

## **Written Plan for English Learner Services Independent School District 728**

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.

### **Part I. English Learner Identification Criteria and Procedures**

English learner – The term “English learner,” when used with respect to an individual, means an individual —

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) (i) who was not born in the United States or whose native language is a language other than English;

(ii-I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(ii-II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language **may** be sufficient to deny the individual —

(i) the ability to meet the challenging State academic standards;

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

Part (C) is measured by a Minnesota Language Survey (MNLS). Part (D) is determined by developmentally appropriate measures which include the WIDA Screener, the WIDA-ACCESS Placement Test (W-APT) or the WIDA Model Assessment.

## **Identification**

The Minnesota Language Survey is used to identify students for referral to the EL program. Additionally, student records will be reviewed for previous ACCESS test results and/or previous Screening results.

### *Procedures for Administering the Minnesota Language Survey (MNLS)*

- MNLS is administered to all new district registrants; it is included on the district online registration.
- Registration forms are electronically maintained by district staff.
- Each building's MARSS secretary enters all the student information, including home language, into the Student Information System.
- If yes is answered for any other languages in the home, the file is referred to 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.

## **Program Entrance**

A student's English language proficiency is evaluated using the Kindergarten MODEL, Kindergarten W-APT 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.
- The EL TEachers will determine if a screener test has previously been administered.
- The EL teacher will meet with the classroom teacher and student for informal assessment.
- The EL teacher will test the student with the WIDA Screener test for grade 1-12 and Kindergarten MODEL or Kindergarten WAPT for kindergarten students.
- If the student is coming from another WIDA school, the ACCESS scores will be used.
- An English language proficiency score on W-APT of 4.5 or lower with no single test score in listening, speaking, reading or writing below 3.5.

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

- An English language proficiency score on ACCESS/W-APT of 4.5 or lower with no single test score in listening, speaking, reading or writing below 3.5.
- Students receiving a composite score of 4.5 or above and scoring higher than a 3.5 in each of the test areas of listening, speaking, reading or writing meet the state criteria for English language proficiency and will be exited/not served in the program.

### **Parental Notification**

- Parents are notified and agree to service options. At the beginning of the school year, initial notifications are mailed by the district office based on information provided by the EL teacher. At this time, Title III information, if appropriate, and ACCESS results are also included. During the school year, EL teachers send home the notifications. Parents are notified within 10 days of a student's initial placement in EL program. Notifications are in primary language and English.
- Due to receiving Title III monies, the federal program requires that parents be notified annually of the child's participation in EL or programming within 30 days of the beginning of the school year, or within two weeks if the child enters the district during the course of the year. Information required with this notification includes the most recent available assessments of the child's English language proficiency. See above paragraph for staff responsible to mail information to parents. Information is in the primary language and English
- There are three fields in MARSS specifically pertaining to EL status: Home Language, LEP Identified, and LEP Start Date. This data is collected on district spreadsheet and entered by the District MARSS Secretary.
  - If the parent refuses service, do not enter a start date.
  - Student still needs to take the ACCESS test, unless parent refuses ALL testing

### **Exiting the EL Program**

Students will receive services in the EL program until:

- EL student has 4.5 overall (with no single test score below 3.5) on ACCESS TEST
- Parents will be notified in writing when a student is exited.

### **Reclassification**

- A student is reclassified as no longer LEP when they have met the state approved exit requirements.
- When fully independent from EL services, the LEP "yes" check will be removed from MARSS and the student will be marked as "proficient" by the District MARSS Secretary.

## English Learner Programs, Amount and Scope of Service

### Services

#### *EL Programming Model and Service Time*

- Once students are placed in an EL Program and parent permission has been granted the EL teacher will begin to provide services. The time allotment and program plan is based on the English proficiency level and the grade level of the student. Generally, students at levels 1&2 will receive more time than students at level 3&4. Also, students at elementary grades will receive less time than students at the secondary level.

### **General Overview**

- The basic model for ISD 728 is a combination of Content-based EL and Pull-out EL. EL teachers use instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction. Some EL students are “pulled out” of regular, mainstream classrooms for special instruction in English as a second language. Also, some students receive “push in” services, particularly at English levels 1-3.

### **EL Programming Model**

Grade	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
<i>Kindergarten</i>	20 Minutes Daily 100 Minutes Weekly*	20 Minutes Daily 100 Minutes Weekly	15 Minutes Daily 75 Minutes Weekly	15 Minutes Daily 75 Minutes Weekly
<i>Grade 1</i>	30 Minutes Daily 150 Minutes Weekly	30 Minutes Daily 150 Minutes Weekly	20 Minutes Daily 100 Minutes Weekly	20 Minutes Daily 100 Minutes Weekly
<i>Grade 2</i>	30 Minutes Daily 150 Minutes Weekly	30 Minutes Daily 150 Minutes Weekly	20 Minutes Daily 100 Minutes Weekly	20 Minutes Daily 100 Minutes Weekly
<i>Grade 3</i>	30 Minutes Daily 150 Minutes Weekly	30 Minutes Daily 150 Minutes Weekly	20 Minutes Daily 100 Minute Weekly	20 Minutes Daily 100 Minutes Weekly
<i>Grade 4</i>	30 Minutes Daily 150 Minutes Weekly	30 Minutes Daily 150 Minutes Weekly	15 Minutes Daily 75 Minutes Weekly	15 Minutes Daily 75 Minutes Weekly
<i>Grade 5</i>	30 Minutes Daily 150 Minutes Weekly	30 Minutes Daily 150 Minutes Weekly	15 Minutes Daily 75 Minutes Weekly	15 Minutes Daily 75 Minutes Weekly
<i>Grades 6-8</i>	60 Minutes Direct daily 60 Minutes Supported daily	60 Minutes Direct daily 60 Minutes Supported daily	30 Minutes Direct daily 60 Minutes Supported daily	30 Minutes Direct daily 60 Minutes Supported daily
<i>Grades 9-12</i>	120 Minutes Direct 120 Minutes Supported daily	120 Minutes Direct daily 120 Minutes Supported daily	120 Minutes Direct daily 120 Minutes Supported daily	60 Minutes Direct daily 180 Minutes Supported daily

\* “Weekly” = 5 Day Week

## **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 H12ome-School Liaison, translated notes, etc.)
- The building EL teacher will identify strengths and weakness 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, ACCESS, and ACT.