

## **Language Instruction Educational Program Plan Monticello Public School District**

The English Learner (EL) program supports learners in acquiring the English needed to succeed in the classroom, in accordance with the State of Minnesota Guidelines and English Language Proficiency Standards. EL licensed teachers provide direct English language instruction to identified students in the domain of speaking, listening, reading and writing, as well as provide consultation support to classroom teachers and students based on each student's English language learning needs. Specially trained teachers support mainstream classroom instruction for EL students.

### **Part I. English Learner Identification, Placement and Program Exit**

In Minnesota, an EL is defined as a learner who:

- a) First learned a language other than English, comes from a home where a language other than English is usually spoken, or does not use English as a primary language;
- b) Lacks the necessary English to fully participate in classes taught in English.

Part (a) is measured by the Minnesota Language Survey (MNLS) which must be given to every student entering the district for the first time. Part (b) is determined by the current Assessing Comprehension and Communication in English State-to-State (ACCESS) data and/or World-Class Instructional Design and Assessment (WIDA) screener. Minnesota adopted the WIDA standards for English Language Development. Monticello uses the state WIDA assessments (ACCESS for ELLs, WIDA Screener) as the indicator for student placement.

All EL students are assessed on an annual basis using the ACCESS for ELLs assessment to determine growth and progress toward proficiency. The WIDA-ACCESS Placement Test (W-APT) is a similar assessment given to incoming kindergarten students and the WIDA Screener is given to students with no previous ACCESS testing data for the purpose of obtaining baseline English proficiency levels. Both assessments are aligned to English Language Proficiency (ELP) Standards and give educators and parents information about the English language proficiency level of ELs in the areas of listening, speaking, reading and writing.

The various portions of the ACCESS and WIDA Screener assessments are combined to form an overall proficiency score which is used to assist with programming placement. The reading and writing portions are weighted at 35% each of the overall score, and listening and speaking are weighted at 15% each. The final rating ranges from 1 to 6, with 1 representing an entering level and 6 representing English language proficiency. It is important to note the overall score is not rounded. For example, while a student may score at a 3.9, their level would remain at a level 3. The language level of the student is used to determine EL programming placement

## Identification, Placement and Program Exit Procedures

### Identification

#### Step 1: Identification

The MNLS or teacher referral indicates possible EL status. If there is no ACCESS test data in the student's cumulative record, the WIDA Screener assessment is administered by a licensed EL instructor.

#### *Procedures for Administering the Minnesota Language Survey*

- The Minnesota Language Survey is administered to all new registrants in the district; it is included on the district registration forms given out by building secretaries, online registration or EL Liaison.
- If yes is answered for any other languages in the home, the file is referred to the EL teacher.
- In general, the home language does not change. However, if an error occurred upon initial enrollment, every effort should be made to ascertain the correct home language background of the student.
- Registration forms are placed in the Cumulative folder for each student.
- Each building's MARSS secretary enters all the student information, including home language, into the Infinite Campus Student Database System.

#### Step 2: Program Entrance

A student's English language proficiency is evaluated using the ACCESS or WIDA Screener assessment to determine eligibility for EL programming.

#### *Procedure for EL Programming Entrance: Students New to District*

- The EL teacher will examine the student file for data on previous tests and programming of all students with a home language designation other than American English.
- Students without a current ACCESS score will be assessed using WIDA Screener. The EL teacher will test the student with the WIDA Screener placement test for grade 1-12 and WIDA MODEL (Measure of Developing English Language) for kindergarteners. If the student is coming from another WIDA school, the ACCESS scores will be used.
- Students are eligible for EL Services if any of the following criteria is met:
  - a. Current ACCESS or WIDA Screener overall proficiency score is below 4.5 or the score for any one modality (listening, speaking, reading or writing) is below 3.5.
  - b. EL Services were provided in the student's previous school district.

- EL instructors use ACCESS Composite Score and the 'Amount, Scope and Sequence of EL Services' document (see Part III) to determine EL placement for support.

