



Language Instruction Educational Program Plan for East Grand Forks Public School

MINNESOTA DEPARTMENT OF EDUCATION'S SUPPORT STATEMENT

The Minnesota Department of Education ensures educational equity and access for English Learners through high-quality language instruction. We support local educational agencies as they develop implement and evaluate research-based language instruction education programs for English learners to attain English proficiency and achieve state academic content standards. We facilitate academic excellence for English Learners by promoting professional development, providing technical assistance, administering state and federal language education programs, and establishing measure of accountability.

East Grand Forks Public School is committed to providing appropriate educational services to ensure that all students learn. To accomplish this we have implemented an English Learner Program using the MDE ELD STANDARDS FRAMEWORK.

Determining Which Students Are English Learners

English Learners are students whose first language is not English. They can also be students who have difficulty with English because they have grown up listening to another language, or students born in the United States who first spoke another language. The service an English Learner receives depends on the student's English proficiency level, previous U.S. schooling and time in the U.S., and current academic achievement level. At each proficiency and grade level, the English learning structure is tailored to students' needs. Students' English language proficiency is assessed with the WIDA ACCESS test. This assessment is given annually to students in grades K-12 who have been identified as English Learners to monitor their progress in acquiring academic English.

English Learner MN STANDARDIZED TWO STEP PROCESS FOR IDENTIFICATION

FIRST STEP: Initial Identification

A student considered an English Learner (EL) would include any student who meets the following requirements.

1. All newly enrolling students in a district must have a parent or guardian complete the Minnesota Language Survey (MNLS). This will allow for a uniform and consistent method of identifying potential English learners (ELs) throughout the state. All districts and charter schools must use the Minnesota standardized EL procedures and criteria.
 - The Minnesota Language Survey asks all parents and guardians, upon enrollment of



their students in Minnesota public schools, to respond to four questions regarding their child's language use.

- Minnesota Language Survey: All students registering answer the MN Language Survey. The survey asks the following 4 questions.
 - ◇ My student first learned:
 - ◇ My student speaks:
 - ◇ My student understands:
 - ◇ My student has consistent interaction in:

If the answer to any of these questions is a language other than English, the student will be assessed for English Language Proficiency using the WIDA screener or WIDA Model for Kindergarten students.

SECOND STEP: Screening

Determination of the home language, using the Minnesota Language Survey (MNLS), is the first step in identification of an English learner.

All potential ELs are assessed for EL proficiency within 30 days of enrollment at the beginning of the year and within 10 days of enrollment during the school year. The English Language Proficiency screener (WIDA) will measure the child's current proficiency level in English in the areas of listening, speaking, reading and writing.

Screener Tools:

Kindergarten: MODEL Proficiency Criteria

The student is identified as an English Learner if either of the statements below are true:

1. Overall composite score is below 5.0
2. Any domain score is below 4.0

The score indicates that the student is not an English learner if both criteria below are true:

1. Overall composite score is a 5.0 or higher.
2. Each domain score is at or above 4.0

Grades 1-12 WIDA ONLINE SCREENER

Listening and Reading tests are scored automatically. EL yearly trained teachers (yearly take the WIDA screener Training Course) administer the WIDA ONLINE screener and will score speaking and writing domains. Grades 4-12 are all online, while grades 1-3 have a paper-writing test.

Composite Score of 4.5 with no domain below a 4.0

The students is identified as an English Learner if either of the statements below are true:

1. Overall composite is below 4.5
2. Any domain score is below 4.0.

The score indicates that the student is NOT an English Learner if both criteria below are true:

1. Overall composite score is 4.5 or higher
2. Each domain score is 4.0 or higher.

The composite is made up off: Listening, Speaking, Reading and Writing



Literacy (50 Reading, 50 Writing)

Estimated time for testing 70-75 minutes.

At the beginning of the school year all student data specific to English learner and home language must be entered into Synergy before October 1.

PLACEMENT INTO PROGRAMMING PROCEDURES:

Once a student is identified, as an English Learner the process of placement must begin.

Placement Procedure: Once screening score is available EL teachers will collect and review a combination of language proficiency data to determine specific student language abilities and needs. With the following formative assessments for placement so that placement is based on additional assessment information in addition to the Screener Score from the WIDA assessment given.

