



ST. PAUL CITY SCHOOL

ST PAUL CITY SCHOOL
ENGLISH LEARNER
LANGUAGE INSTRUCTION
EDUCATION PROGRAM (LIEP)
PLAN

August 2020

INTRODUCTION AND VISION

In order to best serve our multilingual learners who are learning English, the *English Learner* (EL) program or Multilingual Learner program at *St. Paul City School* (SPCS) provides instruction specifically designed to meet students' differing language, academic, & social needs. SPCS is dedicated to providing our diverse learners and multilingual students with the means to attain academic English proficiency and to provide access to grade-level content. EL specialists provide support to multilingual students in all four modalities: listening, speaking, reading, and writing. Language support is also provided in all five [WIDA English Language Development \(ELD\) standards](#): social and instructional language, language of language arts, language of math, language of science, and the language of social studies.

SPCS EL student population fluctuates year-to-year, and currently is around 55% at the Primary School, 30% at the Middle School at 0% at the High School. We also have an additional 5% of students at Primary School who are former ELs, 30% at the Middle School, and 2% at the High School. Since this is a higher number compared to other state/national averages, our school believes and practices the importance of all teachers being teachers of language. The EL program models at SPCS feature English instruction through both Sheltered Instruction (SI) and English as a Second Language or English Language Development (ESL/ELD). EL Specialists serve our multilingual learners through co-teaching & collaborating with content teachers as well as limited pull-out language interventions. Collaboration through co-teaching and limited pull-out helps our multilingual students acquire proficiency in English within content-specific contexts at the same time as providing explicit language instruction when necessary. EL specialists at SPCS align language instruction using the Minnesota state content standards and the WIDA ELD standards in our instructional design.

ELD instruction at SPCS primarily occurs through co-teaching and co-planning. Push-in language instruction allows, "EL students to attain both English proficiency and parity of participation in the standard instructional program, comparable to their never-EL peers, within a reasonable period of time" (US Dept of Educ., 2016). The fundamental goal in having EL and mainstream educators co-teach is to provide ALL students access to content standards and activities through appropriate language supports and scaffolds while also ensuring language learners have opportunity to interact with English proficient peers and grade-level content.

However, co-teaching is not always sufficient to address all linguistic needs. As such, SPCS also employs limited and targeted pull-out language interventions (ESL/ELD) at all grade levels to students who may need additional language instruction. In this way, students receive targeted and explicit language instruction, at their English proficiency level, to help increase their social language.

The [Critical Program Elements](#) established by the *Minnesota Department of Education* (MDE) provide the framework for the EL Language Instruction Education Program (LIEP) at SPCS and are designed to help multilingual students attain proficiency in English. The English learner population in Minnesota has increased more than 300 percent in the last 20 years and is the fastest growing student population in the state. The reauthorization of the Elementary and Secondary Education Act as amended by *Every Student Succeeds Act* (ESSA) is an opportunity for creating additional growth toward proficiency as well as creating opportunities to meaningfully include and support English Learners. SPCS has designed an EL program and language instruction models that are in compliance with and reflective of both MDE and ESSA guidelines.

IDENTIFICATION CRITERIA AND PROCEDURES

(Compliant with the [Minnesota Standardized English Learner Identification Procedures](#))

A. **Initial Identification**

1. During the [registration process](#), the family team (parent liasons, front office staff, social workers, administrators, the EL team) will invite all parents to share about their student's birth country, previous schooling, and complete the [Minnesota Language Survey \(MNLS\)](#).

***Although asking about the student's birth country is voluntary information, a MNLS is required to be on file for **all** students.*

- a. In-house interpreters are available for Spanish/Hmong speakers. If an interpreter is needed for another language, the family liasons will arrange for a contracted interpreter to help complete the registration process.
- b. The Family Team will use the [Minnesota Standardized English Learner Identification Procedures: Minnesota Language Survey](#) during the registration process and gathering the appropriate information from families.
 - i. [MNLS- Hmong](#)
 - ii. [MNLS - Karen](#)
 - iii. [MNLS- Somali](#)
 - iv. [MNLS- Spanish](#)
 - v. [MNLS- Vietnamese](#)
 - vi. [MNLS- Amharic](#)

2. The EL specialist & the Family Team (parent liasons, front office staff, social workers, administrators) will both review the MNLS & the registration form for all students in Pre-K as well as all new to school students in grades kindergarten through 8th grade.
 - a. Any student who has attended SPCS, but then left for more than one full school year will be counted as new to school.
 - b. Students will be flagged who indicate a birth country other than the US or language other than English on the MNLS in order to provide them with the services and support they are entitled.
 - c. If needing to obtain further information, the Family Team will call home with questions.

3. Any student who indicates a language other than English, one yes response is sufficient, will be assessed for their academic English language proficiency.
 - a. If the student arrives at the beginning of the year, the EL specialist will screen the student for English proficiency, make a decision about placement, and send notification home within 30 days.
 - b. If the student arrives after the start of the year, the EL specialist will screen the student for proficiency, make a decision about placement, and send notification home within 10 days.

