Draft 1 - 6/2020

Language Instruction Educational Program

Stewartville School District #534

Mrs. Belinda Selfors, Superintendent

Mr. Patrick Breen, High School Principal

Mrs. Sharon Prunty, Middle School Principal

Mr. Jeff Johnson, Intermediate Principal

Mr. Zane McInroy, Elementary Principal

Ms. Liz Waugh, 6-12 EL Instructor

Mrs. Claire Langseth, K-5 EL Instructor

Spring 2020

Master Plan

Table of Contents

Stewartville Public Schools

Overview of the English Language Learner Master Plan

The purpose of the English Language Learner Master Plan is to describe consistent practices that ensure that students whose first language is not English receive adequate and meaningful instruction that complies with state and federal laws. Stewartville School District is prepared for any present or future English Language Learners who choose to attend school at our facility.

According to the Minnesota Department of Education, Minn. Stat. &124D.61, districts that enroll one or more children of limited English proficiency must implement an educational program that includes at a minimum:

Identification and reclassification criteria for children of limited English proficiency and program entrance and exit criteria for children with limited English proficiency must be documented by the district, applied uniformly to children of limited English proficiency, and made available to parents and other stakeholders upon request.

A written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of instruction offered to children of limited English proficiency through an educational program for children of limited English proficiency.

Stewartville School District has a well-articulated plan that is clearly communicated to all stakeholders and has a blueprint from which to appropriately identify English Language Learners and implement services that effectively address the needs of its English Learners. Policies and procedures are clearly documented and submitted to the Minnesota Department of Education for feedback. Stewartville Schools will regularly evaluate and support efforts to continuously improve educational outcomes for English learners.

Definitions: The program for English Language Learners may also be referred to as the EL program (English Learners). An ELL is an English Language Learner. LEP refers to students who have a Limited English Proficiency. L1 refers to a student's first or primary language. L2 refers to the student's second language or the language which they are learning.

Scope and Sequence

The contents of this document are derived from several sources including research from peer reviewed journals in the field of English language and special education services, a survey of surrounding districts regarding ELL (English Language Learner) service provision and a review of related federal and Minnesota state laws as they apply to English Language Learner service. These related statutes include, but are not limited to:

Equal Education Opportunities Act of 1974

Title III

Title VI of the Civil Rights Act of 1964

MN Statute 123B.30

MN Statute 124D.59

MN Statute 124D.61

Definition of a Pupil with Limited English Proficiency

A pupil of "limited English proficiency" means a pupil in kindergarten through grade 12 who meets the following requirements:

a. The pupil, as declared by his parent or guardian, first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and
b. The pupil is determined by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English.

MN Identification of English Language Learners

Stewartville Public Schools identifies students as needing an English Language Learning Program based on state criteria. The follow components are required:

a. Completed Minnesota Language Survey. The District uses the forms provided by the Minnesota Department of Education.
b. The District provides these forms in languages that the state has available. All completed Minnesota Language Survey are forwarded to the EL (English Learner) teacher.
c. Intake procedures include a review of the completed Minnesota Language Survey and a review of the student's educational history.
d. The guidance department or office secretaries schedule appointments with an EL teacher and/or a guidance counselor for all new students who indicate a first language other than English on the Minnesota Language Survey.
e. An EL teacher reviews the student's records from any previous schools.
f. Assessment procedures for enrollment criteria are conducted by trained ELL staff. Valid and reliable assessments are used for measuring students' English language proficiency. Tests are chosen for age appropriateness, skills to be evaluated, ease of time of administration and cost factors. Student's schedules are developed based on testing information, EL and mainstream teacher referral, counselor recommendation, parent and student input. Newly enrolled ELLs will be assessed within approximately 10 days of enrollment.
g. If the student qualifies for EL services they are entered as LEP "Y" in MARSS whether or not the child receives services. If the child qualifies for ELL services but does not receive services (e.g., the parent refused services) the "Status Begin Date" is left blank on MARSS.
h. The child's LEP status is changed to LEP "N" upon exiting the program.

English Learner Identification Process

For new to the district students with a home/primary language other than English

<u>Action</u>   <u>Person Responsible</u>

1. Enrollment form/HLQ indicates a language other than   Enrollment secretary

   English was first learned by student, used most often in

   the home or most frequently used by student.

2. Notification of EL staff   Enrollment secretary

3. EL staff will determine if a student needs EL services by

   these methods:

   a. WIDA MODEL <u>or</u>

   b. WIDA Screener <u>and/or</u>

   c. Previous School records

4. If the score on the MODEL or WIDA Screener is less than 4.5   EL teacher

   on the grade level adjusted composite score, student

   should be identified as LEP

5. EL teacher notifies parents of LEP status   EL teacher

   (Mandatory parent notification within 10 school days,

   W-WIDA Screener summary report placed in cum file)

6. Principal/Guidance Counselor and EL teacher arrange   EL teacher

   for placement and scheduling. Other staff may be   Principal

   involved at this point.   Guidance Counselor

7. MARSS coordinator notified of student status change   EL teacher

8. LEP designation is changed to LEP-YES in MARSS   MARSS coordinator

Initial Placement Procedures

Students who are eligible for EL services are assigned an EL level (1-5) based on language assessment. EL teachers provide supplemental English language development instruction. Less proficient English Language Learners will receive more hours of EL instruction than those who are more proficient in English. This is outlined in the EL Scope of Instruction below.

