

# Kasson-Mantorville School District #204

## LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP) PLAN FOR ENGLISH LANGUAGE LEARNERS



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# Kasson-Mantorville School LIEP Plan

## Mission Statement

The Kasson Mantorville School District is “Committed to Excellence” in all that we do.

## Vision Statement

Kasson-Mantorville will be recognized as a premier school district, in which to learn and teach. We will create an atmosphere of excellence to empower and inspire all to become prosperous, responsible citizens in a global society.

## Purpose

In accordance with the Minnesota Department of Education, Minn. Stat. &124D.61, districts that enroll one or more English learners to implement an education program that includes “a written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount of scope and services offered to English learners through an educational program for English learners.”

Kasson-Mantorville Schools has an education program that follows the guidelines for English learners to qualify for language support in our district. The plan ensures that all students whose first language is not English receive adequate and meaningful instruction so they become prosperous, responsible citizens in a global society.

## Definitions:

**EL:** acronym for English learner; students whose first language or primary home language is not English.

**LIEP:** acronym for Language Instruction Educational Program; academics that are designed to teach English learners social and academic language skills and cultural aspects of English in order to succeed.

**LEP:** acronym for students that have Limited English Proficiency as determined by the school district and state mandated assessments.

**WIDA:** acronym for World-Class Instructional Design and Assessment Consortium. They provide the WIDA screener and ACCESS for placement and language proficiency.

**WIDA ACCESS:** The annual state mandated English proficiency assessment administered in the spring to measure the English learners reading, writing, speaking, and listening development.

**WIDA Screener:** The placement test administered to all students in grades 1 through 12 that are newly enrolled from another country.

**W-APT:** The placement test administered to all kindergarten students whose home language is other than English.

**PULL OUT:** English Learner programming that occurs outside of the mainstream classroom.

**PUSH IN:** English Learner teacher and Classroom teacher work cooperatively within the mainstream classroom.

## Entrance and Identification of English Language Learners

Kasson-Mantorville Schools follow the state's criteria when a new student enters the district. The following is completed with each identified student:

1. [The Minnesota Language Survey](#) is completed at enrollment in the district office. The form is from the Minnesota Department of Education and available in other languages that the state provides.
2. Upon completion of the survey, the district's MARSS Coordinator contacts the EL teachers to make them aware of the new student.
3. The EL teachers review the language survey, enrollment forms, and any school records from the previous school.
4. The EL teachers, principals, guidance department, and office staff work cooperatively to make the best grade level and teacher placement for the students.
5. Within 7 days of the student enrollment, the EL teacher will conduct a language assessment or W-APT on paper to kindergartners and the WIDA screener on paper to students in grades 1-12. The test is used to determine English learner eligibility and provide preliminary proficiency levels for students.
6. The EL teacher uses assessment results to work with the classroom teacher to schedule the student for service minutes. They work cooperatively to help and modify students' work if needed.
7. If the student qualifies for services, the EL teacher communicates to the MARSS Coordinator to flag the student as LEP and enter a start date in the system for them to begin their services
8. The EL teacher follows the Minnesota Statutes, section 124D.61 that requires the parents and guardians are notified within 10 calendar days of enrollment in an LIEP. The English learner program placement letter is available in the students native language.  
[Parent Notification 2020](#)  
[Parent Notification 2020 \(Spanish\)](#)
9. If there are questions, the EL teacher has a conversation with parents and documents anything on the form. If they decline EL services then a copy is placed in their cum folders.
10. If the parents do not decline services then the student will continue to receive EL services until exiting the program with an overall WIDA proficiency of 4.5 or above.

# English Language Proficiency Levels

(On behalf of the WIDA Consortium)

At the given level of English language proficiency, English language learners process, understand, or use:

## Level 1 (Entering):

- Pictorial or graphic representation of the language of the content areas
- Words, phrases, or chunks of language when presented with one step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support
- Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statement with sensory, graphic or interactive support

## Level 2 (Beginning):

- General language related to the content areas
- Phrases or short sentences
- Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support

## Level 3 (Developing):

- General and some specific language of the content areas
- Expanded sentences in oral interaction or written paragraphs
- Oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support

## Level 4 (Expanding):

- Specific and some technical language of the content areas
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- Oral or written language with phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support

## Level 5 (Bridging):

- Specialized or technical language of the content areas
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports
- Oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material

## Level 6 (Reaching):

- Specialized or technical language reflective of the content area at grade level
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
- Oral or written communication in English comparable to proficient English peers.