4. The students who indicate a language other than English anywhere on their MNLS will be assessed by the grade level EL specialist using the WIDA SCREENER (grades 1-12), the MODEL (Kindergarten), or the W-APT (pre-k).
 - a. PRE-K (W-APT oral language only): A student who scores an overall 28 or below is eligible for EL/LEP. A student who scores an overall 29 or 30 does not qualify for EL-Yes.
 - b. KINDERGARTEN (MODEL oral language only): A student who scores an overall Level 4.9 or lower and/or any domain is lower than 4.0 is eligible for EL/LEP. A student who scores an overall 5.0 or and no modality is lower than 4.0 does not qualify for EL-Yes.
 - c. GRADE 1 First Semester (MODEL all four domains): A student who scores an overall Level 4.9 or lower and/or any domain is lower than 4.0 is eligible for EL/LEP. A student who scores an overall 5.0 or and no modality is lower than 4.0 does not qualify for EL-Yes.
 - d. GRADES 1 Second Semester-12th Grade (SCREENER): A student who scores an overall Level 4.4 or lower and/or any domain is lower than 4.0 is eligible for EL/LEP. A student who scores an overall level 4.5 or higher and no domain is lower than 4.0 does not qualify for EL-Yes.

5. The grade level EL specialist will include all newly qualifying EL students and start dates on the EL student registry, which will be shared in google drive with the school office manager, who will update student status as *Limited English Proficient-Yes* (LEP-Y) in MARSS as well as the date the student begins receiving services. All grade level student registries are also kept in a master google EL folder.

6. During the initial identification process, the team will collect information about all students in Pre-K as well as all students new to SPCS from the registration packet to determine if the student fits the requirements to be RAEL, SLIFE or Immigrant status.

a. *Recently Arrived English Learner (RAEL)*: Formally known as “Newcomer”

- i. An student who arrived in the United States within the past 12 months.
- ii. A learner fitting the definition of RAEL will be identified as RAEL on the *Student Support Data Collection (SSDC)* System each year. After the team determines a student will be identified as RAEL, notification will be sent to the *Minnesota Automated Reporting Student System (MARSS)* Coordinator.

b. *Students with Limited or Interrupted Formal Education (SLIFE)*

- i. The Minnesota LEAPS Act (2014) defines SLIFE as a learner who *meets THREE of the following requirements* (in addition to being EL-Yes in MARSS):
 - 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 learner’s peers.
 - 4. Functions at least two years below expected grade level in reading and math.
 - 5. May be preliterate in the learner’s native language.
- ii. In addition to the registration materials, the team may choose to use the following resources provided from MDE to gather further information about the student and to determine SLIFE eligibility:
 - 1. [Checklist](#)
 - 2. [Student Interview](#)
 - 3. [Parent Interview](#)

- iii. A learner fitting the definition of SLIFE will be identified as SLIFE on the SSDC System each year. After the team determines a student will be identified as SLIFE, notification will be sent to the MARSS Coordinator.

c. Immigrant Children and Youth Identification

- i. An immigrant student is defined as a student who:
 - 1. is aged 3-21;
 - 2. was not born in any State or U.S. territory;
 - 3. has not been attending one or more schools in any one or more States for more than three full academic years (on a cumulative basis); and
 - 4. includes students listed as non-English Learner and English learner in MARSS.
- ii. Staff will not ask about a student, parent, guardian, or sponsor's citizenship or immigration status or date of entry into the United States.
- iii. For purposes of determining if a student meets the definition of immigrant children and youth under Title III, staff should request only information about a student's date of birth, place of birth, and prior schooling enrollment.
- iv. A learner fitting the definition of Immigrant will be identified as Immigrant on the SSDC System each year. After the team determines a student will be identified as Immigrant, notification will be sent to the MARSS Coordinator.

	<u>Initial Identification LEP-Y</u>	<u>Exit & Reclassify (Monitor)</u>	<u>Progress Monitor Interim Assessment</u>
<u>Pre-K</u>	WIDA W-APT (listening & speaking only) *testing with the MODEL 2019	N/A	MODEL (listening & speaking only) in the Spring
<u>Kindergarten</u>	WIDA MODEL <u>1st Semester</u> (listening & speaking only) <u>2nd semester</u> (all domains)	ACCESS (Spring)	MODEL <u>1st Semester</u> (listening & speaking only) <u>2nd semester</u> (all domains)
<u>First Semester 1st Grade</u>	WIDA MODEL (all domains)		MODEL (all domains)
<u>Second Semester 1st grade - 12th</u>	WIDA SCREENER		

B. Ongoing Identification - In compliance with the MDE document [Continued Eligibility](#)

1. The grade level EL specialist will evaluate spring standardized testing data (WIDA ACCESS) as it becomes available, to determine each EL’s eligibility for ongoing EL support.
2. ACCESS scores will be sent home to families within 30 days of the start of school. A [WIDA letter](#) explaining the ACCESS scores (including translations in [Hmong](#) and [Spanish](#)) are also sent home with student scores. Copies of scores will be kept in the cumulative folders as well as the EL folders.
 - a. The ACCESS score reports for last years 8th graders will be sent home and filed in their CUM folder as well as the EL Folder.
3. “Notification of English Language Program Continuation” letter from Ellevation will also be sent home within the first 30 days of school.