#### *Procedures for EL Programming: Current Students*

- The EL teacher reviews the ACCESS testing data for all current EL students. Students obtaining an ACCESS overall proficiency score below 4.5 or receiving a score below 3.5 in any one of the four modalities of listening, speaking, reading or writing are automatically eligible for continued EL services. EL teachers use ACCESS Composite Score and the 'Amount, Scope and Sequence of EL Services' document (see Part III) to determine EL placement for support.
- Students receiving a composite score of 4.5 or higher with at least three of the domain scores (reading, writing, listening, speaking) at 3.5 or higher meet the state criteria for English language proficiency. These students enter into a process in which the EL team reviews classroom performance, local assessment data, and documentation in the domain that is below 3.5. (See Step 6: Program Exit). EL Instructors use ACCESS Composite Score and the 'Amount, Scope and Sequence of EL Services' document (see Part III) to determine EL placement for support

#### *Other Information*

- The EL teacher will place the student into EL classes.
- EL identified students are eligible for service. Sometimes, however, not all ELs in a district receive service. This is because parents have the right to refuse ESL service even if their child has been identified as an EL. A parent's decision to refuse ESL or bilingual education service does not change the status of the student.
- When a student begins service, a start date for EL service should be entered on the student's individual record in MARSS. If the student begins receiving service, but after parent notification (see below) is withdrawn from services, the start date in MARSS should be removed. A start date for ELs receiving EL services must be entered in MARSS annually.

### **Step 3: Parent Notification**

Parents are notified of student placement in EL services per Federal Title III guidelines. Phone or face-to-face conversation, translated if necessary, from the EL or classroom teacher is the initial form of contact. EL programming and support services are explained, and teachers are able to answer questions and receive parental input. A follow-up letter from the EL instructor states the reasons for identification, student

proficiency levels in listening, speaking, reading and writing, the amount of time and type of EL services, exit requirements, and graduation rate of EL's in the district. Parents retain the right to refuse service.

The following letters and forms are used by the Monticello School District Schools to communicate with parents regarding EL Services:

**EL Programming Notification Letter**

This letter is sent to parents within the first 30 days of the beginning of a school year or within 10 days during the middle of the school year upon entering EL programming. If deemed necessary by the EL teacher, parent notification letters are sent in the primary language of the family. A copy of the letter is kept in the students' EL file. Parent Notification mailings include the following documents:

- English Learner Program Placement Notification
- ACCESS and/or WIDA Screener Results

**EL Program Exit Letter**

Parents are notified within the first 30 days of the beginning of a school year or within 10 days during the middle of the school year when students are exited from EL programming. If deemed necessary by the EL teacher, EL programming exit letters are sent in the primary language of the family. A copy of the letter is kept in the students' EL file.

**Refusal of EL Services Form**

In the English Learner Program Placement Notification letter, parents are notified of their right to deny EL services for their child. Parents choosing this option are required to submit a Parent Refusal of EL Services form. A copy of the form is kept in the students' EL file.

**Refusal of ACCESS Testing Form**

Parents of EL students retain the right to refuse annual ACCESS testing. Parents choosing this option are required to submit a Parent Refusal of ACCESS Testing form. A copy of the form is kept in the students' EL file.

**Step 4: Service**

EL services support the student in listening, speaking, reading and writing in the following five areas:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Services are explained in more detail in the next section of this document: PART II: ENGLISH LEARNER PROGRAMS.

**Step 5: Annual Progress Evaluations**

Ongoing assessment will determine continued EL services. ELs participate in statewide English language proficiency assessments (ACCESS), Minnesota Comprehensive Assessments in Reading and Mathematics (MCAs), district achievement assessments including FastBridge Learning Assessments (FAST), as well as classroom assessments in English language development, reading, math, science and social studies. All student data is reviewed yearly by a licensed EL instructor.

**Step 6: Program Exit**

The decision to exit a student from EL programming services is based on student scores on the ACCESS assessment. **The State of Minnesota has defined English language proficiency to be an overall ACCESS assessment composite score of 4.5 with at least three of the domain scores (reading, writing, speaking, listening) at 3.5 or higher.**

The district’s programming requirements for each of the EL Programming status’ is listed in the chart below.

