Students;
3. Placement Test;
4. Parent Notification;
5. English Language Service Plan;

6. Waiver of Services (Opt Out).

IV. Procedures for Annually Assessing EL Students

All students classified as EL will be assessed annually using the statewide EL assessment.

1. The District Testing Coordinator (DTC) will attend MDE training sessions for administering the statewide EL assessment and school test coordinators (STC).
2. The DTC will inform STC of the testing window mandated by the state and will ensure that materials are available for assessing students during the selected window.
3. All EL students will be reassessed in spring using the statewide EL assessment. The STC will administer the statewide EL assessment according to MDE Office of Student Assessment guidelines and the district test security plan.
4. The DTC will receive copies of the statewide EL assessment reports during the summer and will distribute the reports to the school principal or counselor and EL coordinator.
5. Parents will be notified of the results of the statewide EL assessment within 30 days of school resuming in the fall.

V. Procedures for Exit and Monitoring of EL students

For an English learner to officially exit EL status, the student is required to obtain a Proficiency Determination of “Proficient” on the ELPA21 Summative Assessment (ELPA21). These are the only criteria allowed for a student to exit the program.

- Speaking Proficiency Score – Level 4 or 5 and
- Reading Proficiency Score – Level 4 or 5 and
- Listening Proficiency Score – Level 4 or 5 and
- Writing Proficiency Score – Level 4 or 5.

An English learner with significant cognitive disabilities (ELSCD) to officially exit EL status, the student is required to obtain a Proficiency Determination of “proficient” on the Alt ELPA21 Summative Assessment.

- Receptive Proficiency Score – Level 3 or higher
- Expressive Proficiency Score – Level 3 or higher

Students who have achieved the proficiency levels above and exited the program must be monitored for a period of four academic years. Monitoring for a minimum of four years will consist of the following responsibilities on the part of the counselor:

- contact teacher each 9-weeks to determine if the student is adjusting and

succeeding academically and sustaining the criteria used to exit from the EL program;

- review grades and progress reports;
- review standardized test scores or pertinent school-level data;

If monitoring shows the student is falling behind as evidenced by classroom work, grade, and/or English language skills, the student will be referred to the EL tutor or provided Tier II interventions, if deemed necessary.

VI. Programs and Services for EL Students

The WPCSD EL Program provides tutoring after school. Students receive their primary instruction in the regular classroom from the regular classroom teacher. The tutorial program includes methods and services to teach EL students English language skills (i.e., speaking, understanding, reading, and writing of English) and ensures that EL students can participate in the academic and special programs (e.g., social studies, science, music, art, vocational education) offered by the district. The district has provided and will continue to provide training for general education teachers so that the EL students can effectively participate in classroom activities and comprehend the academic material being presented. Services to EL students are based on individual student needs. Determination is based on the statewide EL assessment results, other academic information, and teacher observation. The amount of time and type of services provided to students are based on individual student needs. Parents are notified of the type of program services available and other options for EL students in a language that the parent can understand. Parents will be notified within 30 days when the student enrolls at the beginning of the school year or within the first two weeks of enrollment if the student enrolls anytime thereafter.

All EL students will be reassessed in March using the statewide EL assessment. Parents will be notified of the results within 30 days of school resuming in the fall.

VII. Staffing, Training and Resources

The district will provide EL tutors as funding becomes available. EL students in grades K-12 will receive direct instruction from the regular education classroom teachers and tutorial services from the EL tutors.

Training is provided for the regular classroom teachers during the school year as professional development opportunities are available. The amount, type, and schedule of training will be determined each year based on the needs of staff and students. Classroom teachers are qualified in the subject matter they teach and receive training for EL instruction; however, the district will encourage them to obtain the endorsement for English as Second Language by taking the appropriate coursework or Praxis assessment.

Materials and resources, both hard copy and online, are provided to meet EL needs. The district will utilize these resources to focus on the four areas of language learning:

- Listening Comprehension
- Reading Comprehension
- Speaking and
- Writing.

The EL Coordinator ensures that resources purchase support research-based initiatives and will aid the EL students in developing English proficiency and meeting all annual measurable achievement objectives outlined by the Mississippi Department of Education. Resources are purchased based on need and availability of funds.

A library of EL resource materials for teachers will be established and will be supplemented each year, as funds allow. Professional development will be made available to teachers, EL tutors, and other staff to attend workshops and conferences to improve the district services to EL students and parents.