4. If a student has not been initially identified but begins to demonstrate language concerns, the grade level EL specialist will complete the following steps to determine if language is the primary concern:
 - i. If any staff person at the school observes the student using a language other than English while at school, they will then contact the grade-level EL specialist.
 - ii. The grade level EL specialist will verify the MNLS on file as well as the initial language assessment data. If the MNLS reflects “English only” the EL specialist will contact the parents to inquire further information.
 - iii. The EL specialist may also assess the student’s language proficiency a second time using the WIDA MODEL or using the WIDA rubrics with student speaking or writing samples.
 - iv. If the student still does not qualify for English language instruction, we then follow the school policy for intervention referrals.

C. Overall Identification Measures

1. District EL Coordinator ensures proper training in diagnostic assessment tools for all EL specialists. In addition there is yearly training for all other staff who are involved in assessment of ELs (ie: staff who administer the group writing tests).
2. WIDA SCREENER/MODEL/W-APT used for initial identification if the MNLS indicates another language other than English.
3. WIDA ACCESS used for ongoing identification and for students who are returning after already being initially identifies.
 - a. Minnesota Department of Education considers a student to be English proficient if their ACCESS 2.0 score is an overall 4.5 or higher with no modality below 3.5.
 - b. If the student demonstrates an overall proficiency of 4.5 or higher and **no** modality is below 3.5 the student will be exited.
 - c. If the student demonstrates an overall proficiency of 4.5 or higher and **one** modality is below 3.5, additional measures**
 - d. If the student has not met the proficiency score, the student will continue to receive EL language instruction.

**Additional measures may include:

- Teacher developed formative assessment
- WIDA MODEL
- Student work samples using WIDA rubric or performance definitions
- TEAE/SOLOM

D. Measurement of Domain Proficiency

1. SCREENER/MODEL/W-APT will be used to assess a student’s English proficiency in all four domains (Speaking, Listening, Reading and Writing).
2. In Pre-K as well as the first semester of kindergarten, only oral proficiency will be assessed (speaking and listening only). Reading and Writing domains are not assessed until the second semester of kindergarten and on.
3. Students will be assessed using the appropriate grade cluster according to semester.

Grade	Pre-K		Kinder		1		2		3		4		5	
Semester 1= Sept- Dec 2= Jan- June	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade Cluster	Kinder. W-APT (listening & speaking ONLY)		K WIDA MODEL (listening & speaking ONLY)		K WIDA MODEL		Grade 1 WIDA SCREENER		Grade 2-3 WIDA SCREENER				Grade 4-5 WIDA SCREENER	

Grade	6		7	8	9		10-12			
Semester 1= Sept- Dec 2= Jan- June	1	2			1	2				
Grade Cluster	Grade 4-5 WIDA SCREENER		Grade 6-8 WIDA SCREENER			Grade 9-12 WIDA SCREENER				

E. Identification Criteria

1. All documents sent home to parents will be kept in the EL student files as well as the cumulative files kept in the office.
2. All paper documents from the SCREENER, MODEL, or W-APT will be kept in the EL student files.
3. A valid language proficiency assessment is used as the primary measure of language proficiency (WIDA SCREENER/MODEL/W-APT/ACCESS).

F. Communication of Identification Criteria and Procedures

1. For students enrolling at the beginning of the school year, the MNLS, the screening, placement decision, and documentation sent home must take place within 30 days of enrollment. **All communication home must be tracked and dated (photocopies, phone logs, etc). The date on the communication forms must match the date the letters are sent home.*
 - a. All documents sent home will be dated with the date the documentation was sent home, copied and kept in the EL student folder as well as the cumulative folder in the office. To satisfy the requirements of Title III/ESSA, one of the following forms will be sent home:
 - i. “Notification of English Language Program Placement” letter from Ellevation (qualifies for LEP)
OR
 - ii. “Notification of Not Qualifying for LEP Services” letter from Ellevation (does not qualify for LEP)
 - b. *All documents sent home must be translated, either orally or in writing according to parent/guardian literacy in home language. If a document translation is not currently available in a language needed (see below), the EL specialist will contact the Family Team who will then contract translation services for the families. All communication home must be tracked and dated (photocopies, phone logs, etc).*

indicates that the student is LEP, RAEL, and/or SLIFE in MARSS and also receives appropriate EL instruction **before October 1st every school year**.