Proficiency scores on the initial language screener and the ACCESS 2.0 will guide classroom placement and scheduling decisions. EL students will also receive support in listening, speaking, reading and writing from general education teachers in a less restrictive environment.

After a student is placed in the LIEP, districts must annually identify students who continue to be eligible for English language instruction. An EL continues to be eligible for instruction in an LIEP if the student does not have a proficient score on the ACCESS test (see below), or if the district deems the student eligible by using additional criteria (see below).

Districts should first examine students' composite scores on ACCESS. If a student's overall composite score is not at least 4.5 on ACCESS, the student does not meet the definition of English language proficient and is, therefore, automatically eligible for continuing ELD instruction and must be enrolled in the LIEP in the following school year.

There are three outcomes:

1. A student has at least two individual domain scores (listening, speaking, reading, or writing) that are below 3.5. The student is automatically eligible for ELD instruction and must be enrolled in ELD instruction in the following school year. Placement for program will be determined based on additional English Language proficiency assessments (FAST Testing, Classroom Observations, Writing Samples, Oral Interviews, SOLOM Matrix).
2. A student has all 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.
3. A student has at least three out of four domain scores equal to or greater than 3.5 and a composite score of 4.5 or higher. In this case, additional criteria must be used to determine continuing eligibility. If the student continues to be eligible for participation on the LIEP, in the following year the student must be enrolled in the LIEP and continue to receive instruction. For additional information about the use and application of additional criteria, refer to the exit procedure.

Initial Placement Descriptors

Non-English Speakers – Level 1 (Newcomer/Entering) Newcomers to English benefit from pictorial or graphic representation of the language of the content areas. • Their language is characterized by 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. • Their oral language contains phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support.

Level 2 (Beginning): Beginning English learners use general language related to the content areas. This language is characterized by phrases or short sentences. •Their oral or written language contains 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): Developing English learners use general and specific language of the content areas. Their language is characterized by expanded sentences in oral interaction or written paragraphs. •Their oral or written language contains 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): Expanding English learners use a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • Their oral or written language is characterized by minimal 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): Bridging English learners use specialized or technical language of the content areas. • Their language is characterized by a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports. • Their oral or written language approaches comparability to that of English-proficient peers when presented with grade level material.

Level 6 (Reaching/Proficient): Level 6 English learners use specialized or technical language reflective of the content areas at grade level. •Their language is characterized by 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 is English is comparable to English-proficient peers.

EL Scope of Instruction for Stewartville Elementary School

Levels	(Beginner) Level 1-2	(Intermediate) Level 3-4	(Advanced - Proficient) Level 5-6
Weekly Service	30 minutes per day, 3 days a week, with at least 60 minutes additional support from the classroom teachers and paraprofessionals	25 minutes per day, 3 days per week	15-20 minutes, 1-2 days per week Level 5 - monitor assessments at reporting periods
Program	Pull-out groups	pull-out groups	Support in class as needed or pull-out group for conferencing
Curriculum	Oral language conversation phrase lessons Vocabulary Grammar basic writing skills School rules, social skills	LLI Gold, Traits Writing Grammar Vocabulary emphasis Instruction for struggling readers Talk Read, Talk Write Science and Social Studies as needed	Regular Classroom curriculum

Stewartville Elementary ELL students work on the language skills that they need to get ready to read (literacy skills including building background knowledge and academic vocabulary). They work on letter and number recognition, letter sounds, blending sounds, and beginning sight words. Small group support in class may be through the paraprofessional or classroom teacher.

EL Scope of Instruction for Stewartville Middle & High Schools

Level	(Beginner) 1 & 2	(Intermediate) 3 & 4	(Advanced) 5 & 6
Weekly Service	45 minutes 3-4 times per week	45 minutes 2-3 times per week	45 minutes 1-2 times per week
Program	Sheltered Instruction	Sheltered Instruction & Collaboration	Sheltered Instruction & Collaboration
Curriculum	Oral language conversation phrase lessons Vocabulary Grammar basic writing skills School rules, social skills	Membean Vocabulary Practice, Oral language conversations, General Education Instructional Support, Talk Read; Talk Write, Differentiated Instruction	Membean Vocabulary Practice, General Education Instructional Support, Differentiated Instruction

Descriptions of Programs

A. Pull-Out Services

Students who benefit from intensive and additional language support will receive pull out services. These services will be tailored to the needs of individual students/groups and will be determined by the K-5 EL teacher. Differentiated units aligned to mainstream classroom work will be taught to each pull-out group.

