

PELICAN RAPIDS ENGLISH LEARNER PLAN OF SERVICE

OVERVIEW

Pelican Rapids is in the process of reviewing and improving English Language Learner services. We are aligning our program identification and exit procedures with the new ACCESS assessment. Our instructional focus is based on the new WIDA and ELA standards and benchmarks. Kristina Robertson, ELD specialist, and Mary Jacobsen, Literacy Specialist from the Centers of Excellence are providing support in this area.

English Learner identification criteria and procedures including MARSS LEP classification

New Student Identification

Any student who enrolls in the district is immediately given a Home Language Questionnaire (HLQ). If the student answers yes to any of the questions on the HLQ, the school office will immediately contact the English as a Second Language (ESL) Department to conduct further testing to determine if the student requires ESL Services. The ESL instructor administers the WIDA W-APT assessment to determine eligibility for ELL services.

If the student's score on the testing falls within the qualifications for ESL services, [a score of 1-5 with domain score(s) less than 4 on the W-APT or the ACCESS] the student will be entered into ESL services. The ESL teacher contacts the school secretary to update the MARSS classification to "LEP" giving her the start date and home language. As part of this process, a form listing the student's ACCESS scores, as well as areas to be marked as "identify in MARSS as LEP" or "do not identify in MARSS as LEP" will be included (form in process).

A parent notification letter will be mailed to the student's parent/guardian within 10 days to inform them of services and the kind of language support their child will receive. It is made clear within the letter that parents may decline services and that the student would then not receive additional ESL support and will be placed into the regular education setting.

If the student is not eligible for ESL services because they have a language level higher than 5 and a 4 or more within each domain, they will be referred to the counselor for regular education scheduling.

W-APT/ACCESS Testing

Pelican Rapids School District uses the WIDA ACCESS Placement Test (W-APT) to evaluate an incoming student's abilities. This assessment was adopted in 2011-2012 at the secondary level and is being implemented at the elementary level as well for the 2013-2014 school year. This test mirrors the ACCESS test given during the MDE State testing window each spring. If a student comes from a district/state where the ACCESS is given, and the student has taken the ACCESS test in the previous 12 months, those scores will be used to place the student into the appropriate classification.

Data Informs Placement Decisions

The data collected provides the ESL department with the baseline needed to help place a student. The students are appropriately placed based on which of the following categories they fall into.

Possible Scores on ACCESS and W-APT Tests

1 – Entering (knows and uses minimal social language and minimal academic language with visual support)

2 – Beginning (knows and uses some social English and general academic language with visual support)

3 – Developing (knows and uses social English and some specific academic language with visual support)

4 – Expanding (knows and uses social English and some technical academic language)

5 – Bridging (knows and uses social and academic language working with grade level material)

6 – Reaching (knows and uses social and academic at the highest working level measured by this test)

Placement

After looking at the test scores, students scoring 6 or less will be placed into the appropriate class based on their test score.

English Learner program(s) amount and scope of service

At the elementary level:

Instruction is based on WIDA ELD standards and proficiency levels, as well as classroom English Language Arts standards and benchmarks.

Through a **small group pull-out model** we address the 6 different language levels:

1. entering
2. emerging
3. developing
4. expanding
5. bridging
6. reaching

Our instructional focus is on conversational and academic English language skills, literacy skills, pronunciation, academic knowledge in content areas, technical vocabulary, language and grammar structure, vocabulary development, language fluency, and listening/speaking/reading/writing skills (incorporating SIOP strategies)

Through Treasure Chest for English Language Learners curriculum we also focus on essential learning outcomes (ELO's) collaborating with classroom teachers and the Treasures curriculum at each grade level (K-6). Treasures/Treasure chest is a shared curriculum with Treasure Chest specifically designed for ELL students. ELO's are generated from English Language Arts Standards and WIDA English Language Development Standards.

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Grades	ELL Level(s)	ELL Program Support/Instructional Model	Curriculum/Standards	Amount of Time
1,2,3	1 -5	Pull-out by grade level with instruction aligned with classroom English Language Arts standards	ESL instruction differentiated according to language level using WIDA ELD standards. ESL teacher uses Treasure Chest curriculum (for ELLs) that is aligned with classroom Treasures curriculum.	45 minutes /daily
4,5,6	1-5	Pull-out by grade level with instruction aligned with classroom English Language Arts standards	ESL instruction differentiated according to language level using WIDA ELD standards. ESL teacher uses Treasure Chest curriculum (for ELLs) that is aligned with classroom Treasures curriculum.	30 minutes /daily
Newcomers	Level 1	Pull-out in very small group – 4 or less to focus on specific beginning-level language needs such as “survival” English skills.	ESL teacher instructs using WIDA ELD standards and multiple resources to support differentiated learning.	Level 1 Newcomer students receive 60 minutes instruction in addition to grade level ESL support.
Newcomers	Level 2	Pull-out in very small group – 4 or less to focus on specific beginning-level language needs such as “survival” English skills.	ESL teacher instructs using WIDA ELD standards and multiple resources to support differentiated learning.	Level 1 Newcomer students receive 30 minutes instruction in addition to grade level ESL support.
Kindergarten	1 - 5	Pull-out with instruction aligned with classroom English Language Arts	ESL instruction differentiated according to language level using	30 minutes /daily

