MDE Resources to Support English Learners

mdek12.org

Sandra C. Elliott

English Learner and Intervention Support Specialist

MISSISSIPPI DEPARTMENT OF EDUCATION

November 16, 2022

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

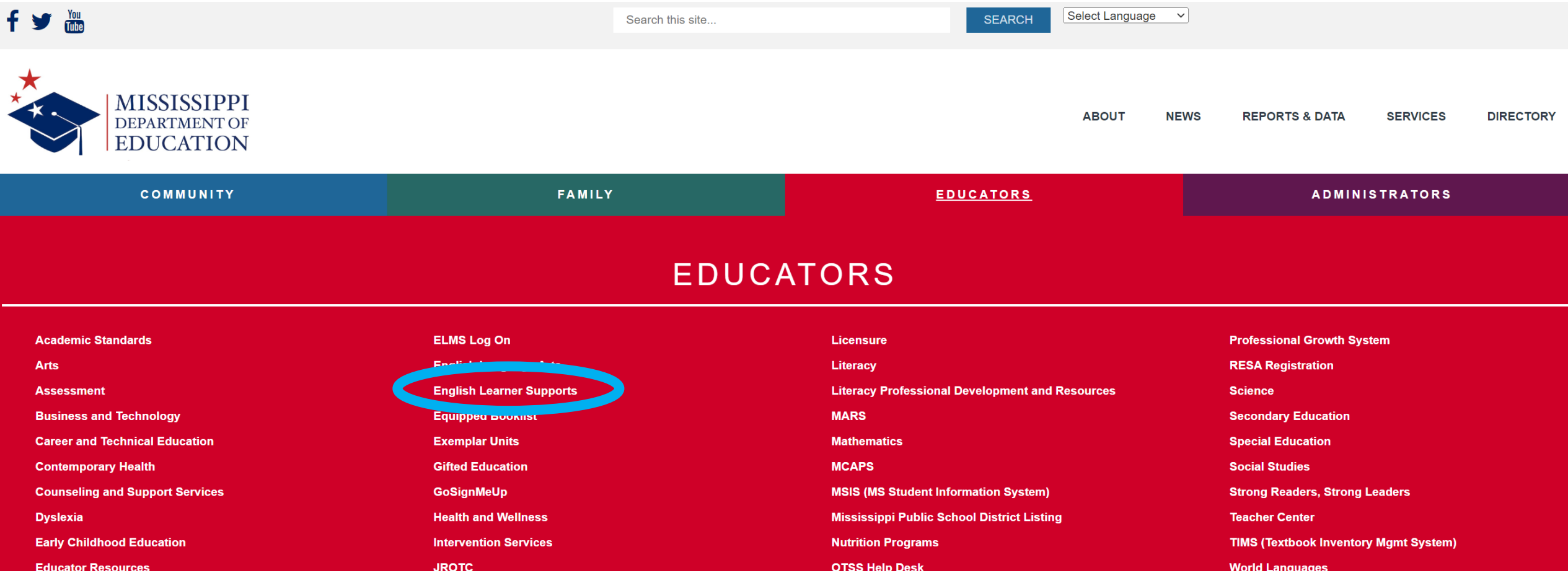
1. **ALL** Students Proficient and Showing Growth in All Assessed Areas
2. **EVERY** Student Graduates from High School and is Ready for College and Career
3. **EVERY** Child Has Access to a High-Quality Early Childhood Program
4. **EVERY** School Has Effective Teachers and Leaders
5. **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. **EVERY** School and District is Rated “C” or Higher

Session Goals

To explain MDE EL resources including:

- MDE ELP and Alt-ELP Standards
- MDE EL Guidelines
- Professional development
- Guidance documents
- EL Virtual Office Hours
- EL listserv

Resources – MDE English Learner Page



MDE English Learner Page

English Learners

Mississippi's English Learner (EL) population is growing rapidly, with the state now serving more than 12,100 identified EL students. In response to this growth, as well as requests from districts new to serving EL students, we provide multiple resources for supporting English learners including: recorded webinars, guidance documents, and other resources designed to provide administrators, teachers, EL teachers and tutors, and other educators with information on how to effectively serve English learners and their families.

For questions regarding EL services, as well as requests for on-site large or small-group professional development, please email Sandy Elliott at selliott@mdek12.org. Check back often for new resources!

Mississippi Seal of Biliteracy

The purpose of the Mississippi Seal of Biliteracy policy is to establish minimum criteria for Local Education Agencies (LEAs) in awarding Seals of Biliteracy. For more information regarding the State Board Policy, Guidelines, and the process of awarding and recognizing students who are eligible to receive a Seal of Biliteracy, please visit the Mississippi Seal of Biliteracy webpage.

Tools and Supports

MS English Language Proficiency Standards

- **NEW** MS English Language Proficiency Standards
- **NEW** MS English Language Proficiency Standards for ELs with Significant Cognitive Disabilities

- Supporting High-Quality Instruction for English Learners in Onsite, Hybrid, and Remote Learning Environments
- English Learner Parent Guide: English, Arabic, Chinese, Spanish, Vietnamese
- Progress Checklist for English Learners
- Guidance on Extended Distance Learning for English Learners (April 2020)
- **English Learner Guidelines: Regulations, Funding Guidance and Instructional Supports**
- **NEW** EL Professional Development Request **(2022-2023)**
- **NEW** Language Service Plan (Revised 2021)
- MTSS Documentation Packet: Appendix C: Parent Reading Questionnaire (English and Spanish)
- Newcomer Kit introduction
- Newcomer orientation plan template
- Communication cards for elementary students
- Communication cards for secondary students
- Family welcome sheet
- Sentence stem cards
- Visual schedule

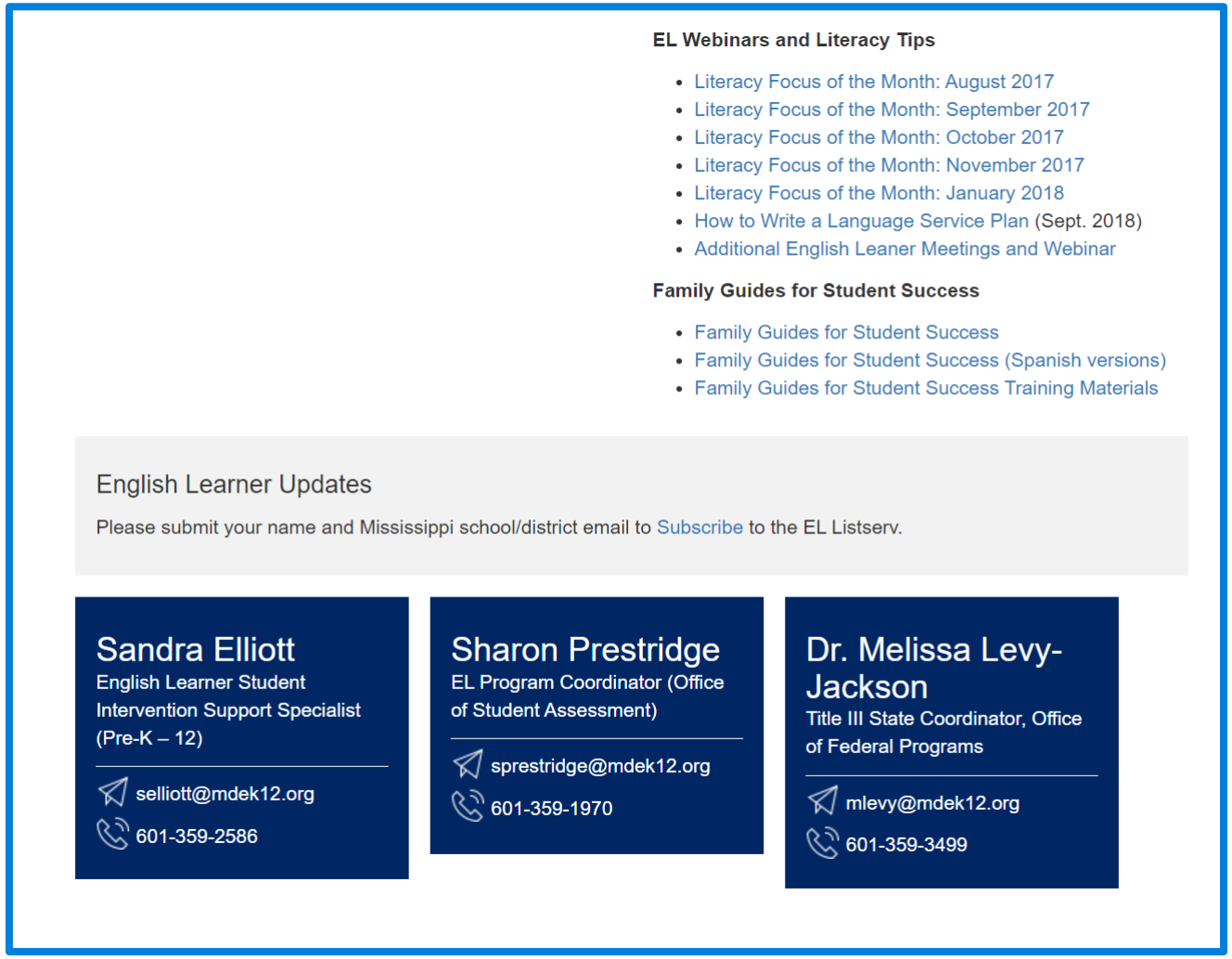
Elementary Education and Reading

601-359-2586
Staff
FAQ

Services

- Academic Standards
- Arts: Dance, Media Arts, Music, Theatre, Visual Arts
- Business & Technology (Academic)
- Career and Technical Education
- Driver Education
- Early Childhood
- English Language Arts
- Health
- Mathematics
- MS Computer Science and