VIII. EL Students and Other District Programs

The district ensures that administrators, faculty, and staff are kept abreast of regulations and guidelines for EL students. EL students are encouraged to participate in extracurricular and non-academic activities. No district service or program will be closed to students based on enrollment in the EL program.

Procedures for Participation in the Tier Process:

No district service or program will be closed to EL students based on enrollment in the EL program, including participation in the Tier process. Procedures for participating in the Tier process are the same as for all students; however, interpretation of the score reports, the examination of annual growth on the statewide EL assessment, and consideration of vocabulary in each content area are considered in Tier decisions. EL instruction and program services are a part of the general curriculum for those students and do not qualify for Tier process interventions. In the event home language assessments are needed to determine EL eligibility for special education placement or other specific programs, appropriate assessments will be obtained. Communication used to notify parents and students of available services take into account language barriers.

Procedures for Participation in Gifted/Special Education:

The district will ensure equal educational opportunities to EL students. The process for referral of an EL student is the same as the process outlined for all students. Identification for any of these programs cannot be made with disregard to the native language, and appropriate measurement instruments will be used.

Procedures for Participation in Athletic or Mississippi High School Activities Association Programs:

The process for referral of an EL student is the same as the process outline for all students:

1. Notify or make the coach (or an administrator or counselor) aware of their interest in participating.
2. Meet eligibility requirements established by MDE, MHSAA, and the WPCSD, including a health clearance from a physician and proof of health insurance.
3. Attend try-outs with other students or request a private try-out if entering after the initial try-out period, as allowed by MHSAA rules.
4. If selected to participate based on ability, the student must adhere to all discipline and academic requirements set by MHSAA, the WPCSD, and individual coaches, band directors, or activity sponsors.

* Not all sports or activities have a number of players allowed on the team based on ability. Therefore, a student would simply make the coach aware he/she wishes to participate and follow all practice and game rules as instructed by the coach according to the MHSAA and the WPCSD regulations.

IX. Family and Community Engagement

The West Point Consolidated School District has a legal obligation to communicate meaningfully with Limited English Proficient (LEP) parents and families and to adequately notify them of information about any program, service or activity called to the attention of non-LEP parents. Successful communication provides LEP parents, guardians, and families with the school-related information they need to make informed decisions about, and be helpful participants in, their children's education. This may include but not be limited to information about language assistance programs, special education and related services, Individualized Education Program (IEP) meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent or guardian permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, gifted programs, and magnet and charter schools.

X. Program Evaluation, Review, and Improvement

Formative assessment of goals and practices will be made, and updates will be presented at WPCSD administrative meetings. Pertinent updates will be presented to the school board, as needed.