### **Pull-Out Instruction Model**

At Kasson-Mantorville Schools we follow the pull-out instruction model. At this time, this best fits our smaller population of students and meets their academic needs by giving them the individual support that they need to be successful.

ELL programs are often designed as a pull out program where the students leave the classroom to meet with the ELL specialist. This type of model allows the ESL specialist to group students across classrooms or grade levels who are at a similar level of English proficiency for ELL support. This program model is especially effective for beginning ELLs who need to develop “survival” English skills. As students advance in their English language proficiency the ELL specialist may take responsibility for teaching a specific subject area, providing background information for upcoming lessons, or reviewing difficult content.

The pull-out model can benefit your students in several ways, including:

- More individualized support
- A low-risk setting
- The ability for teacher to closely assess student progress
- Flexible grouping opportunities for enhanced student support

## **2020-21 State of English Learner Programming Service Model**

	<b>WIDA Level 1</b>	<b>WIDA Level 2</b>	<b>WIDA Levels 3-4.4</b>	<b>WIDA Levels 4.5 and above</b>
Daily Service Minutes	60-80 minutes per day with EL teacher/para	40-80 minutes per day with EL teacher/para	30 minutes per day with EL teacher/EL para	Monitor student success Students exit services with a score of 4.5
Program	Small group instruction  Pullout EL groups	Small group instruction  Pullout EL groups	Small group instruction  Pullout EL groups	
Curriculum	Morning Meeting  Early Reading Intervention  Leveled Literacy Intervention  TRTW	Leveled Literacy Intervention  In the U.S.A. or Inside the U.S.A.  TRTW  Math Bridges	Leveled Literacy Intervention  In the U.S.A. or Inside the U.S.A.  TRTW  Math Bridges	
Support	Para/Interpreter	KoMet Academy	KoMet Academy	

\*\*\*English Learner instruction is based on testing results and aligned to the English Language Development Standards so that each child receives the personalized instruction they need to be successful speakers, listeners, writers and readers.

## English Language Development Standards

<b>Standard</b>	
<b>ELD Standard 1</b> Social & Instructional Language	English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes with the school setting.
<b>ELD Standard 2</b> The language of Language Arts	English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .
<b>ELD Standard 3</b> The language of Mathematics	English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .
<b>ELD Standard 4</b> The language of Science	English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Science</b> .
<b>ELD Standard 5</b> The language of Social Studies	English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .

### Continuing EL Eligibility

After a student is placed in the LIEP, districts must annually identify students who continue to be eligible for English language instruction. A student continues to be eligible for EL services if they do not have a proficient score on the ACCESS test. If the student's overall composite score is not at least 4.5 then the student will continue to qualify for services. If the students continue to qualify for services ESSA requires parents and guardians are annually notified within 30 days of enrollment in the LIEP. The following parent notification letter is sent home. [Parent Notification 2020](#)      [Parent Notification 2020 \(Spanish\)](#)

### Monitoring and Exiting Criteria

Kasson-Mantorville School District is in compliance with the state's criteria for monitoring and exiting EL students from services. The following takes place for monitoring and exiting:

1. A student has at least three out of four domain scores equal to or greater than 3.5 and has a composite score of 4.5 or higher. In this case, additional criteria must be used to determine continuing eligibility. Kasson-Mantorville will consider those students demonstrating proficiency on the Reading MCA as additional criteria for monitoring. If the student continues to be eligible for participation in the LIEP, in the following year the student must be enrolled in the LIEP and continue to receive ELD instruction.
2. A student has all of the domains equal to or greater than 3.5 and has a composite score of 4.5 or higher. The student is considered to be proficient, is no longer eligible for enrollment in the LIEP, and must not be enrolled in ELD instruction in the following school year.

### Monitoring and Exiting Procedures

Students are monitored for one year after they meet the district's exiting criteria. The ELL teacher:

1. Gives the classroom teachers an annual notification of ELL Services.
2. Advises classroom teachers to contact ELL staff if concerns arise.
3. Documents any concerns after each grading period.
4. Completes a monitoring review and places this record in the student's cumulative file.
5. Completes an exit form when all criteria for exiting students have been met.
6. Instructs the building secretary to change the student's LEP indicator in the MARSS report from LEP "Y" to LEP "N".