MDE EL Webpage



EL Webinars and Literacy Tips

- Literacy Focus of the Month: August 2017
- Literacy Focus of the Month: September 2017
- Literacy Focus of the Month: October 2017
- Literacy Focus of the Month: November 2017
- Literacy Focus of the Month: January 2018
- How to Write a Language Service Plan (Sept. 2018)
- Additional English Leaner Meetings and Webinar

Family Guides for Student Success

- Family Guides for Student Success
- Family Guides for Student Success (Spanish versions)
- Family Guides for Student Success Training Materials

English Learner Updates

Please submit your name and Mississippi school/district email to Subscribe to the EL Listserv.

Sandra Elliott
English Learner Student Intervention Support Specialist (Pre-K – 12)
selliott@mdek12.org
601-359-2586

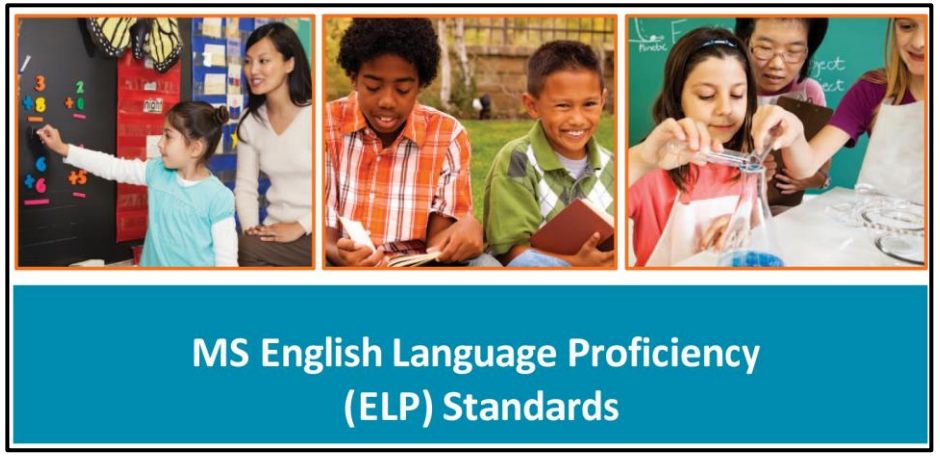
Sharon Prestridge
EL Program Coordinator (Office of Student Assessment)
sprestridge@mdek12.org
601-359-1970

Dr. Melissa Levy-Jackson
Title III State Coordinator, Office of Federal Programs
mlevy@mdek12.org
601-359-3499

Mississippi English Language Proficiency Standards and Alternate English Language Proficiency Standards

Mississippi English Language Proficiency Standards

- Mississippi English Language Proficiency Standards for all general education and most special education EL students



- Mississippi Alternate English Language Proficiency Standards for EL students with significant cognitive disabilities

The Ten Standards

Table 1. Organization of the ELP Standards in Relation to Participation in Content-Area Practices

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	speak and write about grade-appropriate complex literary and informational texts and topics
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing
8	determine the meaning of words and phrases in oral presentations and literary and informational text
9	create clear and coherent grade-appropriate speech and text
10	make accurate use of standard English to communicate in grade-appropriate speech and writing

- Standards 1 through 7 involve the language necessary for ELs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement.

- Standards 8 through 10 address the micro-level linguistic features that are important to focus on but only in the service of the other seven standards.

Grades 4-5: Standards 6, 7, and 8

ELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.6	An EL can . . . analyze and critique the arguments of others orally and in writing.	• identify a point an author or speaker makes.	• identify a reason an author or speaker gives to support a main point • agree or disagree with the author or speaker.	• tell how one or two reasons support the specific points an author or speaker makes or fails to make.	• describe how reasons support the specific points an author or speaker makes or fails to make.	• explain how an author or speaker uses reasons and evidence to support or fail to support particular points • (at grade 5) identify which reasons and evidence support which points.

Level 1 - Preproduction
Level 2 - Early Production
Level 3 - Speech Emergence
Level 4 - Early/Intermediate Fluency
Level 5 - Advanced Fluency

ELP Standard K.8: An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text.		
ELP Level	**Proficiency Descriptors** An English learner with significant cognitive disabilities can:	**Example(s)**
Low	with prompting and support: • recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events.	A student may: ▪ touch words or items in book as they are read. ▪ point to pictures that correspond with frequently used vocabulary in the text (e.g. teacher says truck and student points to picture of a truck).
Mid	with prompting and support: • recognize the meaning of some frequently occurring words • in simple oral presentations and read-alouds about familiar topics, experiences, or events.	A student may: ▪ match or point to a picture after teacher gives examples. ▪ select a response from choices for definitions. (e.g., "Is the apple smooth or rough?") ▪ identify what happy, sad, or angry, looks like by pointing to pictures. ▪ repeat key words from the story. ▪ with modeling, select a response (e.g., teacher says, "The dog is furry. Show me a picture of something furry in the book.").
High	with prompting and support: • answer simple questions to help determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	A student may: ▪ repeat one word/word approximations or 1-3 words in response to simple questions (e.g., wh- questions, "Show me..."). ▪ match or select pictures related to key words or phrases from the story. ▪ select a response from options (e.g., for prepositional phrases — a picture of a ball in different positions).

Low = Preproduction

Mid = Speech Emergence

High = Early/Intermediate Fluency

Unpacking the Standards Important Dates

Dates and Locations
November 30 – Gulfport, Knight Non-Profit Center
October 13 – Meridian, MSU Kahlmus Aud.
Oct. 26- Cleveland, DSU, Ewing Hall
Nov. 4- Hattiesburg, Trent Lott Center
November 11 – Oxford, Oxford Conference Center
November 17th – Jackson, R & D Center

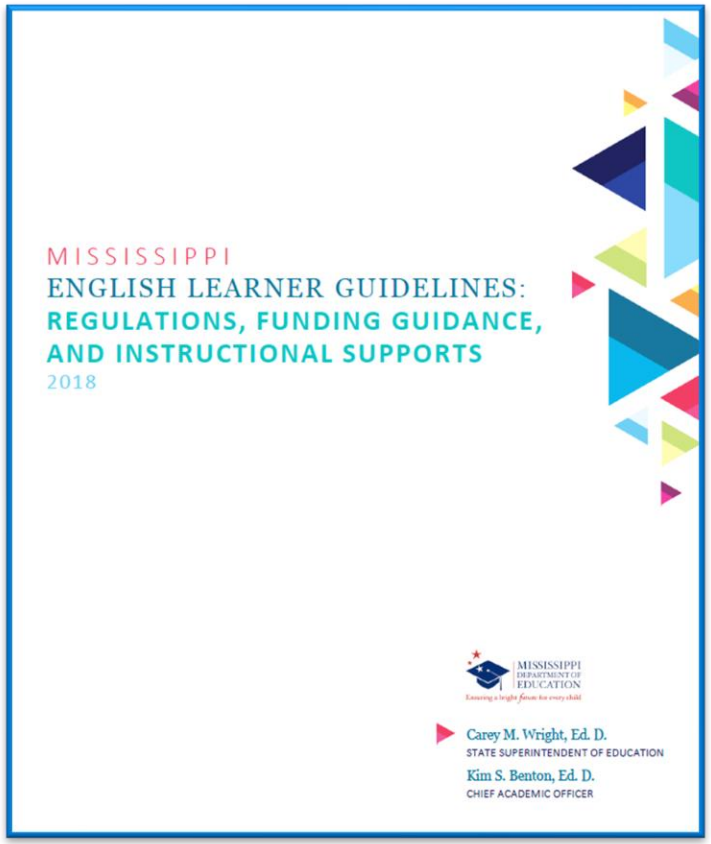
ELP and Alt-ELP Standards Alignment

- General education and special education content area teachers
- EL teachers
- Elementary, middle and secondary levels
- Interested? Announcements will be coming soon!