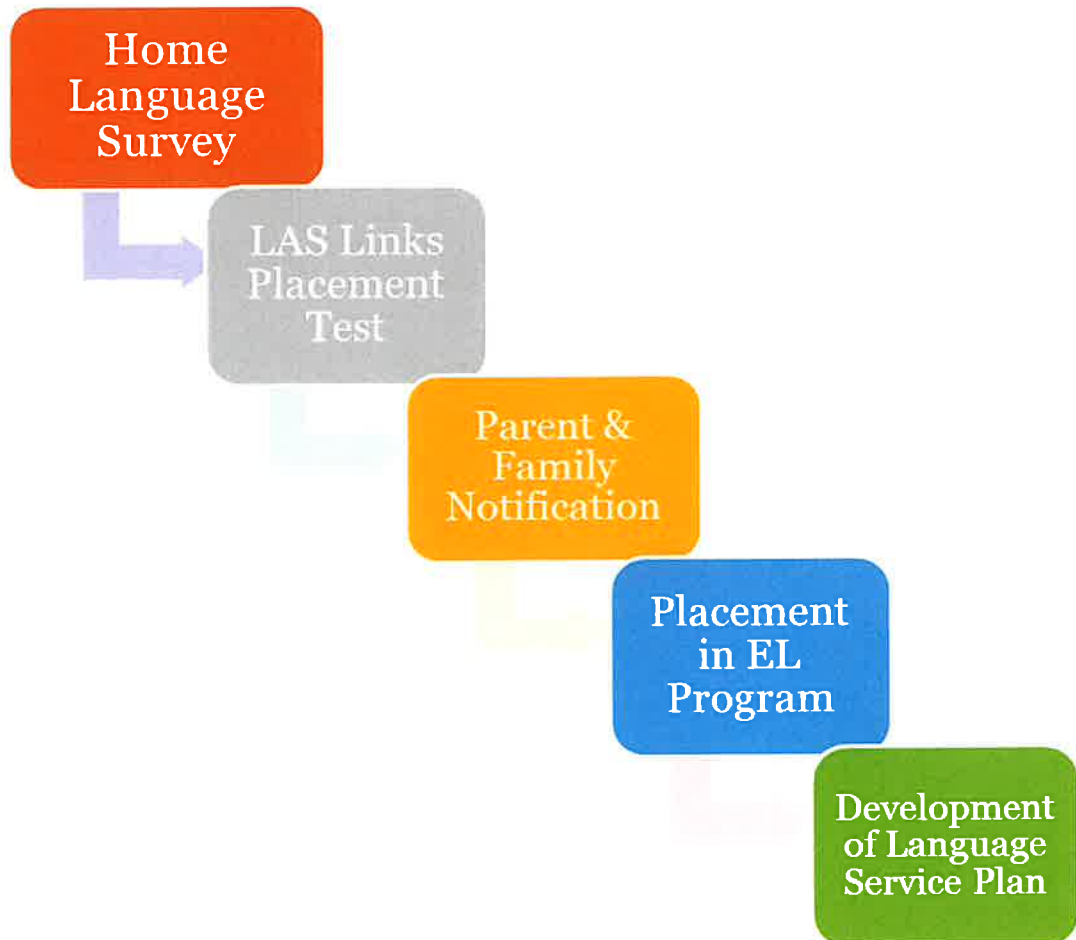
A summative assessment of program goals and all program elements will be conducted annually. Upon receipt of the state assessment results, data will be disaggregated and reviewed to determine the needs of EL students and if the program goals are being met. The program will also be evaluated using the statewide EL assessment data, end-of-year report cards, as well as parent input through surveys or home visit comments.

A committee of stakeholders will review the EL District Plan at the beginning of the school year. The plan will be updated and sent to the School Board for approval annually.

A copy of the plan and copies of all forms required for the plan will be given to all schools and district offices. The EL District Plan will be reviewed with parents during the Parent/Teacher Conference Day.

APPENDIX

Identification of English Learners



West Point School District

HOME LANGUAGE SURVEY

Student Name: _____ Birth Date: _____ Sex: ☐ Male ☐ Female

Parent/Guardian Name: _____

Address: _____

Home Telephone: _____ Work Telephone: _____

School: _____ Grade: _____ Date: _____

1. Was your child born in the United States?

☐ Yes ☐ No

If yes, in which state? _____

If no, in what other country? _____

2. Has your child attended any school in the United States for any three years during their lifetime?

☐ Yes ☐ No

If yes, please provide school name(s), state, and dates attended:

Name of School _____ State _____ Dates Attended _____

Name of School _____ State _____ Dates Attended _____

Name of School _____ State _____ Dates Attended _____

3. What language is spoken by you and your family most of the time at home? _____

4. If available, in what language would you prefer to receive communication from the school? _____

5. Please check if your child is:

A. ☐ Native American Indian

C. ☐ Native Pacific Islander

B. ☐ Alaska Native

D. ☐ Native U.S. Virgin Islander

6. Is your child's first-learned or home language anything other than English?

☐ Yes ☐ No

If you responded "Yes" to question number 6 above, please answer the following questions:

7. What language did your child learn when he/she first began to talk? _____

8. What language does your child most frequently speak at home? _____

9. What language do you most frequently speak to your child?

(Father) _____

(Mother) _____

10. Please describe the language understood by your child. (Check only one)

A. ☐ Understands only the home language and no English.

B. ☐ Understands mostly the home language and some English.

C. ☐ Understands the home language and English equally.

D. ☐ Understands mostly English and some of the home language.

E. ☐ Understands only English.

Parent or Guardian's Signature

Date

OFFICE USE ONLY

Student ID #	Date Distributed	Date Received	

Revised 2018

West Point Consolidated School District(WPCSD)

Language Service Plan (for Students with Limited English Proficiency)

This form should be completed by the individual responsible for providing the instructional program for the EL students and the classroom teacher. This form should be updated annually. **Person completing this form**

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 requested in:	<input type="checkbox"/> English OR <input type="checkbox"/> Native Language: _____
	<input type="checkbox"/> Oral OR <input type="checkbox"/> Written

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	<input type="checkbox"/> Interrupted Formal Education <input type="checkbox"/> Limited Schooling <input type="checkbox"/> No Formal schooling			
Has the student been referred for Special Education?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the child have an IEP?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the child have a 504 Plan?
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

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

TEST	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
ELPT Speaking															
ELPT Listening															
ELPT Reading															
ELPT Writing															
Composite SCORE															

Copy this page and attach it if space is needed to post additional ELPT scores for Long Term English Learners.

