

Kimball Public Schools Language Instruction Educational Program (LIEP) Plan



Placement Procedures

Step 1

All enrolling student families are required to complete the Minnesota Language Survey (MNLS).

- a. If MNLS indicates students have been exposed to languages other than English, continue with step 2
- b. If MNLS indicates students have been exposed to English only, STOP process (students are not eligible for EL services)

Step 2

Students are screened with the WIDA screener or the Kindergarten Model. The WIDA

screeener for grades 1 -12 and the Kindergarten Model are an English language proficiency assessment given to incoming students to assist educators with the identification of students as English Learners (ELs). Students are eligible IF:

- a. The WIDA screener overall composite score is below 4.5 or any domain score is below 4.0
- b. The Kindergarten overall composite score is below 5.0 or any domain score is below 4.0

Students determined to be EL are scheduled for English language support services and a parent notification of EL services is sent home within 10 days.

Students identified as EL in MARSS will be scheduled to take MN ACCESS for ELLs 2.0 which is used to satisfy legal requirements of annual assessment and accountability.

EL Proficiency Criteria and Exiting EL program

Minnesota Department of Education has established proficiency criteria for English Learners (ELs) based on ACCESS 2.0 for ELs. For a student to be considered proficient on ACCESS 2.0, a student must have at least a 4.5 overall composite score and **any three of the four** domains (listening, speaking, reading, writing) must be at or above 3.5. State approved additional criteria are applied if the lowest ACCESS domain is below 3.5. Students who reach the above level of English proficiency on ACCESS for ELLs are exited from the EL program. Once a student is reclassified as not EL in MARSS, he/she will no longer be administered the ACCESS for ELLs. ELs exited from the program are monitored for 4 years.

LIEP Description and Amount and Scope of Instruction

EL teacher will work with administrators, classroom teachers and/or counselors to ensure that all students needing EL services are scheduled appropriately based on language proficiency needs, grade level, and individual student needs. On-going communication between the various staff members is important as they work together to plan and carry out an instructional program that is most beneficial for the social and academic language needs of each English Learner. EL services may increase or decrease throughout the school year according to communicated need.

EL instruction will aim to increase English proficiency in speaking, listening, reading, and writing while also increasing student academic achievement in the core academic subjects. EL instruction is aligned to WIDA English Language Development standards and Can-Do Descriptors to support students in attaining the MN Academic Standards.

EL students will be provided individual or small group instruction in Speaking, Listening, Reading, and Writing to help students develop the Basic Interpersonal Cognitive Skills (BICS) and Cognitive Academic Language Proficiency (CALP) levels.

EL instruction will focus on phonics, vocabulary, reading comprehension, grammar, writing and conversational language to help students develop the Basic Interpersonal Cognitive Skills (BICS) and Cognitive Academic Language Proficiency (CALP) levels. Specialized EL materials are incorporated to provide pull-out instruction for EL students when it best meets students' needs. Research has shown that an inclusionary, least-restrictive environment is a sound educational practice for all special learners. English

Resistive environment is a sound educational practice for all special learners. English Learners can learn English from peers and feel more successful if they are part of the whole group.

Students receiving EL services are also eligible for Title I/Intervention, Speech and Special Education should criteria be met. Students who are exited from EL services are academically monitored for potential concerns related to language proficiency for 4 years or until graduation, whichever occurs first.

The following table outlines an approximate amount of **weekly** instruction a student may receive based on the student's proficiency, grade level, and learning needs.

Proficiency Level	Newcomer	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Reaching
K	125 min	100 min	75 min	50 min	50 min	Exit and monitor
1-5	175 min	150 min	150 min	120-150 min	120 min	Exit and monitor
6-8	250 min	200 min	150 min	120-150 min	100-120 min	Exit and monitor
9-12	250 min	200 min	150 min	100-150 min	100-120 min	Exit and monitor

LIEP Plan Communication

As per state guidelines, the parents or guardians of students who have been enrolled in EL services are notified within 10 days of initial enrollment or 30 days for returning students. Communication to parents/guardians is provided in English and the primary home language if needed. LIEP is posted on the Kimball Public School's website.

Distance Learning LIEP plan appendix

EL students get core instruction from the classroom teacher along with appropriate accommodations according to individual student needs. In addition to core classroom instruction, the EL teacher provides appropriate researched base EL resources based on student needs. EL teachers will communicate student progress to parents. EL and mainstream teachers communicate regularly to monitor student progress and explore any adjustments necessary.