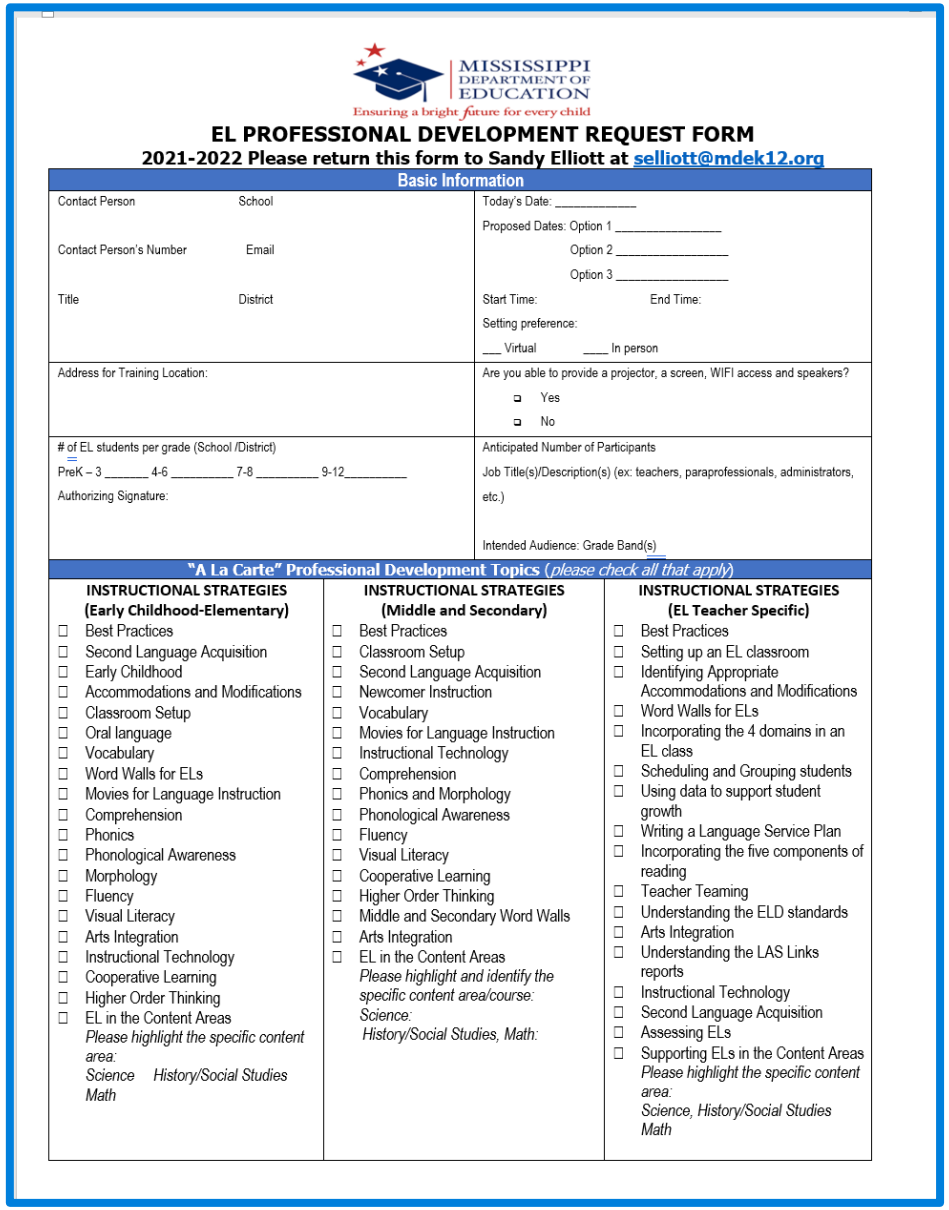
Your Input Requested

- Please share your thoughts and ideas about implementing and supporting the use of the MS ELP and MS Alt-ELP standards by completing this survey.
- https://forms.office.com/r/azGgHkAEdL

English Learner Guidelines



- Mississippi English Learner Guidelines
- Federal Education Grants that can Support EL Students
- Instructional Strategies
- Administrator Supports
- USDE Dear Colleague Letter, Civil Rights of English Learners



MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

EL PROFESSIONAL DEVELOPMENT REQUEST FORM

2021-2022 Please return this form to Sandy Elliott at selliott@mdek12.org

Basic Information

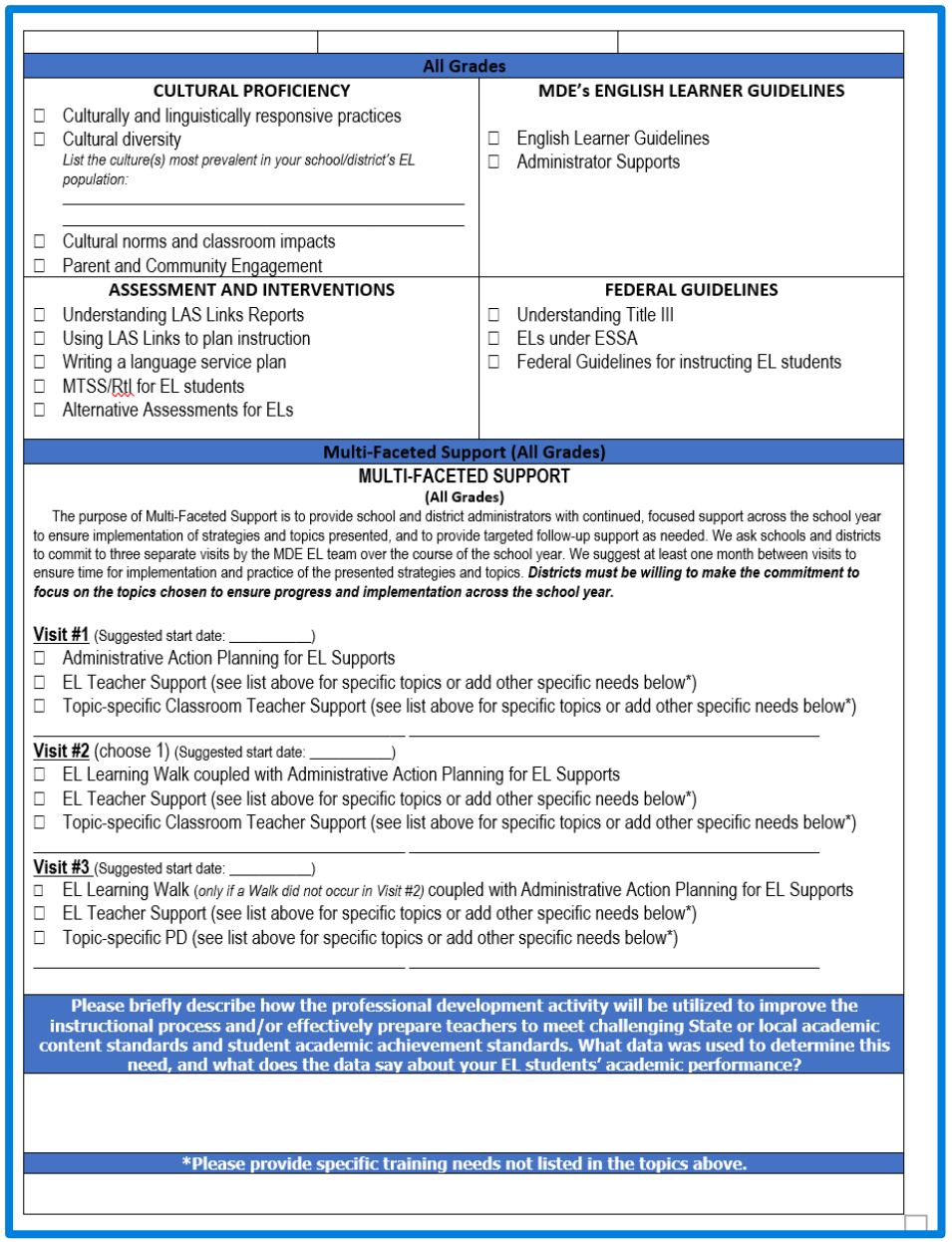
Contact Person School Contact Person's Number Email Title District	Today's Date: _____ Proposed Dates: Option 1 _____ Option 2 _____ Option 3 _____ Start Time: End Time: Setting preference: ___ Virtual ____ In person
Address for Training Location:	Are you able to provide a projector, a screen, WIFI access and speakers? ❑ Yes ❑ No
# of EL students per grade (School /District) PreK – 3 _____ 4-6 _____ 7-8 _____ 9-12_____ Authorizing Signature:	Anticipated Number of Participants Job Title(s)/Description(s) (ex: teachers, paraprofessionals, administrators, etc.) Intended Audience: Grade Band(s)

