

Language Instruction Educational Program (LIEP) St. Michael-Albertville School District

Program Description

The English Learner (EL) program in District 885 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 domains of speaking, listening, reading and writing, as well as provide consultation support to classroom teachers, support staff and students based on each student's English language learning needs. Para-educators and 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 skills 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 current Assessing Comprehension and Communication in English State-to-State (ACCESS) data and/or the World-Class Instructional Design and Assessment (WIDA) screener. Minnesota adopted the WIDA standards for English Language Development. St. Michael-Albertville 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

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.

Procedure for Administering the Minnesota Language Survey

1. The MNLS is included on the STMA District Enrollment form and is administered to all incoming students.
2. Each building's MARSS coordinator enters all student information, including home language, into the Student Database System.
3. A copy of the enrollment form for any student with a home language designation other than American English is forwarded to the building's English Learner (EL) instructor.

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

1. The EL instructor reviews the testing data and cumulative folder of all students with a home language designation other than American English.
2. Students without a current ACCESS score will be assessed using the WIDA Screener.
3. 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.
4. 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.

Procedure for EL Programming: Current Students

1. The EL instructor 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 Instructors use ACCESS Composite Score and the 'Amount, Scope and Sequence of EL Services' document (see Part III) to determine EL placement for support.
2. 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

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 STMA 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 Measures of Academic Progress (MAP) and 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.

EL Programming Status	Status Requirements
Exited	Parental Notification of Exiting Programming; Reclassified to Non-LEP; No ACCESS Assessment
Continued Programming	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 STMA 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 the language support area, and notes from discussion with 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 the 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.

PART II: LANGUAGE INSTRUCTION EDUCATION PROGRAM (LIEP) DESCRIPTION

District 885'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 district 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 St. Michael-Albertville Schools takes many forms. EL teachers, along with classroom teachers, para-educators, media specialists, music, physical education and art teachers, special education staff, and home/school liaisons all provide instruction to EL students. EL students receive the greater part of their instruction in the general education classroom. Classroom teacher accommodations, collaboration with EL teachers, pullouts by EL teachers and paraprofessionals, and shelter content classes 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). District 885'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 of 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 district curriculum supported by second language acquisition strategies. 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 classroom environment. These services are provided by a licensed EL teacher, a para educator or a specially trained subject area teacher. In addition, some students participate in a course with embedded language development goals. The primary purpose of the course is to assist students in their language acquisition development in listening, speaking, reading and writing.

In all programs, teachers and para-educators 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: 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 St. Michael-Albertville School District. It is separated into rows describing the programming offered in Elementary School Grades, Middle School West, Middle School East, and STMA High School. In addition, a brief description of the 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.

Composite Score	Level 1	Level 2	Level 3	Level 4	Level 4.4	Level 4.5+
Elementary Schools Grades K-4	Students receive up to 60 minutes of beginning level EL instruction in a pull-out setting.	Students receive up to 45 minutes of daily pull-out instruction to support the development in the four language domains of speaking, listening, reading and writing.	Students receive up to 30 minutes minimum of daily pull-out instruction and the collaboration model to support growth in the mainstream.		If all criteria is met, students will be exited. Otherwise, students may receive up to 20 minutes of daily pull-out or push-in instruction in one domain.	Students are exited who have met the exit criteria.
	An elementary English Learner receives language services in their school from a licensed EL teacher and paraprofessional. Students receive service based on their language proficiency level. Instruction is provided in a pull-out setting or in a collaborative model with the EL teacher and the classroom teacher. 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 West Grades 5-8	The students are in a beginning level EL class daily for 52 minutes building English language proficiency in listening, speaking, reading, and writing layering WIDA ELD Standards within the Common Core Standards. Level 1 students receive one-on-one skills instruction.		The students are in an intermediate level EL class daily for 52 minutes building English language proficiency in listening, speaking, reading, and writing layering WIDA ELD Standards within the Common Core Standards. They are also receiving support with content area vocabulary, assignments, and tests in science, math, language arts, and social studies/history.		Students will have support with classes as needed. This may include an EL class, SNAP (study period), or push-in support. Students may be exited if they fulfill exit criteria.	Students are exited who have met the exit criteria.
Middle School East Grades 5-8	The EL teacher/para pushes-in to the students' mainstream, content area, classes (science, social studies/history, language arts, math) to support them in the areas that are their highest need by layering WIDA ELD Standards within the Common Core Standards. The students are then pulled out for support when needed.				Students will have support with classes as needed. This may include an EL class, Academic Seminar, or push-in support. Students may be exited if they fulfill exit criteria.	Students are exited who have met the exit criteria.
	The students are able to come down to the EL teacher's room during homeroom for 25 minutes for support with content area vocabulary, assignments, and tests in science, math, language arts, and social studies/history.					
High School Grades 9-12	Students may receive up to 2 class periods per day of EL instruction. Initial focus is on BICS (Basic Interpersonal Communication Skills). In addition, students will have support from teacher/para in classroom or sheltered instruction in content area classes as needed.	Students may receive 1-2 class periods per day of EL instruction to develop CALP (Cognitive Academic Language Proficiency) in content areas. In addition, students will have support from teacher/para in classroom or sheltered instruction in content area classes as needed.	Students may receive one class period per day of EL instruction to develop academic language. Support will be provided in content area classes as needed.	Students may receive one class period per day of EL instruction to develop academic language. Support will be provided in content area classes as needed.	Students will have support with classes as needed. This may include an EL class, SNAP (study period), or push-in support. Students may be exited if they fulfill exit criteria.	Students are exited who have met the exit criteria.
	WIDA ELD standards are layered within the Common Core Standards.					

Part IV : Communication of Language Instruction Education Program (LIEP) Plan 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. District 885 is committed to creating positive and collaborative parent, family, and community engagement, which is achieved in the following manner:

Parent Notifications:

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 their home language (when applicable).

- Notification of their child's participation in the LIEP.
- 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:

District 885 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 Availability at Open House
- 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:

- Professional Interpreting Services or Language Line
- School Website is Accessible in Multiple Languages