5. Based on our initial language assessments in the fall, the grade-level EL specialist may provide each classroom teacher with their EL students listed on the WIDA Can Dos Key Uses Name Chart.
 - a. [Early Years](#)
 - b. [Kindergarten](#)
 - c. [1st Grade](#)
 - d. [2nd & 3rd Grade](#)
 - e. [4th & 5th Grade](#)
 - f. [6th-8th Grade](#)
 - g. [9th-12th Grade](#)

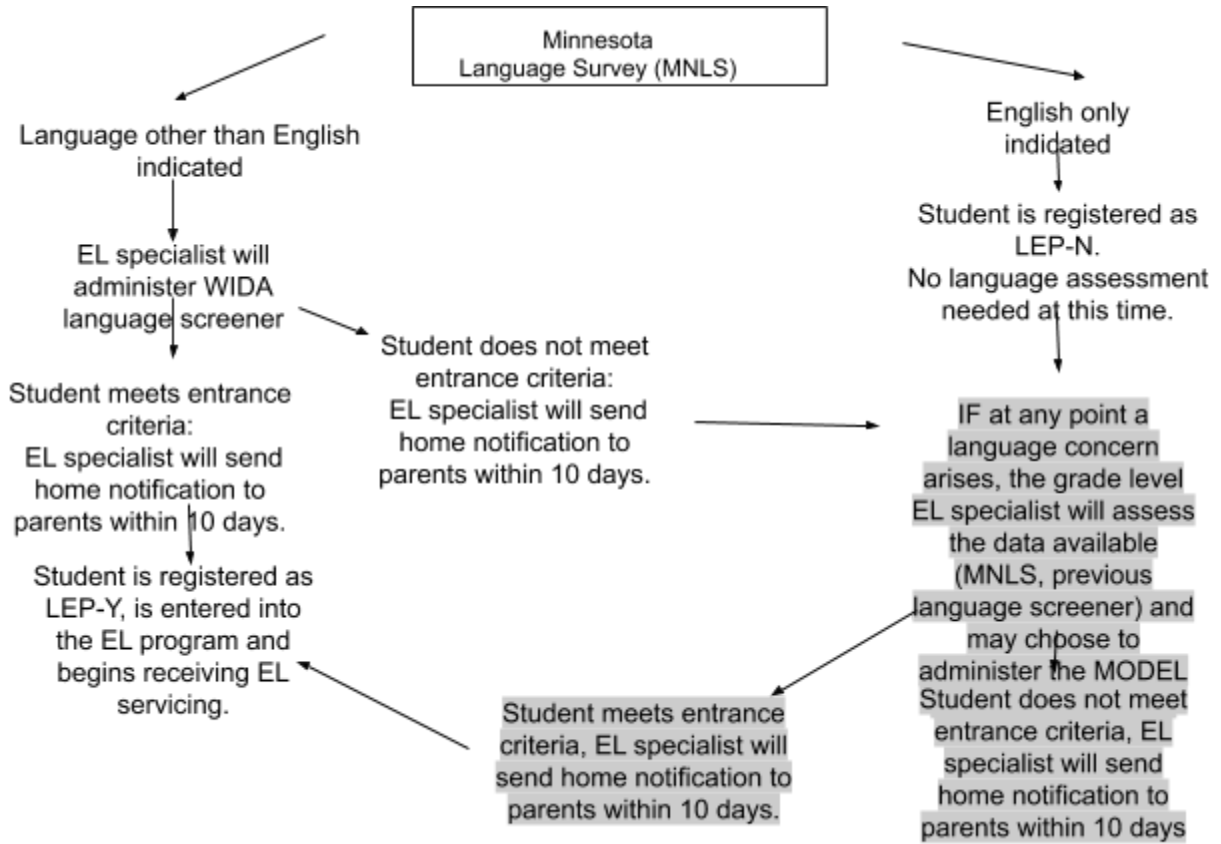
6. Each grade-level EL Specialist makes themselves available and participates in student conferences in order to communicate in person with parents twice a year. Priority conferences include students who are new to the school, RAEL/SLIFE students, students who are exiting, or students who have an IEP.

7. The EL team is available during the August Back to School Night & monthly Family Forums to meet in person with families and answer questions about EL programing and language instruction.

8. Biweekly, the EL coordinator meets with administration to report on student progress and program needs.

9. Semi-annually, the EL coordinator presents to the Board of Directors about the EL language instruction programming models and addresses questions and concerns.

Identification Procedures:



AMOUNT AND SCOPE OF INSTRUCTION

A. English Learner Programing

****See Appendix A for EL programming plan during Distance Learning**

1. Co-Teaching

- a. *Grades K-5*: EL specialists collaborate, plan and co-teach with grade-level mainstream classroom teachers in content(s) as determined by grade-level teams.
 - i. EL specialists use the WIDA ELD standards to guide the language differentiation and academic language instruction within the general education classroom.
 - ii. EL specialists assist and plan with mainstream teachers to increase SIOP strategies and other best EL practices/culturally responsive teaching pedegogy (using the Culturally Responsive Teaching practice profile) to improve students' acquisition of academic language and content concepts.
 - iii. Based on ACCESS/MODEL data, EL specialists assist classroom/content teachers in differentiating language objectives by using the *Model Performance Indicator* (MPI) framework by WIDA.