"A La Carte" Professional Development Topics (*please check all that apply*)

INSTRUCTIONAL STRATEGIES (Early Childhood-Elementary)	INSTRUCTIONAL STRATEGIES (Middle and Secondary)	INSTRUCTIONAL STRATEGIES (EL Teacher Specific)
☐ Best Practices	☐ Best Practices	☐ Best Practices
☐ Second Language Acquisition	☐ Classroom Setup	☐ Setting up an EL classroom
☐ Early Childhood	☐ Second Language Acquisition	☐ Identifying Appropriate Accommodations and Modifications
☐ Accommodations and Modifications	☐ Newcomer Instruction	☐ Word Walls for ELs
☐ Classroom Setup	☐ Vocabulary	☐ Incorporating the 4 domains in an EL class
☐ Oral language	☐ Movies for Language Instruction	☐ Scheduling and Grouping students
☐ Vocabulary	☐ Instructional Technology	☐ Using data to support student growth
☐ Word Walls for ELs	☐ Comprehension	☐ Writing a Language Service Plan
☐ Movies for Language Instruction	☐ Phonics and Morphology	☐ Incorporating the five components of reading
☐ Comprehension	☐ Phonological Awareness	☐ Teacher Teaming
☐ Phonics	☐ Fluency	☐ Understanding the ELD standards
☐ Phonological Awareness	☐ Visual Literacy	☐ Arts Integration
☐ Morphology	☐ Cooperative Learning	☐ Understanding the LAS Links reports
☐ Fluency	☐ Higher Order Thinking	☐ Instructional Technology
☐ Visual Literacy	☐ Middle and Secondary Word Walls	☐ Second Language Acquisition
☐ Arts Integration	☐ Arts Integration	☐ Assessing ELs
☐ Instructional Technology	☐ EL in the Content Areas	☐ Supporting ELs in the Content Areas
☐ Cooperative Learning	*Please highlight and identify the specific content area/course:*	*Please highlight the specific content area:*
☐ Higher Order Thinking	*Science:*	*Science, History/Social Studies*
☐ EL in the Content Areas	*History/Social Studies, Math:*	*Math*
Please highlight the specific content area:		
Science History/Social Studies		
Math		

EL Professional Development

- Personalized to meet your school or district's specific needs
- In-person or virtual options available
- Multiple visit options available



All Grades

CULTURAL PROFICIENCY

- ☐ Culturally and linguistically responsive practices
- ☐ Cultural diversity
  List the culture(s) most prevalent in your school/district's EL population:
  _____
  _____
- ☐ Cultural norms and classroom impacts
- ☐ Parent and Community Engagement

MDE's ENGLISH LEARNER GUIDELINES

- ☐ English Learner Guidelines
- ☐ Administrator Supports

ASSESSMENT AND INTERVENTIONS

- ☐ Understanding LAS Links Reports
- ☐ Using LAS Links to plan instruction
- ☐ Writing a language service plan
- ☐ MTSS/RtI for EL students
- ☐ Alternative Assessments for ELs

FEDERAL GUIDELINES

- ☐ Understanding Title III
- ☐ ELs under ESSA
- ☐ Federal Guidelines for instructing EL students

Multi-Faceted Support (All Grades)

MULTI-FACETED SUPPORT

(All Grades)

The purpose of Multi-Faceted Support is to provide school and district administrators with continued, focused support across the school year to ensure implementation of strategies and topics presented, and to provide targeted follow-up support as needed. We ask schools and districts to commit to three separate visits by the MDE EL team over the course of the school year. We suggest at least one month between visits to ensure time for implementation and practice of the presented strategies and topics. ***Districts must be willing to make the commitment to focus on the topics chosen to ensure progress and implementation across the school year.***

Visit #1 (Suggested start date: _____)

- ☐ Administrative Action Planning for EL Supports
- ☐ EL Teacher Support (see list above for specific topics or add other specific needs below*)
- ☐ Topic-specific Classroom Teacher Support (see list above for specific topics or add other specific needs below*)

_____ _____

Visit #2 (choose 1) (Suggested start date: _____)

- ☐ EL Learning Walk coupled with Administrative Action Planning for EL Supports
- ☐ EL Teacher Support (see list above for specific topics or add other specific needs below*)
- ☐ Topic-specific Classroom Teacher Support (see list above for specific topics or add other specific needs below*)

_____ _____

Visit #3 (Suggested start date: _____)

- ☐ EL Learning Walk (*only if a Walk did not occur in Visit #2*) coupled with Administrative Action Planning for EL Supports
- ☐ EL Teacher Support (see list above for specific topics or add other specific needs below*)
- ☐ Topic-specific PD (see list above for specific topics or add other specific needs below*)

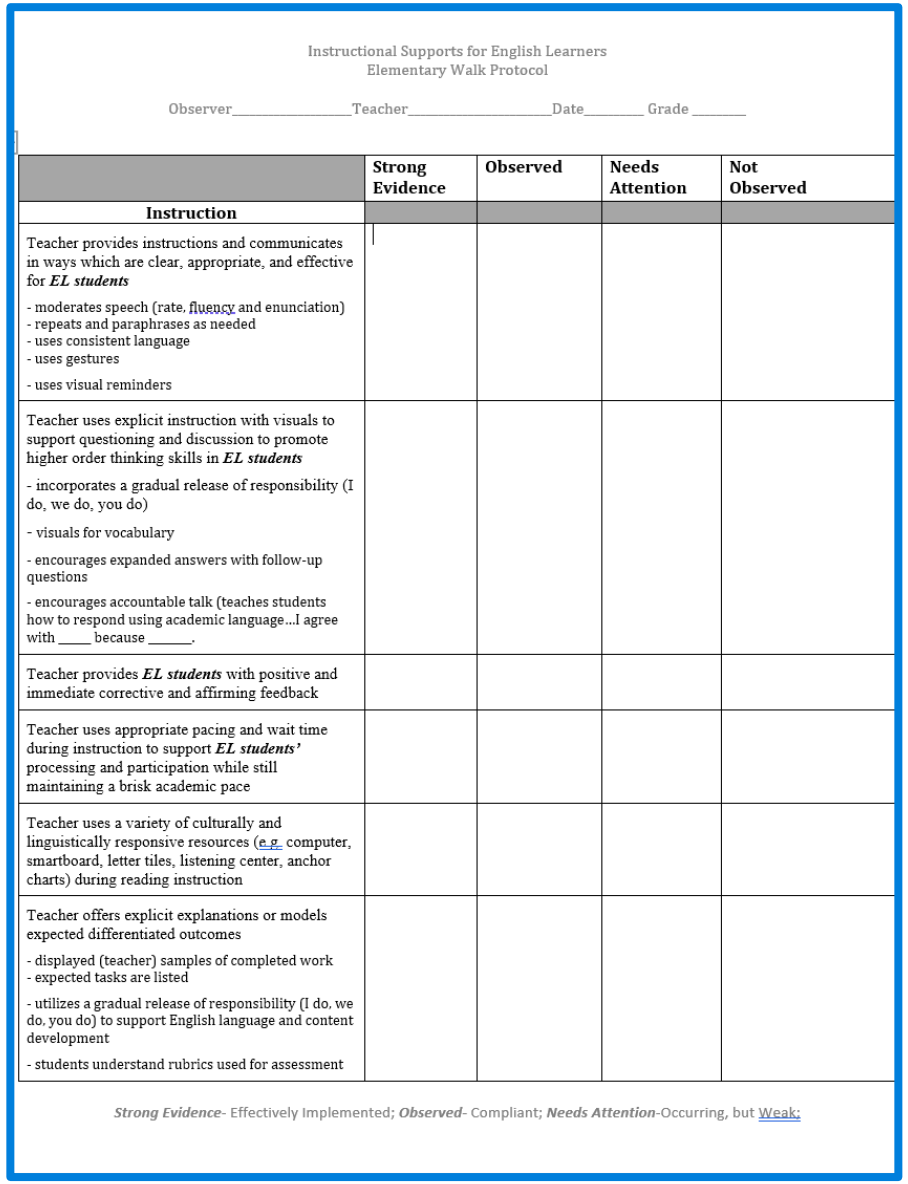
_____ _____

Please briefly describe how the professional development activity will be utilized to improve the instructional process and/or effectively prepare teachers to meet challenging State or local academic content standards and student academic achievement standards. What data was used to determine this need, and what does the data say about your EL students' academic performance?

