

Prior Lake-Savage Area Schools English Learner Plan of Service

Part I- English Learner Identification Criteria and Procedures

- **Initial Identification Procedures**

Minnesota Law and the federal Elementary and Secondary Education Act (ESEA) require that we identify whether the students in our school district are English Learners (ELs). Both these laws require a language instruction educational program for ELs with limited English proficiency. The identification process and placement of children in a language instruction educational program is based on a combination of:

Step 1

- Home language questionnaire completed by parents when registering students
- Teacher or guidance counselor referral

Step 2: Developmentally Appropriate Measures

EL teacher administers English language proficiency test (W-APT, Pre-LAS, or LAS)

The decision to identify a student as EL should be based on developmentally appropriate multiple measures, including an appropriate combination of teacher judgment, parental input, assessment of academic achievement, and assessment of English proficiency skills in speaking, listening, reading and writing for students in grades K through 12.

- **Procedure for Ongoing Identification and ELP Measures**

Ongoing assessment will determine continued LEP identification and movement from level to level within the EL program. ELs participate in statewide English language proficiency assessments: ACCESS (WIDA), MCA, GRAD, as well as other district and classroom assessments. These measure English language development (listening, speaking, reading and writing) in the areas of language arts, math, science, social studies, and social language.

- **Eligibility Criteria**

To be eligible for EL services a student must meet both criteria below:

1. The HLQ indicates a language other than English is spoken at home

AND

2. At least one or more of the following criteria need to be met

Grade Level	Teacher Recommendation	PreLAS	W-APT	ACCESS	GRAD
K	yes	Levels 1-4	Levels 1-5		
1-5	yes		Levels 1-5	Levels 1-5	

6-8	yes		Levels 1-5	Levels 1-5	
9-12	yes		Levels 1-5	Levels 1-5	Did not Pass

Students with an EL level of 1-5 are eligible for direct services.

Students with an EL level of 5-6 are eligible for monitor services.

- **Notification Accessible to Parents and Stakeholders: (See Appendix A)**

PLSAS EL teachers will notify parents within 10 days of initial enrollment or within 30 days for returning students. Title III of NCLB requires informing parents about the reasons for identification, the level of English proficiency, how the program will help their child learn English, exit requirements, and graduation rate of ELs in the district.

Part II- English Learner Program(s), Amount and Scope of Service

- **Description of EL Program**

The goal of the program for English Learners is to provide instruction so that students can become fully proficient in English and meet the same challenging state academic content and student achievement standards as all other children are expected to meet.

Students participate in pull-out, push-in, inclusion, and Sheltered Instruction settings based on student need. Academic language is the focus, and is supported in the four domains: Reading, Writing, Speaking, and Listening. Collaboration with general education teachers occurs weekly, if not daily. The goal is grade-level proficiency in all content areas. Differentiated content-based instruction focuses on district curriculum in the academic language of Mathematics, Science, Social Studies, and Language Arts.

Students meet consistently in small groups with EL teachers, receive support and accommodations on various tests (as needed), and receive a language development progress report twice per year (K-5) or report card grades each quarter (6-12).

Clustering EL Students

It is our district's practice to cluster EL students at the elementary level (at each grade level) in order to best facilitate and service instruction. EL teachers need to advocate for clustering of students each spring. Exceptions will be made according to the needs of some students.

Duration of Service

Students remain in the EL Education program until they reach proficiency in academic English. On average, it takes between **5-6** years for most English Learners (ELs) in the district to be exited from the program. On rare occasions, it may take a few more years. Parents may remove their child from the program at any time by sending a written request to the school. The graduation rate of ELLs in the district from high school is 91%.

Students 21 and Over

Students who are age 20 when they enroll during a school year but who turn 21 during the school year are eligible to complete the year and generate general education revenue, including LEP funding. It is the district's decision whether or not to serve students 21 or over in K-12 setting programs.

Special Education

Special Education services: For students with disabilities requiring a language instruction educational program, EL Education must be included in the student's Individualized Education Program (IEP).

Monitor

Students who are placed on monitor status receive indirect services. EL teachers conduct data review and evaluation of academic performance. When needs are discovered, students may receive direct services or continued indirect services. Students who are monitored for one year, and show overall proficiency at the end of the year, will be exited.

- **Amount and Scope of EL Services**

	Level 1	Level 2	Level 3	Level 4	Level 5
K	150-200 min./wk	150-200 Min./wk	145-155 min./wk	125-145 min./wk	100-125 min./wk
1-5	200-250 min./wk	150-200 Min./wk	145-155 min./wk	125-145 min./wk	60-90 min./wk
6-12	10 periods/wk	5-10 periods/wk	5-10 periods/wk	5 periods/wk	As Needed

- **Notification Accessible to Parents and Stakeholders: Appendix A and B**

Part III- English Learner Exit Criteria and Reclassification Procedures

- **Exit and Reclassification Procedures**

ELs who reach a level of English proficiency that no longer prevents them from fully accessing the curriculum of the school will be exited from the EL program. The decision to exit a student from EL program is based on multiple measures and determined by the EL teacher, general education teacher or guidance counselor, and school administrator. The EL teacher notifies parents/guardians and an exit form is placed in the student's cumulative file.

