

Pipestone Area Schools ISD# 2689

LIEP Plan

2024-2025



PAS MISSION STATEMENT

Inspire life-long learners. Build Character. Prepare them for their future. District and Community are committed to working together to provide educational excellence and support our students for their future.

PAS Vision Statement-

District and Community are committed to working together to provide educational excellence and support our students for their future.

Identifying Language Learners

- Parents or guardians indicated a language spoken other than English on the MN Language Survey
- Qualifying WIDA Screener scores
- Previous school records

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcy/~edisp/mde072445.pdf>

Once students are classified as an EL learner:

- Parents are notified by an entry letter and the Language Learner Program Placement form within 10 days of enrollment, and 30 days from the first day of school for existing EL students.
- The student is marked EL in the MARSS system.
- An Individual Language Plan (ILP) is created that the teachers can access.

Exited students

- Exiting the EL program is determined by ACCESS scores.
- Parents are notified by an exit letter.
- Students are monitored for 3 school years after exiting the program.

Academic Support for EL Students

Program Models:

- Sheltered language skills class with EL teacher
- Co-teaching with the EL teacher and general education teacher
- Differentiated instruction from classroom teachers
- Push-in or pull-out paraprofessional support

EL Services by Proficiency Levels

Service times are determined by the student's overall MN Proficiency Score.

Levels 1-2	Entering and Emerging	*Students will receive sheltered EL classes daily (k-12) *EL teacher pull-out (pk-5) *Para and EL teacher support in the general education classrooms (pk-12)
Levels 3-4	Developing and Expanding	*Students will receive support from the general education teacher (pk-12) *EL teacher (pk-5) pull out 2-3 times p/week *Para support in the general classrooms (pk-12)
Levels 5-6 (exited students)	Bridging and Reaching	*Students will receive support from the general education teacher (pk-12) *Para support in the general classrooms as needed (pk-12). *Monitored by EL teachers (k-12)

Stakeholder Input

Each school year, parents are invited to our district Open House. During the Open House, parents meet with the EL staff and fill out a parent survey. This survey provides the district with important feedback regarding the EL program.

Parent Communication:

Parent communication is an important aspect of our EL program. Teachers use Seesaw and Talking points to communicate with EL parents. Both communication apps are available in the student's home language. Translators will be used for parent communication and parent meetings.

Family Engagement

- Annual Open House in the fall
- EL Family Night in the spring

Best Practices

General education teachers collaborate and lesson plan with EL staff. Classroom and EL teachers will scaffold and differentiate instruction for EL learners based on MN state standards, WIDA Standards, and WIDA Can-Do Descriptors. EL students and staff are provided with devices for translating.

Professional Development

- EL Teachers attend annual workshops and trainings.
- EL teachers share new information and best practices with teachers, paras, and administration.
- EL teachers are certified annually to administer WIDA screeners and the ACCESS test.
- All teachers will receive training in best practices for language learners.

Program Evaluation

The EL program is evaluated annually in the Spring using updated ACCESS scores. The LIEP plan is updated annually in the Spring by the EL Committee.

*Updated on 6/5/24 by EL Committee

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