***Please provide specific training needs not listed in the topics above.**

Multi-Faceted Support

- Professional development coupled with EL learning walks
- Support individual school/district growth
- Facilitate deeper understanding on the part of administrators and teachers



Instructional Supports for English Learners
Elementary Walk Protocol

Observer_____Teacher_____Date_____ Grade _____

	Strong Evidence	Observed	Needs Attention	Not Observed
Instruction				
Teacher provides instructions and communicates in ways which are clear, appropriate, and effective for ***EL students*** - moderates speech (rate, fluency and enunciation) - repeats and paraphrases as needed - uses consistent language - uses gestures - uses visual reminders				
Teacher uses explicit instruction with visuals to support questioning and discussion to promote higher order thinking skills in ***EL students*** - incorporates a gradual release of responsibility (I do, we do, you do) - visuals for vocabulary - encourages expanded answers with follow-up questions - encourages accountable talk (teaches students how to respond using academic language...I agree with ____ because _____.				
Teacher provides ***EL students*** with positive and immediate corrective and affirming feedback				
Teacher uses appropriate pacing and wait time during instruction to support ***EL students'*** processing and participation while still maintaining a brisk academic pace				
Teacher uses a variety of culturally and linguistically responsive resources (e.g. computer, smartboard, letter tiles, listening center, anchor charts) during reading instruction				
Teacher offers explicit explanations or models expected differentiated outcomes - displayed (teacher) samples of completed work - expected tasks are listed - utilizes a gradual release of responsibility (I do, we do, you do) to support English language and content development - students understand rubrics used for assessment				

Strong Evidence- Effectively Implemented; ***Observed***- Compliant; ***Needs Attention***-Occurring, but Weak;

EL Learning Walks

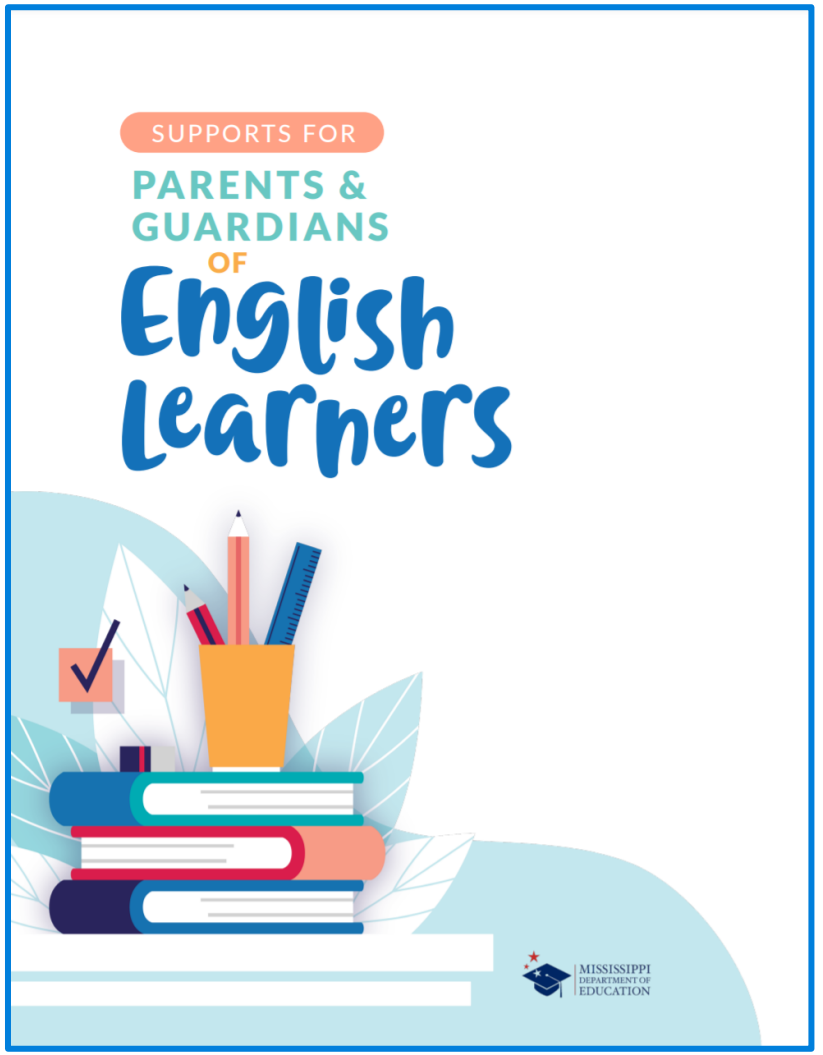
Support focus on

- Instruction
- Routines and Environments
- Centers/Writing Instruction
- Student/Teacher Dialogue
- Include a debrief with discussion of next steps

EL Resources

Guide for Parents of English Learners

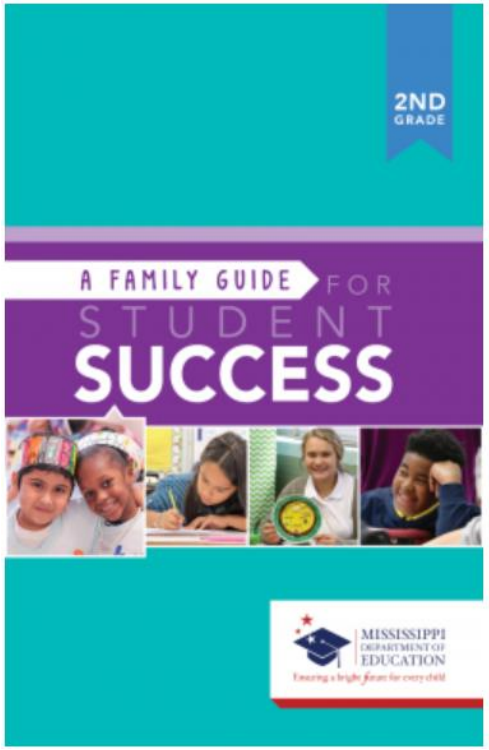
- English
- Spanish
- Arabic
- Chinese
- Vietnamese