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****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)**

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:

- | | |
|--|---|
| <input type="checkbox"/> Paraphrasing or repeating directions in English
<input type="checkbox"/> Personal cueing
<input type="checkbox"/> 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
<input type="checkbox"/> Dictation of answers to test administrator/proctor (scribe) in English only
<input type="checkbox"/> Reader (oral administration)
<input type="checkbox"/> Native language word-to-word dictionaries/electronic word-to-word dictionaries (no definitions)
<input type="checkbox"/> Present questions in same phrasing as learning/review
<input type="checkbox"/> Reduced and/or modified class & homework assignments
<input type="checkbox"/> Modified assessments (i.e. oral)
<input type="checkbox"/> Break tasks/directions into subtasks
<input type="checkbox"/> Increase wait time
<input type="checkbox"/> Additional time to complete assignments and tests
<input type="checkbox"/> ESS (Extended School Services)
<input type="checkbox"/> Provide questions for classroom discussion in advance
<input type="checkbox"/> Label items in the room
<input type="checkbox"/> Previewing of academic content | <input type="checkbox"/> Provide shortened assignments
<input type="checkbox"/> Face student when speaking – speak slowly
<input type="checkbox"/> Print instead of using cursive; type all notes, tests, handouts
<input type="checkbox"/> Use high interest/low vocabulary text material
<input type="checkbox"/> Use overhead and provide students with copies of teacher transparencies/notes/lectures
<input type="checkbox"/> Make instruction visual – use graphic organizers, pictures, maps, graphs, etc. to aid understanding
<input type="checkbox"/> Highlight/color code tasks, directions, letters home
<input type="checkbox"/> Pair ELs with an English speaking “peer partner” for assistance
<input type="checkbox"/> Provide preferential seating or seating with a peer partner
<input type="checkbox"/> Check for comprehension often
<input type="checkbox"/> Ask questions that allow the student to answer successfully
<input type="checkbox"/> Allow the student opportunities to read aloud successfully
<input type="checkbox"/> Use manipulatives
<input type="checkbox"/> Use audiobooks
<input type="checkbox"/> Record material for student listening
<input type="checkbox"/> Vocabulary matching/fill-in-the-blank exercises w/ words
<input type="checkbox"/> OTHER: |
|--|---|

PERSONS INVOLVED IN THE DEVELOPMENT OF THE LANGUAGE SERVICE PLAN

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

Exit/Monitor Status Documentation

(for Students meeting qualifications to exit EL Services)

This form should be completed by the individual responsible for exiting and monitoring the individual student.

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

EL EXIT INFORMATION

EXIT Eligibility Date

To be eligible for exit from EL status, students must earn a 4 or 5 on the Reading, Writing, and Overall on the LAS Links assessment. Criteria determining exit from EL status (scores from the ELPT): Date of test:

LISTENING	SPEAKING	READING*	WRITING*	OVERALL*

MONITORING

Start Date		Date of Parent Notification		Expected date for CONCLUSION OF MONITOR STATUS (Minimum of 4 years)	
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REPORT CARD AND STATE ASSESSMENT RESULTS

YEAR 1					YEAR 2				
Grade level:		School Name:			Grade level:		School Name:		
CONTENT AREA	Q1	Q2	Q3	Q4	CONTENT AREA	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? <input type="checkbox"/> Yes <input type="checkbox"/> No					Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No				

Exit/Monitor Status Documentation

(for Students meeting qualifications to exit EL Services)

MONITORING, continued

Start Date		Date of Parent Notification		Expected date for CONCLUSION OF MONITOR STATUS (Minimum of 4 years)	
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REPORT CARD AND STATE ASSESSMENT RESULTS

YEAR 3					YEAR 4				
Grade level: _____		School Name: _____			Grade level: _____		School Name: _____		
CONTENT AREA	Q1	Q2	Q3	Q4	CONTENT AREA	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? <input type="checkbox"/> Yes <input type="checkbox"/> No					Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No				

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.)**

COMMENT(S)(Indicate steps taken to support the student):