- **Exit Criteria**

Mainstream teachers, parents, and principals or school counselors should be included in the decision. Students should have a successful period of at least 1 year on monitor status prior to exiting. Other things to be considered include the following developmentally appropriate measures:

- WIDA ACCESS (Level 5 or 6 in all areas)

- A score of 3 (meets) or 4 (exceeds) on Elementary report card in math and reading
- A, B, or C grade in core subject areas (English, Math, Science, Social Studies) on Secondary report cards
- MCA or GRAD proficiency score

Students exited from the direct service language instruction program should be able to perform in the general education program without significant barriers primarily caused by limited English proficiency.

Notification Accessible to Parents and Stakeholders: Appendix C

APPENDIX A: Parent Notification Letter



A Community of Lifelong Learners

September 2012

Dear Parent/Legal Guardian:

Minnesota Law and the federal Elementary and Secondary Education Act (ESEA) require that we identify whether the students in our school district are English Learners (ELs). Both these laws require a language instruction educational program for ELs with limited English proficiency. The identification process and placement of your child in a language instruction educational program is based on a combination of:

- home language questionnaire,
- teacher judgment,
- English language proficiency test results, and
- other developmentally appropriate measures.

Your child's English proficiency test scores are shown below.

Language Domain	Name of Test	Date of Testing	Student's Score	English Proficiency Level
Speaking	W-APT*/ACCESS			
Listening	W-APT*/ACCESS			
Reading	W-APT*/ACCESS			
Writing	W-APT*/ACCESS			
Academic Achievement	Name of Test	Date of Testing	Student's Score	Proficiency Level
	MCA			
	MAP			
	F&P			
	AIMSweb			
	GRAD			

*The W-APT scores are based on a 6 point scale. 1 is Entering, 2 is Beginning, 3 is Developing, 4 is Expanding, 5 is Bridging, and 6 is Proficient. Please contact me with any questions regarding test results.

Based on the above criteria, your child has been identified as an English Learner and will receive EL education services. We believe that this program will help meet your child's educational needs and enhance his or her academic success in school.

EL Education Program Description

The goal of the program for English language learners is to provide instruction so that students can become fully proficient in English and meet the same challenging state academic content and student achievement standards as all other children are expected to meet.

Students participate in pull-out, push-in, inclusion, and Sheltered Instruction settings based on student need.

Academic language is the focus, and is supported in the four domains: Reading, Writing, Speaking, and Listening.

The goal is grade-level proficiency in all content areas. Differentiated content-based instruction focuses on district curriculum in the academic language of Mathematics, Science, Social Studies, and Language Arts.

Students meet consistently in small groups with EL teachers, receive support and accommodations on various tests (as needed), and they receive a language development progress report at least twice per year (K-5) or report card grades quarterly (6-12).

Exit Procedures

Students remain in the EL Education program until they reach proficiency in academic English. On average, it takes between **5-6** years for most English Learners (ELs) in the district to be exited from the program. On rare occasions, it may take a few more years. Parents may remove their child from the program at any time by sending a written request to the school. The graduation rate of ELLs in the district from high school is 91%.

Special Education

Special Education services: For students with disabilities requiring a language instruction educational program, EL Education must be included in the student's Individualized Education Program (IEP).

Parental Rights

You may withdraw your child from the program at any time by sending a letter to the school, indicating your desire to withdraw your child from the EL Education program. Your child will then only receive the regular instruction programs for students who are fluent in English. Please seriously consider the consequences of your decision on your child's long-term educational success.

We invite you to visit the school and meet with our staff to learn more about the benefit of our program and other services available to you and your student. If you have questions, please call us at (952) 226-_____.

Sincerely,

EL Teacher

Appendix B: Monitor Notification Letter



A Community of Lifelong Learners

Dear Parents/Guardians,

Based on your child's daily work, test scores, and discussion with the classroom teacher, we have decided that this student will be on **monitor status next year**. During this period, I will be checking on _____'s progress with his/her classroom teacher. If there are any areas of concern please feel free to contact me and we can discuss options for any needed services.

Sincerely,

EL Teacher

Appendix C: Exit Notification Letter



Dear Parent/Guardian:

Your child, _____, has completed the requirements for English Language and has been exited from the EL Program. Their scores, consultation with classroom teachers, and class work were reviewed; they indicate a mastery of English that will allow them to succeed to succeed in the general education curriculum.

If there are questions, or if you need additional information about services for your child, please do not hesitate to call.

Congratulations on this achievement!

Sincerely,

EL Teacher