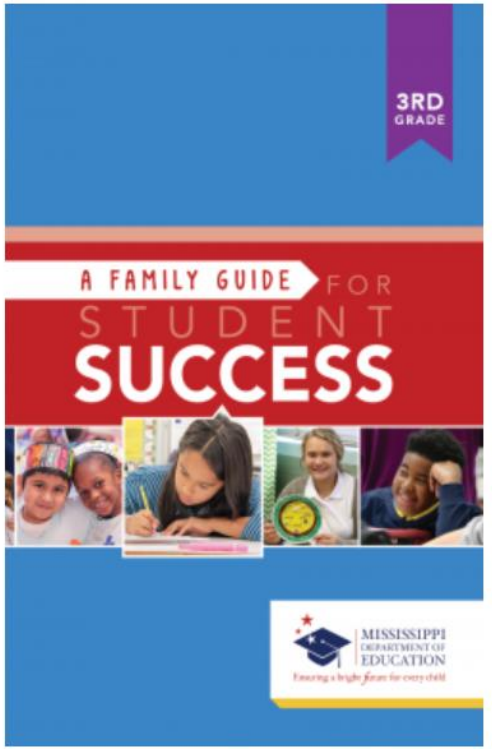


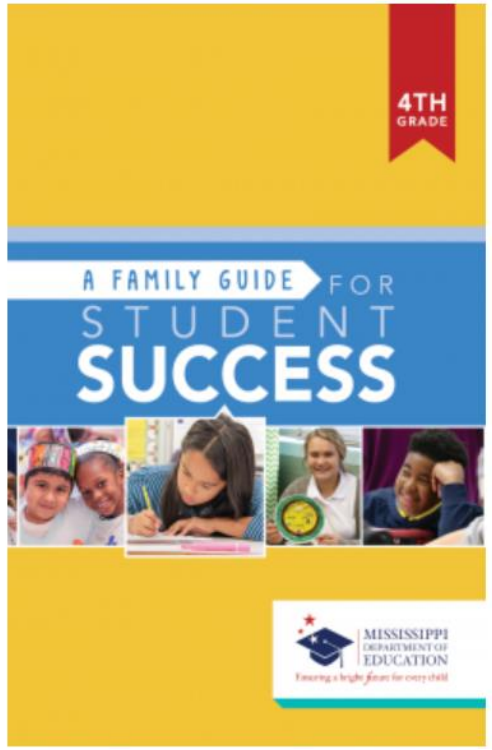
EL Resources

Family Guides for Student Success

- Grades PreK – 8
- English and Spanish



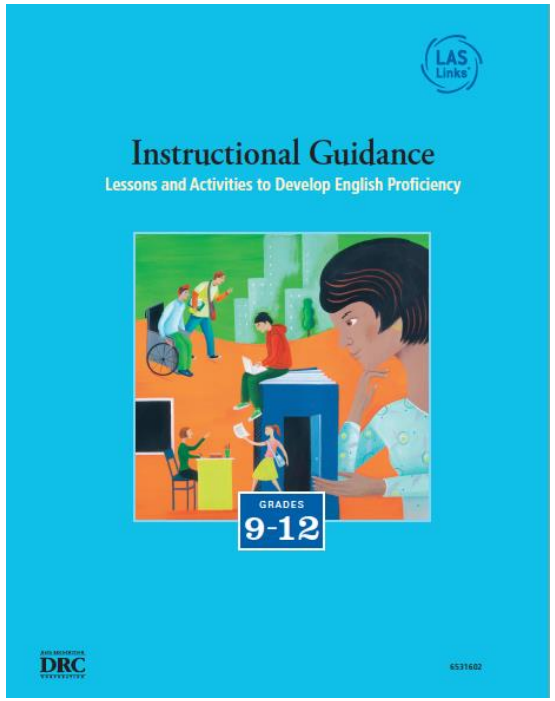




Free LAS Links Instructional Guidance Resource

Lesson plans and activities to develop English proficiency based on

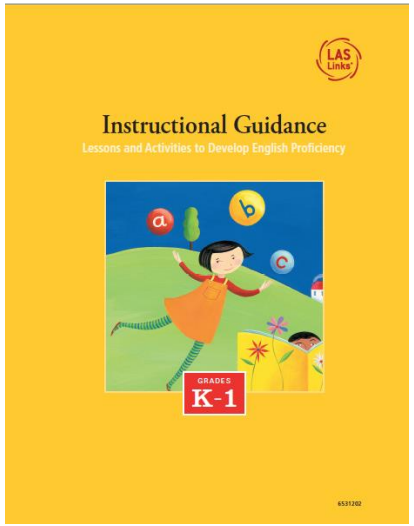
- Pedagogical approach based on current EL methodology and theory,
- The four domains,
- Academic content themes, and
- EL links and standards and
- Content and test-oriented practice

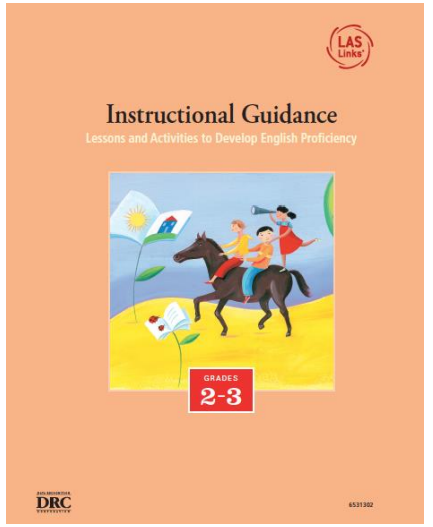


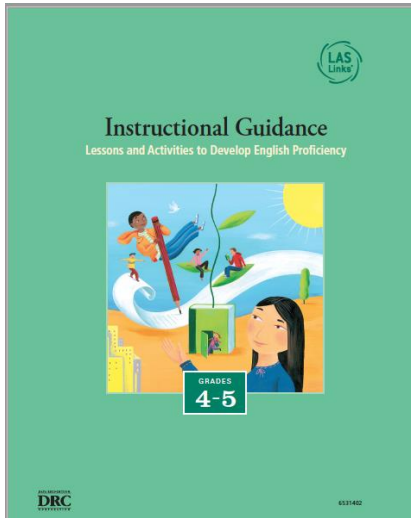
Supports for All Grade Bands

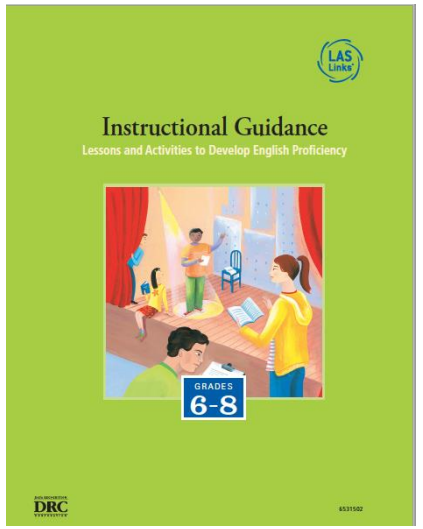
Google drive link

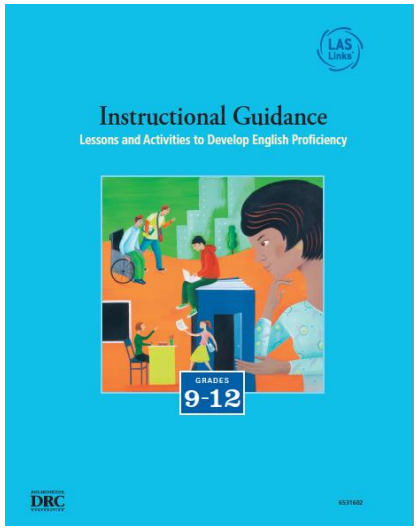
- https://tinyurl.com/y5qcbw77



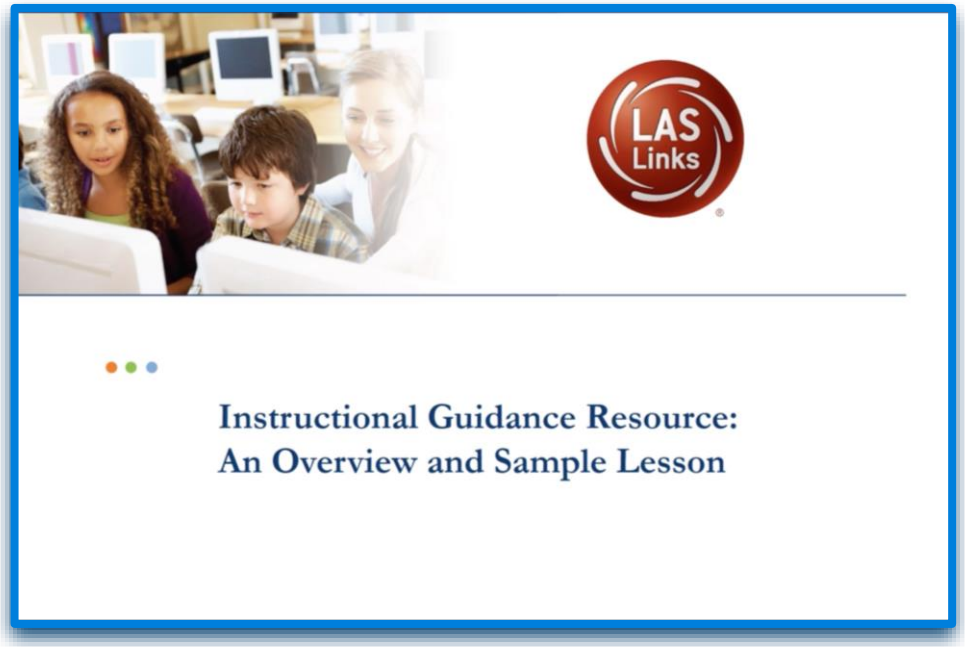








Demonstration Video

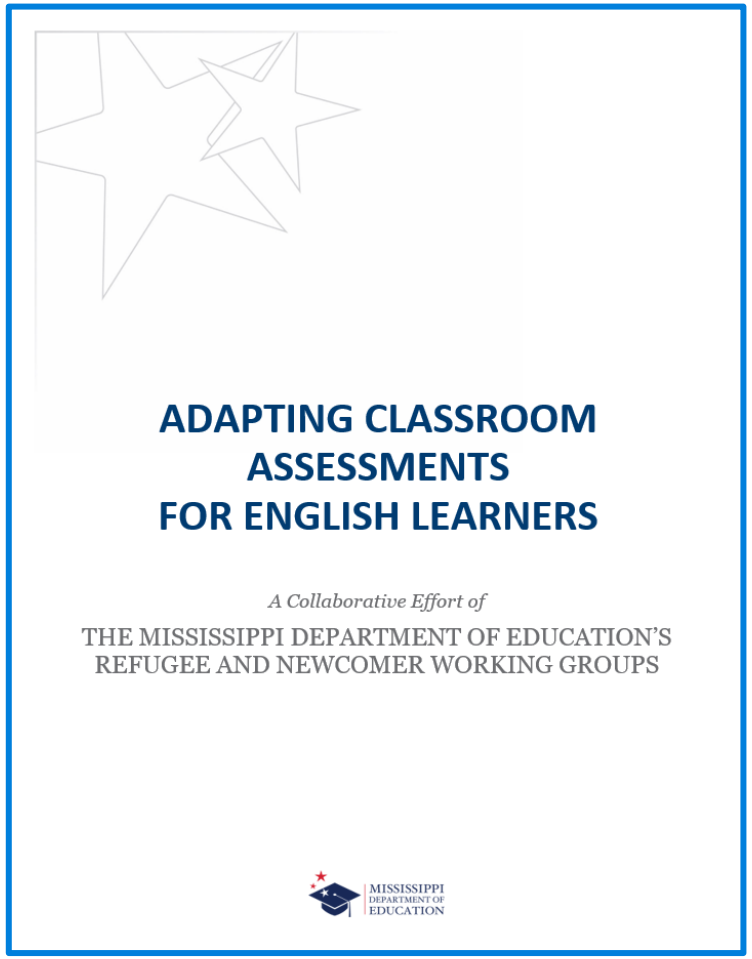


- https://www.brainshark.com/1/player/en/drc?pi=zGgz16biBGzJECIz0&r3f1=&fb=0

Classroom Assessment Resource

Adapting Classroom Assessments for English Learners

- Created by Mississippi Department of Education's Refugee and Newcomer Working Groups
- Provides educators with strategies for adapting classroom assessments to better assist ELs in demonstrating what they know about taught concepts.
- Found on the MS EL webpage https://www.mdek12.org/EL