<b>EL Programming Status</b>	<b>Status Requirements</b>
<b>Exited</b>	Parental Notification of Exiting Programming; Reclassified to Non-LEP; No ACCESS Assessment
<b>Continued Programming</b>	Parental Notification of EL Programming; Retains Limited English Proficiency (LEP) Classification; EL Instructor directly services the student; ACCESS Assessment

Students who scored proficient on the prior year’s ACCESS, but scored lower than 3.5 in any one of the domains are eligible to continue to receive EL services in the domain of identified need. The Monticello School District will keep the appropriate eligibility documentation in the domain in which the student scored lower than a 3.5. The documentation must include: evidence of need in core classes, evidence of need in language support area, and notes from discussion with the IEP team, when applicable.

The decision to exit a student from EL programming services is based on student scores on the ACCESS assessment. **The State of Minnesota has defined English language proficiency to be an overall ACCESS assessment composite score of 4.5 with at least three of the domain scores (reading, writing, speaking, listening) at 3.5 or higher. The State of Minnesota has established the following procedures for exiting students from EL classification:**

- If a student has an ACCESS composite score of at least 4.5 and all four domain scores (speaking, listening, reading, and writing) are at least 3.5, that student **must be exited and reclassified as no longer LEP**.
- If a student has an ACCESS composite score of less than 4.5 or two or more domain scores are less than 3.5, that student **cannot be reclassified** and must continue to receive English language development (ELD) instruction.
- If a student has an ACCESS composite score of at least 4.5 and three out of four domain scores are at least 3.5 but any one domain is below 3.5, then **teachers must use additional criteria to determine whether or not a student will remain in ELD instruction**. The additional criteria must include evidence that the student has a persistent need for English language development instruction in the domain that is below 3.5.: The documentation must include: evidence of need in core classes, evidence of need in language support area, and notes from discussion with IEP team, when applicable. Examples of evidence include: teacher observations, formative language assessment data, and local reading assessments such as reading inventories, benchmarking levels, and running records. Documentation must be placed in the student's cumulative folder. All documentation must be in reference to the domain in which the student scored below 3.5.
- Performance on content area assessments is not one of the criteria used to determine EL eligibility. Results from standardized content assessments, such as the MCA, may not be used to keep a student in ELD instruction.

#### **Step 7: Reclassification to Non-EL**

A student is reclassified as no longer LEP after exiting EL programming.

#### **English Learner Exit Criteria and Reclassification Procedures**

Students exited from direct service English language instruction should be able to perform in the general education program without significant barriers primarily caused by limited English proficiency. All students are evaluated on an individual basis. Students will be exited from EL programming if and when they meet the following criteria:

- ACCESS composite score of at least 4.5 and all four domain scores (speaking, listening, reading, and writing) are at least 3.5.
- ACCESS composite score of at least 4.5 and three out of four domains are at least 3.5 but at least one domain is below 3.5, and additional documented evidence does not show a need for additional language support or need for additional instruction in the domain that is below 3.5.

Parents are notified by letter when students are exited from EL programming.

## **II. Description of Language Instruction Education Program (LIEP) Description**

The Monticello School District's EL Department offers content-based EL instructional programs which promote students' English Language Proficiency and build academic content knowledge by integrating subject areas with language acquisition strategies. EL students acquire English through participation in age-appropriate instruction aligned to distinct content standards as well as English language proficiency standards. The primary objective of teaching language through content is to make the curriculum available to students at all levels of English proficiency.

Instruction for ELs in Monticello Schools takes many forms. EL teachers, along with classroom teachers, media/STEM specialists, music, physical education and art teachers, special education staff and home/school liaisons all provide instruction in the general education classroom. Classroom teacher accommodations, collaboration with EL teachers, pullouts by EL teachers are some of the instructional approaches which support the learning of EL students.

EL teachers focus instruction on language acquisition, moving from Basic Interpersonal Communicative Skills to Cognitive Academic Language Proficiency (BICS and CALP, Cummins, 1979), as students' progress. Pull-out (from the general education classroom) models allow for EL Beginners to practice using English in situations where they are comfortable, having a lower affective filter (Krashen, 1981).

