



Glencoe-Silver Lake Public Schools

Independent School District #2859

Proudly serving the communities of Biscay, Brownton, Glencoe, New Auburn, Plato, and Silver Lake

Language Instruction Educational Program (LIEP) Plan **2020-2021**

Summary

Our English Language Development (ELD) program provides English language support to students identified as English Learners (ELs).

Classroom teachers have primary responsibility for all students, including ELs. In addition:

- ELD licensed teachers provide academic English language instruction to students in: Speaking, Listening, Reading and Writing.
- ELD licensed teachers provide consultation support to classroom teachers and student support staff, based on each student's English language learning needs.
- Support staff (cultural liaisons, social workers, guidance counselors, nurses) provide resource services to EL students and their families as they do for any other general education student;
- Educational assistants are used in limited ways to support the direct instruction
- Interpreters are provided by the district as needed

ELD teachers align their curriculum and program with GSL district's curricula, WIDA English Language Development (ELD) Standards, and Minnesota state content standards.

Key Program Terms

ACCESS for ELLs 2.0:

Annual assessment given to students in Minnesota to measure academic English language proficiency.

Assessment is online and measures English language proficiency in Listening, Speaking, Reading and Writing.

Alternate ACCESS for ELLs:

Alternative ACCESS for ELLS 2.0 assessment for students identified as special education students and meet the required criteria for participation.

EL

Refers to students who are identified as still in the process of acquiring English as an additional language.

ELD

English Language Development: ELD is a systematic instructional model designed to develop the English language proficiency of English language learners. ELD instruction emphasizes the development of all four language domains: reading, writing, listening, and speaking.

English Language Proficiency Levels

- Level 1 Entering
- Level 2 Emerging
- Level 3 Developing
- Level 4 Expanding
- Level 5 Bridging
- Level 6 Reaching

English Language Proficiency Standards

WIDA's standards outline the progression of English language development and exemplify how to teach academic language within the context of content area instruction.

The WIDA Consortium's English Language Proficiency Standards encompass:

- Social and Instructional language
- the language of Language Arts
- the language of Mathematics
- the language of Science
- the language of Social Studies

LEP

Limited English Proficiency

LIEP

Language Instruction Educational Program: Refers to the program for English Learners

MARSS

Minnesota Automated Reporting Student System

MCA III (Minnesota Comprehensive Assessment)

These are tests Minnesota schools give every year to measure student performance on our state standards.

MNLS

Minnesota Language Survey (**MNLS**): This is the state form used to identify a student's primary language.

SLIFE

Students with Limited or Interrupted Formal Education:

1. Comes from a home where the language usually spoken is other than English, or who usually speaks a language other than English.
2. Enters school in the United States after grade 6.
3. Has at least two years less schooling than the English learner's peers.
4. Functions at least two years below expected grade level in reading and mathematics.
5. May be preliterate in the English learner's native language

Title III: This is the federal program that provides parameters and supports for educating EL students.

WIDA Screener

Intake assessment for ELs new to the U.S. school system or to a particular district. It is aligned with the WIDA English Language Proficiency standards and the ACCESS 2.0.

WIDA

A consortium of 38 member states which has adopted the WIDA English Language Proficiency (ELP) Standards. WIDA advances social, instructional and academic language development and academic achievement for linguistically diverse students.

7 Steps in EL Programming at GSL

Step 1: Identification

- Minnesota Language Survey

Step 2: Program Entrance

- Wida Screener

Step 3: Parental Notification

- In writing
- Within 30 days of the start of the school year or within 10 days of the enrollment in ELD

Step 4: ELD Service

Step 5: Annual Progress Evaluation

- WIDA ACCESS 2.0

Step 6: Program Exit

- Students will be exited from ELD when they have met the following criteria required by the State of MN
 - ACCESS Composite score of greater than or equal to 4.5
 - Three or more ACCESS domains greater than or equal to 3.5

Step 7: Monitor

- Reclassified EL students will be monitored for two years after program exit.