A Look Inside

Mississippi Department of Education's Refugee and Newcomer Working Group Members:

CaTina Anderson | Midtown Public Charter School

Debbie Blackledge | Jones County School District

Lori Burkett | Pearl River County School District

Glenda Cilliers | Gulfport School District

Lynn Fuller | Madison Public School District

Edna Reeves-Garcia | Laurel School District

Juanita Jamison | Senatobia Municipal School District

Kristie Jones | Lowndes County School District

Whitney Knight-Rorie | DeSoto County School District

Hannah Lindamood | South Panola School District

Nancy McCurdy | Oxford School District

Stephanie Murley | DeSoto County School District

Audrey Reed | Rankin County School District

Shannon Risinger | Rankin County School District

Shelley Silvas | Forest Municipal School District

Edie Simmons | Meridian Public School District

Jackie Ward | Leake County School District

Example 2 Not Adapted for ELs in Science:

Use the following food chain to answer questions a) and b).

sunflowers → aphids → ladybugs → sparrows → hawks

a) Which organism is a secondary consumer? _____

b) If the hawks were removed from the food chain, what is most likely to happen to the number of other organisms in the food chain? Circle the best answer (a, b, or c)

Food Chain			
	Aphids	**Ladybugs**	**Sparrows**
a.	Decrease	Decrease	Decrease
b.	Increase	Increase	Increase
c.	No change	No change	No change

Example 2 *Adapted for ELs in Science*:

Use the following food chain to answer questions a) and b).

sunflowers → aphids → ladybugs → sparrows → hawks

a. Which organism is a secondary consumer? _____

Insert icons or pictures to make text more comprehensible.

Add synonyms to make text more comprehensible.

b. If the hawks were removed **(taken away)** from the food chain, what is most likely to happen to the number of other organisms in the food chain? *Circle the best answer (a, b, or c)*

Add icons and images to make text more comprehensible.

Food Chain			
	Aphids	**Ladybugs**	**Sparrows**
a.	Decrease ↓	Decrease ↓	Decrease ↓
b.	Increase ↑	Increase ↑	Increase ↑
c.	No change =	No change =	No change =

10

Essential assessment questions to keep in mind:

1. What is the purpose of the assessment?
2. Do I have enough data collections from different sources to make final judgements on what my students can produce?
3. How can I have my students drive this assessment?
4. How can I create assessments/assessment items to enable students at different levels of English language acquisition demonstrate what they know about the concepts?
5. Have I identified ways to accommodate students based on their language service plans?

New Resource!

Supporting English Learners with Limited or Inconsistent/Interrupted Formal Education

- Created by Mississippi Department of Education's Refugee Working Group
- Provides educators with strategies for identifying, screening and supporting SLIFE.
- Found on the MS EL webpage https://www.mdek12.org/EL

A Look Inside

Mississippi Educator Refugee Working Group Members:

Glenda Cilliers | Gulfport School District

Lynn Fuller | Madison County Schools

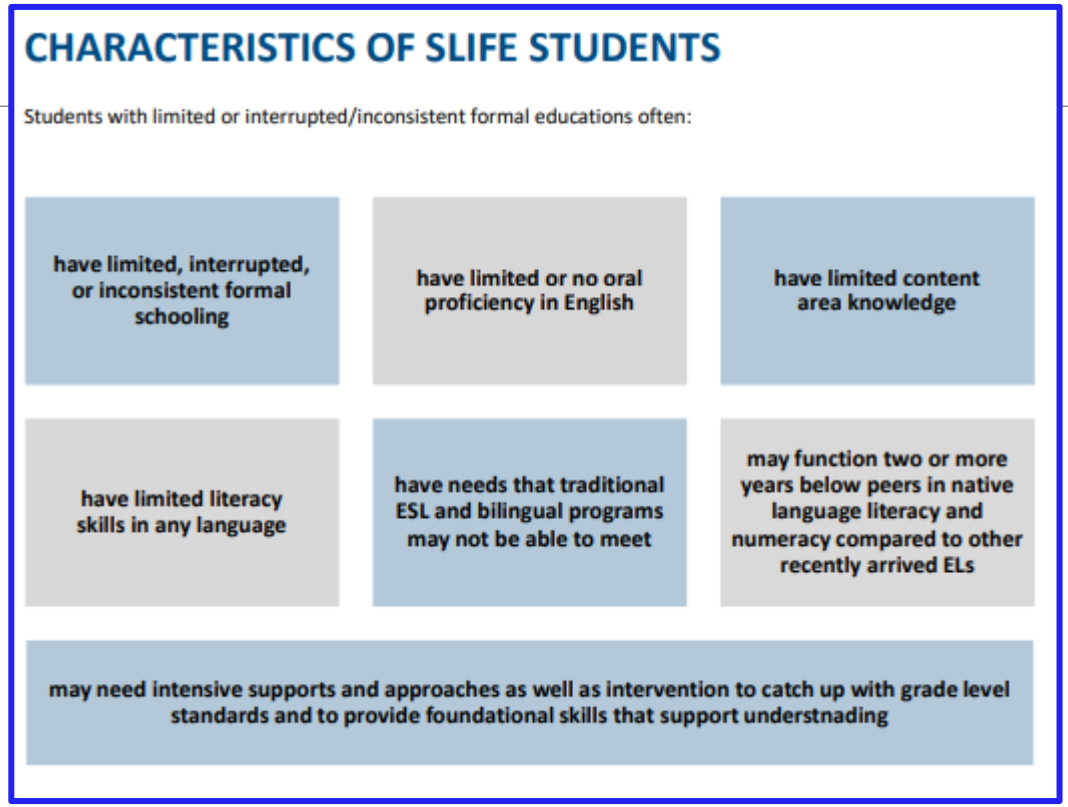
Kristie Jones | Lowndes County School District