Classroom and EL teachers collaborate on instruction designed to meet content and language objectives for ELs in the mainstream (Echevarria, Vogt and Short, 2009). Content-based instruction is a major force in ESL pedagogy today where teachers infuse purposeful language instruction that prioritizes explicit instruction in discipline-specific language (Schleppegrell & deOliveira, 2006). The Monticello School District's EL program uses the WIDA English Language Development (ELD) Standards to promote academic language proficiency in the following areas: Social and Emotional Instructional Language, Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies.

This content-based EL instruction is critical because without this instruction it is not unusual for adolescent English Learners to understand subject matter, but lack sufficient command of vocabulary and sentence structure to summarize or discuss proficiently (Dutro & Levy, 2011).

A well-designed program for EL's includes systematic instruction in the conventions of standard English, along with explicit instruction in discipline-specific language of core classes (Dutro & Levy, 2011).

At the elementary level, general education and EL licensed teachers collaborate to teach language through content using the distinct curriculum supported by second language acquisition strategies. EL students are clustered in one to three sections per grade level. The EL teacher provides support primarily in English language arts, but may provide additional support in other content areas.

At a secondary level, students receive needs-based EL services within the EL classroom environment. These services are provided by a licensed EL teacher.

In all programs, teachers provide linguistic, graphic, visual, kinesthetic, interactive and emotional support to make content standards and curriculum accessible for ELs at all levels of proficiency.

### **Part III. LIEP Amount and Scope of Instruction**

The chart on the following page includes information regarding the scope and sequence of the English Learner programming in the Monticello School District. It is separated into rows describing the programming offered in Elementary School Grades, Middle School and High School. In addition, a brief description of services for each English Language Proficiency Level are noted in the columns under each proficiency level heading. A student's English Language Proficiency level is determined by their composite score on the Assessing Comprehension and Communication in English State-to-State (ACCESS) data and/or the World-Class Instructional Design and Assessment (WIDA) screener. The chart describes the amount and scope of English Learner services offered at each grade level and at all levels of English language proficiency.



## EL Programming Models

### *Elementary Programming Model*

Composite Score	Level 1-2	Level 3-4	Level 4.4	Level 4.5+
<b>Grade K</b>	Kindergarten 20-30 min push-in time with EL para as well as 10 min pull-out time with EL teacher	Kindergarten 20-30 min push-in time with EL para as well as 10 min pull-out time with EL teacher	If all criteria are met, students will be exited. Otherwise, students may receive up to 20 minutes of daily pull-out instruction in one domain.	Students are exited who have met the exit criteria.
<b>Grade 1</b>	Pull-out with EL Teacher 20 min/day,, with additional push-in time for New To Country Curriculum: vocabulary, reading class language and strategies; Benchmark Advance in 1st grade	Pull-out with EL Teacher 2-3 days per week, 20 minutes per day. Curriculum: vocabulary, reading class language and strategies; Benchmark Advance in 1st grade		
<b>Grades 2-3</b>	Pull-out with EL Teacher 45 minutes per day, with additional push-in tie for New To Country Curriculum: Benchmark Advance	Pull-out with EL Teacher 2-3 days per week, 25 minutes per day. Curriculum: Benchmark Advance		
<b>Grades 4-5</b>	Pull-out with EL Teacher 50 minutes per day, with additional push-in time for New To Country Curriculum: Benchmark Advance	Pull-out with EL Teacher 2-3 days per week, 25 minutes per day. Curriculum: Benchmark Advance		
<b>Grades K-5</b>	An elementary English Learner receives language services in their school from a licensed EL teacher and paraprofessional working with Kindergarteners. Students receive service based on their language proficiency level. Instruction is provided in a pull-out setting. This instruction is aligned with the Common Core Standards. In all instruction, students are gaining skills and proficiency in speaking, listening, reading, and writing based on WIDA ELD Standards. EL program teachers communicate with classroom teachers regarding student progress on an ongoing basis.			