- b. *Grades 6-8*: EL specialists collaborate, plan, and co-teach with content teachers.
 - i. EL specialists use the WIDA ELD standards to guide the language differentiation and academic language instruction within the content areas.
 - ii. EL specialists assists mainstream teachers increase SIOP strategies and other best EL practices/culturally responsive pedagogy to improve students' acquisition of academic language and content concepts.
 - iii. Based on ACCESS/MODEL data, EL specialists assist classroom/content teachers in differentiating language objectives by using the MPI framework by WIDA.

2. Limited Pull-Out

- a. *Grades K-5*
 - i. The grade level EL specialists provide language instruction in small language intervention groups using grade-level assessments during school-wide intervention times. The langauge instruction focuses on improving content-based skills in all four language modalities.

- ii. Students to be pulled out for language interventions are determined by WIDA assessments (ACCESS & MODEL). The grade level EL specialists focus on helping the lowest proficiency-level scholars the most often.

b. Grades 6-8

- i. As necessary with a licensed EL specialist to receive targeted Basic Interpersonal Communicative Skills (BICS) as well as differentiated instruction to target growth in Cognitive Academic Language Proficiency (CALP).
- ii. The grade level EL specialist provides language instruction to the students who receive dual services (ELs who also receive SPED servicing) during the school-wide Intervention/Workroom times with a focus on student language needs in all domains based on classroom assessments.

c. Grades 9-12

- i. As necessary with a licensed EL specialist to receive targeted Basic Interpersonal Communicative Skills (BICS) as well as differentiated instruction to target growth in Cognitive Academic Language Proficiency (CALP).
- ii. The grade level EL specialist provides language instruction to the students who receive dual services (ELs who also receive SPED servicing) during the school-wide Intervention/Workroom times with a focus on student language needs in all domains based on classroom assessments.

3. Collaboration in Preparation (grades pre-K-8)

- a. Using English Language Development and Minnesota State Standards as guides, the grade level EL specialists serve as grade level resources for mainstream teachers during lesson planning and PLC meetings, even for content areas the EL specialists do not directly support.
 - i. Time is dedicated weekly (45 minutes) to collaborative planning with grade level teams in K-8.
 - ii. Additional time is dedicated weekly (45 minutes) to PLC meetings in grades K-8.
 - iii. Pre-K teachers & HS teachers receive a minimum of two PLC meetings per year with the EL Coordinator to train on dual language learner best practices, strategies and research about early years language development.
 - iv. All licensed teachers participate in yearly professional development in best practices for multilingual learners.

- v. All teachers are language teachers and are expected to use the “EL Strategies” portion of the [Practice Profile](#).
 - 1. Language Focus: Objectives plus features of teaching academic language - vocab +1 (syntax/discourse)
 - 2. Academic Conversations
 - 3. Academic Writing

4. Newcomer (RAEL)/SLIFE Programing

a. Program Description

- i. An intensive daily pull-out program focusing on American school routines and culture, social and instructional language (WIDA ELD standards), academic language development (MN State Academic standards), and leveled reading (Action 100), the goal of which is preparing students to transition into and be successful in mainstream grade-level classrooms.

b. Rituals, Routines & Procedures

c. EL Curriculum

- i. Access for Newcomers
- ii. National Geographic Inside USA
- iii. National Geographic In the USA

d. Supplemental EL Resources/Materials

- i. Action 100 (leveled reading)
- ii. Rosetta Stone

B. Amount and Scope of Language Instruction

****See Appendix A for EL programming plan during Distance Learning**

Generally speaking, less proficient English learners will receive more hours of EL instruction than those who are more proficient.

All grade-level teams will receive EL collaboration through co-planning.

Grade	Language Instruction Model Options	Level 1: Entering	Level 2: Emerging	Level 3: Developing	Level 4: Expanding
		Recommended ELD Instruction Times			
Pre-K	ELD delivered through collaboration in preparation & yearly PD				
Kindergarten	ELD delivered through Co-Teaching & collaboration in preparation	30+ min./day 4 days per week Pull-out when necessary	30+ min./day 4 days per week	20+ min./day As available 4 days per week	20+ min./day As available 4 days per week
1st grade	ELD delivered through Co-Teaching & collaboration in preparation	30+ min./day 4 days per week Pull-out when necessary	30+ min./day 4 days per week	20+ min./day As available 4 days per week	20+ min./day As available 4 days per week
2nd grade	ELD delivered through Co-Teaching & collaboration in preparation	45+ min./day Pull-out when necessary 4 days per week	45+ min./day Pull-out when necessary 4 days per week	30+ min./day As available 4 days per week	30+ min./day As available 4 days per week
3rd grade	ELD delivered through Co-Teaching & collaboration in preparation	45+ min./day Pull-out when necessary 4 days per week	45+ min./day Pull-out when necessary 4 days per week	30+ min./day As available 4 days per week	ELD delivered through Co-Teaching & collaboration in preparation