Whitney Knight-Rorie | DeSoto County School District

Nancy McCurdy | Oxford School District

Stephanie Murley | DeSoto County School District

Audrey Reed | Rankin County School District

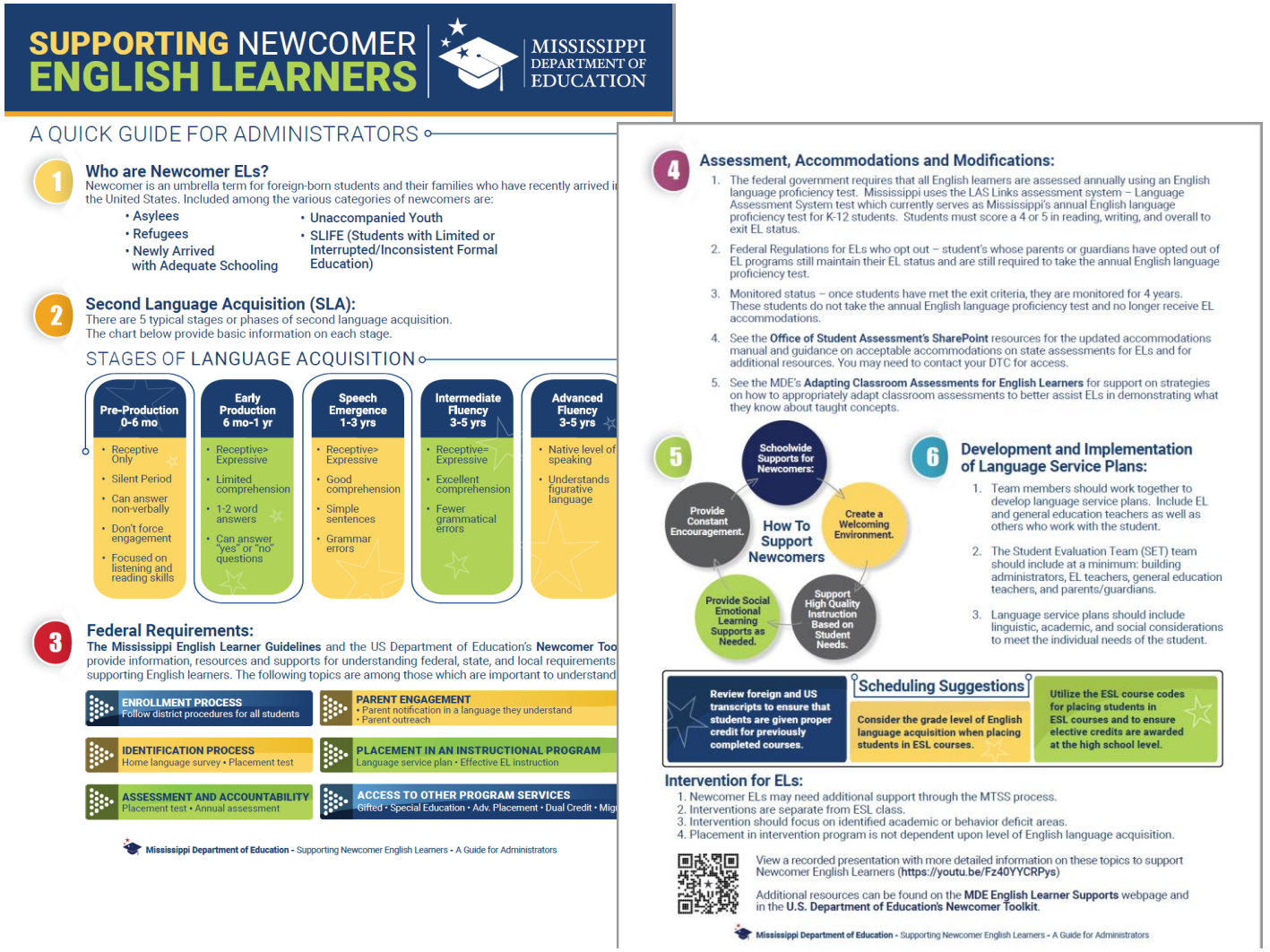


Includes: screeners, tips for administrators and teachers, resources, student scenarios, and so much more!

Newcomer Supports Quick Guide for Administrators

Quick infographic with links to additional resources

- Assists administrators with understanding Newcomer EL students
- Includes a link to a recorded session that gives more information on the topics covered



SUPPORTING NEWCOMER ENGLISH LEARNERS

MISSISSIPPI DEPARTMENT OF EDUCATION

A QUICK GUIDE FOR ADMINISTRATORS

1 Who are Newcomer ELs?

Newcomer is an umbrella term for foreign-born students and their families who have recently arrived in the United States. Included among the various categories of newcomers are:

- Asylees
- Refugees
- Newly Arrived with Adequate Schooling
- Unaccompanied Youth
- SLIFE (Students with Limited or Interrupted/Inconsistent Formal Education)

2 Second Language Acquisition (SLA):

There are 5 typical stages or phases of second language acquisition. The chart below provide basic information on each stage.

STAGES OF LANGUAGE ACQUISITION

Pre-Production 0-6 mo	Early Production 6 mo-1 yr	Speech Emergence 1-3 yrs	Intermediate Fluency 3-5 yrs	Advanced Fluency 3-5 yrs
• Receptive Only • Silent Period • Can answer non-verbally • Don't force engagement • Focused on listening and reading skills	• Receptive> Expressive • Limited comprehension • 1-2 word answers • Can answer "yes" or "no" questions	• Receptive> Expressive • Good comprehension • Simple sentences • Grammar errors	• Receptive= Expressive • Excellent comprehension • Fewer grammatical errors	• Native level of speaking • Understands figurative language

3 Federal Requirements:

The Mississippi English Learner Guidelines and the US Department of Education's **Newcomer Too** provide information, resources and supports for understanding federal, state, and local requirements supporting English learners. The following topics are among those which are important to understand:

- **ENROLLMENT PROCESS** — Follow district procedures for all students
- **PARENT ENGAGEMENT** — • Parent notification in a language they understand • Parent outreach
- **IDENTIFICATION PROCESS** — Home language survey • Placement test
- **PLACEMENT IN AN INSTRUCTIONAL PROGRAM** — Language service plan • Effective EL instruction
- **ASSESSMENT AND ACCOUNTABILITY** — Placement test • Annual assessment
- **ACCESS TO OTHER PROGRAM SERVICES** — Gifted • Special Education • Adv. Placement • Dual Credit • Migr

Mississippi Department of Education - Supporting Newcomer English Learners - A Guide for Administrators

4 Assessment, Accommodations and Modifications:

1. The federal government requires that all English learners are assessed annually using an English language proficiency test. Mississippi uses the LAS Links assessment system – Language Assessment System test which currently serves as Mississippi's annual English language proficiency test for K-12 students. Students must score a 4 or 5 in reading, writing, and overall to exit EL status.
2. Federal Regulations for ELs who opt out – student's whose parents or guardians have opted out of EL programs still maintain their EL status and are still required to take the annual English language proficiency test.
3. Monitored status – once students have met the exit criteria, they are monitored for 4 years. These students do not take the annual English language proficiency test and no longer receive EL accommodations.
4. See the **Office of Student Assessment's SharePoint** resources for the updated accommodations manual and guidance on acceptable accommodations on state assessments for ELs and for additional resources. You may need to contact your DTC for access.
5. See the MDE's **Adapting Classroom Assessments for English Learners** for support on strategies on how to appropriately adapt classroom assessments to better assist ELs in demonstrating what they know about taught concepts.

5 How To Support Newcomers

- Schoolwide Supports for Newcomers:
- Create a Welcoming Environment.
- Support High Quality Instruction Based on Student Needs.
- Provide Social Emotional Learning Supports as Needed.
- Provide Constant Encouragement.

6 Development and Implementation of Language Service Plans:

1. Team members should work together to develop language service plans. Include EL and general education teachers as well as others who work with the student.
2. The Student Evaluation Team (SET) team should include at a minimum: building administrators, EL teachers, general education teachers, and parents/guardians.
3. Language service plans should include linguistic, academic, and social considerations to meet the individual needs of the student.

Scheduling Suggestions

- Review foreign and US transcripts to ensure that students are given proper credit for previously completed courses.
- Consider the grade level of English language acquisition when placing students in ESL courses.
- Utilize the ESL course codes for placing students in ESL courses and to ensure elective credits are awarded at the high school level.

Intervention for ELs:

1. Newcomer ELs may need additional support through the MTSS process.
2. Interventions are separate from ESL class.
3. Intervention should focus on identified academic or behavior deficit areas.
4. Placement in intervention program is not dependent upon level of English language acquisition.

View a recorded presentation with more detailed information on these topics to support Newcomer English Learners (**https://youtu.be/Fz40YYCRPys**)

Additional resources can be found on the **MDE English Learner Supports** webpage and in the **U.S. Department of Education's Newcomer Toolkit**.

Mississippi Department of Education - Supporting Newcomer English Learners - A Guide for Administrators

EL Virtual Office Hours

- Held monthly via Microsoft Team
- First Thursday of the month at 2:00
- Sharon Prestridge from the Office of Student Assessment
- Dr. Melissa Levy from the Office of Federal Programs
- Sandy Elliott from the Office of Elementary Education and Reading
- Provide office updates and answer questions related to ELs

EL Listserv

- Join our listserv for EL updates
- Use your district email

English Learner Updates

Please submit your name and Mississippi school/district email to Subscribe to the EL Listserv.

Intervention Services Contacts

Laurie Weathersby
Bureau Director
lweathersby@mdek12.org

Toccara Arnold
MTSS Regional Coach
tarnold@mdek12.org

Lorie Sisk
Gifted Support Service Specialist
lsisk@mdek12.org

Sandra Elliott
English Learner & Intervention Specialist
selliott@mdek12.org

Bacardi Harris, EdD
MTSS Regional Coach
bharris@mdek12.org

Michelle McClain
Behavior Intervention Specialist
mmclain@mdek12.org

Jackie Mockbee
Dyslexia Support Service Specialist
jmockbee@mdek12.org

Mathis Sheriff
Academic Intervention Specialist &
Gifted Contact
msheriff@mdek12.org

English Learner Contacts

Sandra Elliott
Elementary Education
and Reading
English Learner Intervention
Support Specialist
selliott@mdek12.org

Sharon Prestridge
Office of Student Assessment
English Learner Assessment Coordinator
sprestridge@mdek12.org

Brendsha Roby-Fletcher
Office of Federal Programs
Director of Non-Competitive Grant Programs
BrRoby@mdek12.org

Dr. Melissa Levy-Jackson
Office of Federal Programs
Title III State Coordinator
mlevy@mdek12.org