LIEP Plan Critical Elements

Critical Element A: LIEP Placement Procedures

1. Minnesota Language Survey

- A) During the school registration process at GSL, Minnesota Language Surveys (MNLS) are completed by all parents/guardians and collected by school secretaries.
- B) Secretaries then enter the information into the Campus student information system (MARSS) for all students, regardless of home language.
- C) If there is a language other than English indicated on the Minnesota Language Survey, then the school secretary makes a copy of the MNLS and gives it to the EL teacher who works at that school.
- D) Within ten days of the start of school, or upon receiving a MNLS for a newly enrolled student, the EL teacher reviews the Minnesota Language Surveys that indicate languages other than English and assesses students' social and academic language proficiency using the appropriate WIDA Screener.

2. Program Entrance

- A) The WIDA Screener must be administered to all potential ELs in grades 1-12.
The student is identified as an English Learner if the score on the WIDA Screener indicates either of the statements below are true.
 - i) Overall Composite below 4.5
 - ii) Any domain scores below 4.0
- B) The W-APT will be used to screen potential Kindergarten EL students. A Kindergarten student is identified as an English Learner if the score on the WIDA Screener indicates either of the statements below are true.
 - i) Pre-Kindergarten W-APT- (ECFE - 1st Semester Kindergarten):
A score below 28 (Listening and Speaking)
 - ii) Kindergarten W-APT -(2nd Semester Kindergarten):
A Score below 28 (Listening and Speaking)
Below 11 (Reading)
Below 12 (Writing)
- C) Classroom teachers are notified of ELD placement.
- D) School secretaries are notified of ELD placement.
- E) All WIDA assessment results are placed in the student folders in the ELD room and in student records in the school office by English learner teachers.

3. Ongoing Program Placement

- A) After a student is placed in the LIEP, EL certified teachers annually identify students who continue to be eligible for English language instruction. English learners continue to be

eligible for instruction in an LIEP if the student does not have a proficient score on the ACCESS 2.0 English proficiency test.

- i) If a student's overall composite score is less than 4.5 on ACCESS 2.0, the student does not meet the definition of English language proficiency and is automatically eligible to continue ELD instruction and must be enrolled in the LIEP in the following school year.
 - ii) If a student has met the composite score of at least 4.5 but one domain is below 3.5, GSL must use additional criteria (Minnesota Modified Student Oral Language Observation Matrix, Writing Rubric for Minnesota Test of Emerging Academic English) to determine whether a student should be reclassified from EL services or retained for additional instruction.
- B) Students who continue to qualify for EL services based on the measures stated above remain classified as LEP-Y in MARSS until they have met criteria for exiting the program. (See Appendix A)
- C) Under both federal and state law, all students enrolled in K-12 grades and identified as English Learners must participate in the annual English language proficiency assessment, ACCESS 2.0.
 - i) All students who have been identified as ELs, regardless of whether or not they are enrolled in an LIEP, must participate in the ACCESS 2.0 assessment.
 - ii) The Alternate ACCESS for ELLs is an assessment of English language proficiency for students in grades 1-12 and is administered to English Learners who have significant cognitive disabilities that prevent their meaningful participation in the ACCESS 2.0 assessment.
 - iii) If parents choose to decline ACCESS 2.0 testing for their student, the appropriate forms, available on the Minnesota Department of Education website, must be completed.
- D) If a student's ACCESS composite score is at least 4.5 and all domain scores are at least 3.5, the student must be exited from the LIEP and reclassified in MARSS at the beginning of the following year.
- E) After students have exited the ELD program, ELD staff monitors their academic progress for two years to ensure that they have not been prematurely exited and that they are able to meet the language demands of their grade level work.
 - i) If there is evidence from class work, teacher, and parents that the student is not able to meet the language demands of the grade level, the student will be rescreened using the appropriate WIDA screener for that grade level.
 - ii) If the student assesses not proficient, he/she may be brought back into service. The district must document the evidence and the assessment, ensuring parents are fully aware and part of the decision being made. Documentation will be kept in the student's file.
- F) If a student does not participate in the ACCESS for ELs, the student cannot be considered to have met the proficiency requirement for exiting the EL identification.
- G) All data related to a student's identification or reclassification will be kept in the student's cumulative folder.

Critical Element B: LIEP Description

1) Program Description

- A) EL students at GSL are served in an instructional program for ELs called English Language Development (ELD). GSL has selected an appropriate language program that is considered sound by experts in the field and is designed to meet varying student needs across English proficiency levels. Our program provides students at the beginning levels of English proficiency with more intensive service than students at the higher proficiency levels.
- B) The purpose of the English Language Development (ELD) department at GSL is to provide academic English language instruction for all of our English learners (ELs) within the framework of the WIDA English language proficiency standards.