4th grade	ELD delivered through Co-Teaching & collaboration in preparation	45+ min./day 4 days per week Pull-out when necessary	45+ min./day 4 days per week Pull-out when necessary	30+ min./day As available 4 days per week	ELD delivered through Co-Teaching & collaboration in preparation
5th grade	ELD delivered through Co-Teaching & collaboration in preparation &/or pull-out as necessary and available	45+ min./day 4 days per week Pull-out when necessary	45+ min./day 4 days per week Pull-out when necessary	30+ min./day As available 4 days per week	ELD delivered through Co-Teaching & collaboration in preparation
6th grade	ELD delivered through Co-Teaching & collaboration in preparation &/or pull-out as necessary and available	70+ min./day Pull-out when necessary 4 days per week	70+ min./day Pull-out when necessary 4 days per week	70+ min./day As available 4 days per week	ELD delivered through Co-Teaching & collaboration in preparation
7th-8th grade	ELD delivered through Co-Teaching & collaboration in preparation &/or pull-out as necessary and available	70+ min./day Pull-out when necessary 4 days per week	70+ min./day Pull-out when necessary 4 days per week	45+ min./day As available 4 days per week	ELD delivered through Co-Teaching & collaboration in preparation
9th-12th grade	ELD delivered through collaboration in preparation				
SPED Students (K-12) who may not be in class during ELD time	ELD delivered through collaboration in preparation				

RAEL* Grades K-12	Up to 180 minutes, as needed, intensive English instruction (push-in & pull-out) with EL specialist. This is an intensive daily program focusing on American school routines and culture, social and instructional language (WIDA ELD standards), academic language development (MN ELA standards), and leveled reading (Action 100), the goal of which is preparing students to transition into mainstream grade-level classrooms.
<p>*Newcomer/RAEL criteria:</p> <ol style="list-style-type: none"> a. Limited English proficient across all four domains (reading, writing, listening, speaking) b. First year or less in US schools c. Academic education in first language is appropriate for grade level placement despite language barriers d. Student’s exposure to formal education in first language may have inconsistencies, but there are no lapses greater than 2 consecutive academic years 	
SLIFE**	Up to 180 minutes, as needed, pull-out for social and instructional language (WIDA ELD standards) intervention provided by EL specialist. In addition, the EL specialist collaborates with math, ELA, social studies and science content area mainstream teachers during prep to provide support and guidance on modifications and expected student performance in content areas aligned with WIDA descriptors for math, ELA, social studies, and science.
<p>**SLIFE criteria:</p> <ol style="list-style-type: none"> a. Comes from a home where the language usually spoken is other than English, or who usually speaks a language other than English. b. Enters school in the United States after grade 6. c. Has at least two years less schooling than the English learner’s peers. d. Functions at least two years below expected grade level in reading and mathematics. e. May be preliterate in the English learner’s native language. 	

C. Communication of English Learner Programs

- a. When students are identified as EL, documents (initial identification or continued eligibility) including translations are sent home to parents/guardians within the appropriate window (30 days when starting at the beginning of the school year and 10 days when starting in the middle of the school year). Documentation sent home must be dated with the date the letter was sent home. Copies of letters sent home are kept in both the EL student folder as well as the CUM folder. *All communication home must be tracked and dated (photocopies, phone logs, etc).*

- b.** Should additional translation be required, the grade level EL specialist arranges through the Family Team for an on-staff or external adult interpreter prior to conversations.
- c.** During August professional development, grade level teams discuss programing and schedules for the year with grade level teams.
- d.** Each grade-level EL Specialist makes themselves available and participates in parent/teacher conferences in order to communicate (about programing and models) with families twice a year.
- e.** The entire EL team is available during the August Back to School Night to meet with new families and answer questions about EL programing and ELD instruction.
- f.** The EL coordinator meets with administration biweekly to report on student progress and program needs.
- g.** Twice a year, the EL coordinator presents to the Board of Directors about the EL language instruction models and addresses questions and concerns.

Exit Criteria and Reclassification Plan

In compliance with the Minnesota Standardized Exit Procedures

A. Exit and Reclassification

1. When the student has demonstrated proficiency on the spring WIDA ACCESS English language assessments, the grade level EL specialist will initiate exiting EL programming and reclassification as a General Education student.
2. Parents will be notified of the change through a letter in the mail (and ideally during fall conferences and/or phone call). *All communication home must be tracked and dated (photocopies, phone logs, etc).* Should additional translation be required, the grade level EL specialist arranges through the Family Team for an on-staff or external adult interpreter prior to conversations.
3. The grade level EL specialists then notify the office manager to update the students' MARSS status from LEP-Y to LEP-N
4. The reclassification in MARSS will occur when scores are received and will occur between the beginning of the school year and before October 1st.