		standards	WIDA ELD standards. ESL teacher uses a variety of research-based materials for ELLs that are aligned with classroom Treasures curriculum.	
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Communication with Stakeholders

When students enter the ESL program, a brochure is sent home with the parent notification letter. The parent notification letter describes the identification procedure. This brochure describes the ESL program and is offered in a multiple languages. (Somali, Spanish, English) [In progress]

Exit Criteria

To determine if the student is ready to exit, the ESL department will annually review the student's ACCESS scores and other class performances. Once it is determined the student has reached a 5.0 on the ACCESS test (with 4.0 or higher on all four language domains) and has demonstrated capabilities of being successful in the mainstream classroom, the student will be moved into a setting where they will receive mainstream class instruction throughout the day. However, the student's academic progress will be carefully monitored by the ESL department (ie: indirect service/monitoring phase) to ensure that the student is performing as expected. Open communication between mainstream teachers and ESL instructors will be of great importance during this time frame.

Monitoring

Secondary level: A semester check-in will be completed by the ESL para-professional to ensure that the student is making adequate progress. This check will include a grade check, and a discussion with the classroom teacher to determine whether class struggles are related to language proficiency.

ESL tutoring and ESL paraprofessional support will be available to the student if they need additional guidance. A student is always welcome to come down for additional academic language tutoring if they have available work time in any of their mainstream classes. This time of working with the 1-on-1 ESL para-professional is also done as another way to help track the student's progress away from the ESL platform.

Elementary level: Monthly teacher collaboration meetings will review progress of ELL students. During our winter literacy benchmark week, the ELL instructor will complete a progress update with the classroom teachers.

An option of one on one individualized instruction is available if a monitored student required additional support in a specific skill area. This support may be provided up to 2 days a week in 30 minute segments through the ESL instructor or ESL paraprofessional.

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Description of the Reclassification Procedures in MARSS

When a student is exited, they will no longer be classified as a MARSS student. This notification of reclassification is done immediately with the ESL instructor informing the MARSS reporter (school secretary) of the change in the student's current status. The service end date will be provided. Reclassification will occur each June as MARSS information is updated in the district. This will be done both verbally and noted on the paper copy that will be kept in the student's cumulative file. (in progress).

Immigrant Student Identification Procedure

To help identify whether or not a student meets NCLB Immigrant Status (Age 3-21, not in school in the U.S. for more than 3 years and not born in the United States.) The school has implemented a system of testing for any student who answers NO to any of the three main questions on the Minnesota Department of Education Home Language Questionnaire. The additional testing is non-intrusive but determines the appropriate information to determine the student's status as seen fit by NCLB. This test is administered by the ESL department as it serves as another means of educating the department on the educational background of the potential student.

Ongoing Identification

Each year, student's ACCESS scores will be used to help make sure that the students are transitioning appropriately along the English Learner continuum. Those scores correspond to the classification of classes offered in the ESL program and so the scores will help to place them appropriately from year to year. Their performance and grasp of material in their other classes will also be used to help determine if they are ready to move onto the next step of their educational continuum.

Students who may not have been initially identified, for whatever reason, but language concerns arise, may be identified by teachers. If a teacher believes that a student's language concerns have to do with proficiency and NOT other factors, the teachers will fill out a referral form documenting how the student demonstrates lack of language proficiency. A review of educational history, performance in other classes, and other factors may be included. If these students are identified as students who qualify for services, they will be placed appropriately and the MARSS reporter (school secretary) will be contacted immediately by the ESL instructor. A parent letter will also be sent out at this time.

Documentation and Annual MARSS Reports

The ESL department will keep progress files for each student. These files will contain student ACCESS/W-APT scores as well as any other important information regarding the student's involvement in the ESL program. The ESL department will update files with new ACCESS scores each summer when the data becomes available.

Each year during the week prior to school starting, ESL instructors will meet with the MARSS Reporter (school secretary) and update any and all information. This will include reviewing each student's status and updating their language proficiency level as they are classified within MARSS if necessary.