2) English Learner Programs

- A) ELD is taught at a regularly scheduled time that is specifically dedicated to teaching academic English. Systematic and explicit language instruction will follow a developmental scope and sequence of language skills which includes access to grade-level text.
- B) ELD is taught by English Learner teachers who have met the state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- C) Instruction will target each student's level of English proficiency and will involve explicitly teaching ELs elements of English which include form, function, and vocabulary for academic English. This is taught using reading, writing, listening and speaking.
- D) All ELs will receive ELD core instruction (25 – 50 minutes per day) at a time different from ELA or Math core instruction.
- E) In addition, ELD students may receive additional language interventions based on language proficiency data showing a significant need for development in reading, writing, listening and speaking. These interventions will be short, more intense, and may only meet a few times a week. Additionally, students with data showing a need for interventions in the language of math may be given additional time as well.

3) There are two levels of service in the EL program at GSL

- A) *Direct Service* : ELs are considered to be receiving direct service when they receive EL programming specifically designed to meet their language, academic, and social needs. A start date for ELs receiving direct service is entered in MARSS.
- B) *Indirect Service* : ELs are considered to be receiving indirect service when they are not enrolled in programs specifically designed for ELs, but are receiving instruction in the general education setting and are checking in with EL staff from time to time. A start date for ELs receiving indirect service is not entered in MARSS.

Critical Element C: Amount and Scope of Instruction

Grades K-6

WIDA Level	Service Model	Description of Service	Times
1-2	Direct and Indirect Service: ELD instruction, Collaboration, Bilingual support in class	Minutes depend on the service model applied in the particular building.	Up to 60 minutes a day
3-4	Direct and Indirect Service: ELD instruction, Collaboration, Bilingual support in class	Minutes depend on the service model applied in the particular building.	Up to 40 minutes a day
5-6	Monitor	Monitor	Trimester review

Grades 7-12

WIDA Level	Service Model	Description of Service	Times
1-2	Direct and Indirect Service: Sheltered English Instruction and Bilingual support	Minutes depend on the service model applied in the particular building.	Up to 50 minutes a day
3-4	Direct and Indirect Service: ELD instruction, Bilingual support in class	Minutes depend on the service model applied in the particular building.	Up to 50 minutes a day
5-6	Monitor	Monitor	Trimester review

Critical Element D: Communication of LIEP Information

Parental Notification upon Identification

- A. If the student qualifies for services, parents will be notified by mail by the English learner teacher within ten days of enrollment in an LIEP. Parent notification will be in a language accessible to the parent or guardian.
- B. Parents have the right to refuse ELD services for their students. A representative of the district will speak directly with the parents to make sure that they understand the purpose of EL services and the potential academic risks to their students if the service is refused.
 - i. If parents choose to refuse EL services they must complete the district ELD Refusal Waiver which indicates an informed, voluntary decision by the parent to not have their child placed in our ELD instructional program.
 - ii. Student remains LEP in MARSS but no start date indicating that the student is not receiving EL services.
 - iii. Student is given the ACCESS for ELLs 2.0 test annually unless parent refuses testing as well.

2. Annual Parental Notification

- A. Parents and guardians of ELs are annually notified within 30 calendar days of continued enrollment of an EL in an LIEP.
- B. Identification procedures (both English and translated versions) are made available to parents by mail at the time a student qualifies for EL services (initially, as well as from year to year). Additionally, these identification procedures are available on the district website.
- C. Parents who choose to decline EL services for their children may do so by providing written notice using the district EL Refusal form available on the district website. This letter is saved for future reference. Parents are given the opportunity annually to reconsider this decision.
- D. The EL staff hold annual parent meetings to further describe our identification procedures, programming, and exit procedures to parents and address any concerns. Interpreters are provided at the request of parents for these events.

3. District Communication

- A. The district's Parent Handbook and English Learner Plan of Service, which contain the district's ELD program information, are available online.
- B. The Parent Handbook is mailed to parents annually with the students' WIDA Access for ELLs scores by ELD staff.
- C. Both documents are available in the appropriate languages on the Glencoe-Silver Lake website.
- D. ELD program information is emailed to all GSL staff and administration in the fall each year. This program information includes entrance and exit criteria as well as any other updated program information.