B. Exit Measures

1. Exit/reclassification is based on the student's spring WIDA ACCESS scores.
2. Additional measures may include:
 - a. MODEL (speaking, writing, reading, listening)
 - b. WIDA performance definitions (speaking, writing, reading, listening)
 - c. WIDA speaking/writing rubrics
 - d. Action 100 (reading)
 - e. (TEAE or MN-SOLOM)

C. Exit Criteria

1. Minnesota Department of Education considers a student to be English proficient if their WIDA ACCESS score is an overall 4.5 or higher with not more than one modality below 3.5.

2. If the student demonstrates an overall proficiency of 4.5 or higher and **no** modality is below 3.5 the student will be exited.
3. If the student demonstrates an overall proficiency of 4.5 or higher and **one** modality is below 3.5, additional measures will be used (see above for examples of additional measures B.2.)
 - a. If additional measures are used, the EL Specialist will notify parents using [this](#) “additional measures used” document and if possible, a phone call or face to face conversation. *All communication home must be tracked and dated (photocopies, phone logs, etc).*
4. If the student has not met the WIDA ACCESS proficiency score, if the student’s overall score is below 4.5, the student will continue to receive English language instruction.

D. Communication of Exit Criteria and Procedures

1. During the exit and reclassification process, the grade level EL specialist communicates notification of the change with the scholar’s guardian(s) using the “Notification of English Language Program Exit” form from Ellevation, in person conversations (during conferences, home visits, etc.) and/or telephone conversations.
2. Should additional translation be required, the grade level EL specialist arranges through the Family Team for an on-staff or external adult interpreter prior to conversations.
3. All documents sent home are kept in the EL student folder as well as the student CUM folders. *All communication home must be tracked and dated (photocopies, phone logs, etc).*

E. Re-Entering the EL Program

If at any point in the school year, a student has exited EL programming but begins to demonstrate language concerns, the grade level EL specialist will complete the following steps to determine if language is the primary concern:

1. If any staff person at the school observes the student using a language other than English while at school, they will then contact the grade-level EL specialist.

2. The grade level EL specialist will verify the MNLS on file as well as the SCREENER and/or ACCESS 2.0 language assessment data.
3. The EL specialist may also assess the student's language proficiency using: WIDA MODEL, teacher developed formative assessment, student work samples using the WIDA rubrics or performance definitions.
4. If the student still does not qualify for English language instruction, we then follow the school policy for intervention referrals.
 - a. If the student qualifies, the following documentation will be sent home:
 1. [Re-Enter - English](#)
 2. [Re-Enter - Hmong](#)
 3. [Re-Enter - Somali](#)
 4. [Re-Enter - Spanish](#)
 5. [Re-Enter - Vietnamese](#)

F. MONITORING EL STUDENTS WHO EXIT PROGRAMMING

Students who have exited the EL program and are reclassified into General Education, can be monitored by the EL team for *up to four years* after qualifying to exit.

1. At any point an exited EL student falls below grade level as measured by Action 100 the EL specialist will collect further data using the MODEL or the WIDA rubrics.
2. At least yearly, a writing sample will be collected from the student and scored by an EL specialist using the WIDA rubrics.
3. The following could be used as additional measures of students' ability to access grade level content:
 - a. MCAs
 - b. FastBridge testing
 - c. Teacher observation
 - d. Teacher developed formative assessment
 - e. WIDA MODEL
 - f. Student work samples using WIDA rubric or performance definitions
 - g. TEAE/SOLOM

4. The EL team will decide together after looking at all the student data in order to make a decision to re-admit the student or not.

5. If the student still does not qualify for English language instruction, we then follow the school policy for intervention referrals.
 - a. If the student qualifies, the following documentation will be sent home:
 1. [Re-Enter - English](#)
 2. [Re-Enter - Hmong](#)
 3. [Re-Enter - Somali](#)
 4. [Re-Enter - Spanish](#)
 5. [Re-Enter - Vietnamese](#)

APPENDIX A: English Learner Programming during “Distance Learning”

<u>Goal</u>	<u>Description</u>	<u>Contact for Information</u>
<p>ELD Instruction</p> <p>(What will EL teachers do?)</p>	<p>Language development will be addressed within grade level content-aligned lessons through EL services according to proficiency level. Feedback provided as needed to support growth.</p> <ul style="list-style-type: none"> ● <u>Beginners</u>: Alternative academic tasks that are appropriate for beginning proficiency levels by grade will be developed. ● <u>Intermediate</u>: Focus on a repetitive tasks or learning formats to simplify EL student access to learning based on grade level. ● <u>Advanced</u>: Resources and guidance will be available on the Distance Learning resource page; writing and speaking aligned with content. <p>Language development will be addressed the following ways in each of our school settings:</p> <ul style="list-style-type: none"> ● <u>Primary School</u>: Since most of our families do NOT have internet access at home, or a device for students to do schoolwork on (our resources have been distributed between the MS/HS to ensure those students can all access Google Classroom), our plan for EL Services at the PS will be provided mainly through content lessons as well as collaboration between classroom teachers and grade-level EL Specialists, with as needed 1:1 support for our highest need students. <ul style="list-style-type: none"> ○ Students in WIDA levels 1-2 will receive daily contact with an EL Specialist and home language support <ul style="list-style-type: none"> ■ Home language is an asset and will be utilized. Online learning resources, such as Khan Academy, may be used to help provide videos in Spanish. While this resource certainly will not help all English learners at SPCS, and it certainly wouldn’t substitute for core content instruction, it is a resource that will supplement and 	<p>Director of Language & Intervention Programs</p>