***Middle School Programming Model***

<b>Composite Score</b>	<b>Level 1-2</b>	<b>Level 3-4</b>	<b>Level 4.4</b>	<b>Level 4.5+</b>
<b>Grades 6-8</b>	<p>Pull-out with EL Teacher 100 minutes per day, EL English/Reading and content class support. Curriculum: National Geographic INSIDE</p>	<p>Pull-out with EL Teacher for 50 minutes per day. Content class support Curriculum: vocabulary, reading class language and strategies, technology skills</p>	<p>Students will have support with classes as needed in a pull out model. Students may be exited if they fulfill exit criteria.</p>	<p>Students are exited who have met the exit criteria.</p>
<p>Middle School English Learners receive language services in their school from a licensed EL teacher. Students receive service based on their language proficiency level. Instruction is provided in a pull-out setting. This instruction is aligned with the Common Core Standards. In all instruction, students are gaining skills and proficiency in speaking, listening, reading, and writing based on WIDA ELD Standards. EL program teachers communicate with content teachers regarding student progress on an ongoing basis.</p>				

***High School Programming Model***

<b>Composite Score</b>	<b>Level 1-2</b>	<b>Level 3-4</b>	<b>Level 4.4</b>	<b>Level 4.5+</b>
<b>Grades 9-12</b>	<p>Pull-out with EL Teacher 100 minutes per day, EL English/Reading and content class support.</p>	<p>Pull-out with EL Teacher for 50 minutes per day. Content class support Curriculum: vocabulary, reading class language and strategies, technology skills</p>	<p>Students will have support with classes as needed in a pull out model. Students may be exited if they fulfill exit criteria.</p>	<p>Students are exited who have met the exit criteria.</p>
<b>ALP</b>	<p>No Placement. Placement would occur at high school.</p>	<p>Programming is individualized and provided by the ALP staff in collaboration with the EL teacher.</p>		

### *EL Class Scheduling and Content*

- Students will receive EL services based on their language proficiency level.
- Building EL teachers will assist with scheduling students' classes.
- EL teachers will assist teachers in setting up the best mode of communication for parents, (calls from the Home-School Liaison, translated notes, etc.)
- The building EL teacher will identify strengths and weaknesses for each student in language proficiency and academic knowledge, as well as reading and writing levels.
- Students will be placed in curricula that will address their needs and reflect the content course work in their mainstream classes. Learning language and content together is the goal of each lesson.
- EL teachers will assist students with learning strategies, make modifications in the assignment or offer alternative assignments for each student.
- The students' language and academic learning progress will be shared with both the classroom teacher and parents.
- The EL program collaborates with other programs (Title I, SPED) for referrals and programming adjustments.
- EL teachers will work with all state testing with the EL students providing accommodations when necessary. Tests include the MCA and ACCESS.

## **IV. Communication of LIEP Information**

Research confirms children whose parents are involved in supporting their learning perform better in school. Parent involvement is especially critical for supporting successful language development. Parent involvement includes helping to meet family and community needs as well as providing opportunities for families to give back to the community. Family engagement assists all stakeholders in building relationships and creating a community of support. The Monticello School District is committed to creating positive and collaborative parent, family, and community engagement, which is achieved in the following manner:

### **Parental Notification**

Parents of all students currently enrolled in English Learner (EL) programming are provided with the following information within 30 days of each school year. The following forms are sent to parents in English and their home language.

- Bitufacatuib if their cgulkd;s participation in the LEIP.
- Description of the LIEP including its intended benefits for their children and an explanation of its effectiveness.
- Notification of their right to refuse LIEP services.

In addition, the district's LIEP Plan is posted on the district website.

### **Family Outreach**

The Monticello School District provides outreach to parents of ELS to inform them how they can be involved in the education of their children and active participants in the process of assisting their children in attaining English proficiency and succeeding academically. This outreach includes:

- Email, letter, and telephone communication with parents
- EL staff available at Open House or Welcome Back Days
- Parent / Teacher Conferences
- EL Family Night
- Promotion of Adult ESL classes and shared community resources

### **Translation and Interpretation Services**

Translation and Interpretation services will be provided in the preferred language of parents. This may include:

- Home/School Liaison
- Professional Interpreting Services
- School Website is accessible in multiple languages