B. Sheltered Instruction

Sheltered instruction is a scheduled class for EL students. This program anchors around language domain practice and content based instruction. The lesson provided by the EL teacher are designed to differentiate and focus on listening, speaking, reading and writing (WIDA Standards). The curriculum covers the content of science, math, language arts, and humanities. Between these two elements, the sheltered instruction classes teach the content language. Furthermore, academic language drives much of the class in a structured way, with a primary focus on CALP.

C. Collaboration

The EL staff is given dedicated times to both collaborate with mainstream teachers as well as give professional development. Topics of collaboration/PD could include but are not limited to:

● Language Objectives
● Academic Language
● ACCESS Data & Proficiency
● Interaction Strategies
● Funds of Knowledge

The English Language Development Standards

(taken from WIDA's 2012 Amplification of the ELD Standards)

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

Each year EL students are assessed to determine their need for English language support. The WIDA ACCESS for ELLs test is administered to all EL students in the state of Minnesota. Students are assessed for language proficiency in reading, writing, speaking and listening. Students who move in or otherwise miss taking the ACCESS are assessed with an alternate measure, such as the MODEL or WIDA Screener. Students are then placed in the classes that meet their level of need for the following year. Every effort is made to assign students to classes that receive credits toward graduation requirements. EL class is also offered for credit, either for a grade or on a Pass/Fail basis, in order to assist students in reaching graduation requirements.

Newcomer/Levels 1 & 2: Students receive small class instruction for 90-135 minutes each day. This setting allows the teacher to spend individual time with students. These classes help newcomers gain basic school skills and English vocabulary. Students also spend independent study time on vocabulary. Students advance out of the newcomer class when they gain enough English language ability to understand instruction in English. EL math instruction is offered within the EL pull-out setting when there are newcomer students who have not gained these skills in their prior schooling.

Intermediate/Levels 3 & 4: Students are assigned to EL classes with grade level peers as much as possible so that content from mainstream classes is shared in common and students from the same L1 background can support each other. Classes help strengthen literacy skills and build strategies for comprehension. EL reading and writing support class teaches study skills while working with grade-level language arts content. Reading and writing across content areas (math, history, science, etc.) will be stressed as well, meeting the ELD Language Standards. Classes are designed to meet grade-level academic standards in order to prepare students for classes outside of EL. An after-school program may be recommended for students who are still struggling to work at grade level.

Advanced/Levels 5 & 6: Students are monitored by the EL staff for at least one year to ensure that they are academically successful while making the transition out of EL support services. They are brought back into EL support if needed. Reading support may be given if needed. Students may be in a co-taught language arts or math class which is taught by both a content and EL teacher. An after-school program may be recommended for students who are still struggling to work at grade level.

Monitoring and Exiting Criteria

In general, students who score 4.5 or higher with at least 3 domains at 3.5 or higher on the WIDA ACCESS for ELLs test of English proficiency will be considered for monitoring status. Monitoring, in this case, is defined as checking on academic progress at least twice each quarter as well as tracking and recording scores on standardized testing. Teacher reports/observations will also be taken into account.

When a student has met the above criteria for at least a year, he/she may be considered for exiting the EL program. The Monitoring and Exiting Procedures stated below will be followed.

Monitoring and Exiting Procedures

Students are monitored for one year after they meet the district's exiting criteria. The EL 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".

EL Distance Learning Plan

Teacher Task	Description
EL Instruction- carried out by the EL teachers.	The following are requirements of continued EL service during the Spring of 2020: The four domains of language will be addressed each week with students, correlating with their service time. ● Listening: Students will engage during Google Meetings and will listen to EL instructors. ● Reading: Students can read books from home, or using other platforms (EPIC). ● Speaking: Students and teachers will communicate via Google Meet. ● Writing: Students can write on a piece of paper, write to a family member, journal, type, etc.
Mainstream EL Support- carried out by content area teachers & reinforced by EL teachers.	ALL Teachers: Continue to meet virtually with special education case managers. Students with upcoming IEPs must be prioritized. Collaborate with teachers on learning structures that meet individual student and family needs. EL Teachers need to ensure consistent collaboration with classroom and content colleagues. This includes, but is not limited to: ● Differentiating materials for various lessons ● Providing language structures for students to meet grade level ● Creating materials for various options to complete assignments ● Generating visuals to accompany lessons ● Adding in other virtual platforms to support student learning
Communication with multilingual/ multicultural families-	The EL instructor, and other classroom teachers as necessary, will communicate with families by using Google Voice, Google Meet, or by email, translated when necessary. Information may be delivered to families in writing in the language they are most comfortable with, or in both English and their Home Language.