	<p>support our highest need ELs. Google Translate is another resource that will be considered to aid students. However, this is a tool and is not a substitute for English language development services and will not be used absent from other attempts to scaffold instruction.</p> <ul style="list-style-type: none">○ Students in WIDA levels 3 and up will receive daily contact with a licensed teacher who will collaborate with an EL Specialist weekly.<ul style="list-style-type: none">■ Daily contact between student & teacher includes but is not limited to:<ul style="list-style-type: none">● Phone calls (either via phone or WhatsApp)● Video calls (FaceTime, Skype, Zoom, Google)● Texts● Emails● <u>Middle School</u>: All MS & HS students will be provided a device (iPAD or Chromebook) in order to access daily content & interact with teachers in Google Classrooms. EL Services will be provided through content lessons as well as collaboration between classroom teachers and grade-level EL Specialists.<ul style="list-style-type: none">○ Students in WIDA level 1-2 students will also receive additional 1:1 support daily from the MS EL Specialist and home language support.<ul style="list-style-type: none">■ Home language is an asset and will be utilized. Online learning resources, such as Khan Academy, may be used to help provide videos in Spanish. While this resource certainly will not help all English learners at SPCS, and it certainly wouldn't substitute for core content instruction, it is a resource that will supplement and	
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	<p>support our highest need ELs. Google Translate is another resource that will be considered to aid students. However, this is a tool and is not a substitute for English language development services and will not be used absent from other attempts to scaffold instruction. Teachers will also consider using online platforms such as Google Hangouts and Zoom to provide 1:1 or small group instruction to students provided that students have access to devices and a reliable internet connection.</p> <ul style="list-style-type: none">○ Students in WIDA levels 3 and up will receive daily contact with a licensed teacher who will collaborate with an EL Specialist weekly<ul style="list-style-type: none">■ Daily contact between student & teacher includes but is not limited to:<ul style="list-style-type: none">● Phone calls (either via phone or WhatsApp)● Video calls (FaceTime, Skype, Zoom, Google)● Texts● Emails● Interactions via Google Classroom● <u>High School</u>: There are no current EL students at the high school level. Teachers at the HS will reach out to the Director of Language & Intervention Program if needing guidance on language supports for former ELs. All MS & HS students will be provided a device (iPAD or Chromebook) in order to access daily content & interact with teachers in Google Classroom.	
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<p>Mainstream EL Support</p> <p>(What will content teachers do to support English learners?)</p>	<p>Support is available to assist teachers in creating accessible distance learning activities for ELs. Digital platforms will emphasize oral language development. Paper-based learning activities will have differentiated activities for content background knowledge and language proficiency.</p> <p>EL Teachers will work to ensure consistent collaboration with classroom and content colleagues. This includes but is not limited to:</p> <ul style="list-style-type: none"> ● Differentiating materials for various lessons <ul style="list-style-type: none"> ○ Visuals, videos ○ Native language ○ Models or examples of assignments ○ Small group/pair work projects ○ Modified activities and assignments ○ Written and/or video spoken directions ○ Consistent structure ○ Online fillable graphic organizers ● Co-planning by <ul style="list-style-type: none"> ○ Utilizing long term planning resources to map out standards and lessons ○ Providing various questions at the key use zones of Recount, Explain, and Analyze aligned with standards, units, and individual lessons ○ Keeping logs and planning documents of meetings together to inform continued collaboration ● Additional resources: <ul style="list-style-type: none"> ○ ARC Bookshelf ○ NEWSLA ○ Scholastic Learn at Home 	<p>Director of Language & Intervention Programs</p>
<p>Communicating with Multilingual/Multicultural Families</p>	<p>Family Liasons are available for recording bilingual messages for families (Autocalls).</p> <ul style="list-style-type: none"> ● Multilingual staff (EL Specialists & Family Liaisons) not only have linguistic resources but also cultural capital that may allow them to be trusted messengers. They will be leveraged whenever possible. ● SPCS will also consider multiple modes of 	<p>Director of Language & Intervention Programs And Director of Family Resources</p>

	<p>communicating, such as by phone call, email, and social media in as many languages as we are able.</p> <ul style="list-style-type: none">● Google Translate is another resource that will be considered to aid communicating with families that do not use English as a primary language. However, this is a tool and will not be used absent from other attempts to communicate home.	
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