1. EL teachers will do a cumulative record review to find out if this student has had previous types of services provided to them in the past. Also review state assessment data, benchmark data, and any other data that may be helpful in the cumulative record.
2. EL teachers will conduct a Student Oral Language Observation. The MN Modified Student Oral Language Observation Matrix (MN SOLOM) will be used to analyze the information.
3. EL teachers will also conduct a running record of their reading level along with a check of alphabet and sounds, and a sight word checklist.
4. EL teachers will have students do a writing sample. Writing Rubric for MN Test of Emerging Academic English (TEAE) will be used to analyze the writing.
5. This data will be analyzed to use for placement into programming.

Initial Placement Parental Notification

Within 10 calendar days of enrollment of an EL in an LIEP parents/guardian will be notified. A parent notification letter will be sent home in a language accessible to the parent/guardian. The letter will inform the parents they have the right to visit the program, to request a conference to understand the program and to withdraw the child. We will include information about the description of the purpose, method and content of the program.

Parental Rights

A parent or guardian has the right at any time to withdraw the student from the LIEP by providing written notice of this intent to the school principal or to the district superintendent. The parent or guardian may re-enroll the child in the LIEP upon request.

Continuing EL Eligibility

After a student is placed in the LIEP, districts must annually identify students who continue to be eligible for



English language instruction. An EL continues to

be eligible for instruction in an LIEP if the student does not have a proficient score on the ACCESS test, or if the district deems the student eligible by using additional criteria which is identified in the next section.

Students Newly Enrolled From Other States

If a student was previously enrolled in another WIDA state, contact that school to request recent ACCESS test or WIDA Screener score reports. Since some states do not require WIDA Screener score reports to be filed in the cumulative folder, the district might not have easy access to the score report.

Once you receive the score report, review the overall composite score and the 4 domains (listening, speaking, reading, and writing) using Minnesota's proficiency definition to determine if the student qualifies for a language instruction education program (LIEP) and English language development (ELD) instruction.

Parent Notification

Title I of ESEA as amended by ESSA requires that parents and guardians of ELs are annually notified within 30 calendar days of enrollment of an EL in an LIEP. A student who receives EL continues to be eligible for instruction in an LIEP if the student does not have a proficient score on the ACCESS test. The student may continue in programming if proficient if additional criteria show the need.

The parent notification letter must be sent home in a language accessible to the parent and guardian. The parent notification informs the parents that the student has been enrolled in an LIEP. Additionally, the letter informs the parents that they have the right to visit the program, to request a conference to understand the program and to withdraw the child. The district should include additional information about the description of the purpose, method and content of the program. Minnesota Department of Education recommends that all letters be sent home in English as well as the preferred language of communication as indicated by the parent.

Exit Criteria

At the end of each school year, EL teachers evaluate all spring standardized testing data as it becomes available to determine each EL's eligibility for ongoing EL support. When a student meets the exit criteria detailed in the chart below, with an emphasis on standardized scores, they will be reclassified in late spring for the next school year and will no longer receive EL supports. Students, who exit will be monitored by the EL teacher to ensure success for two years and if services are needed they can reenter the EL program based on need.

ACTION	Exit Criteria
Exit and reclassification	ACCESS 2.0 satisfies both of the following criteria: <ul style="list-style-type: none"> ● Composite Score of 4.5 AND ● A score of 3.5 or higher in each of the four domains (Listening, Speaking, Reading, Writing)
Additional criteria must be applied to	ACCESS 2.0 satisfies both of the following criteria <ul style="list-style-type: none"> ● Overall composite score of 4.5 or higher AND



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determine continuing EL eligibility	<ul style="list-style-type: none"> Only one domain score is below 3.5
Student is not yet proficient and maintains EL status and continues to receive both ELD instruction ELP based support throughout the school day	<p>ACCESS 2.0 includes:</p> <ul style="list-style-type: none"> An overall composite score that is less than 4.5 OR Two or more domain scores are below 3.5

EFFECTIVE LANGUAGE INSTRUCTION EDUCATION PROGRAM

Amount and Scope of Instruction

The Program Service Framework sets forth the expectations for EL Support and Service per WIDA Level per grade. School-Based teams may determine the modifications of these supports are needed to best suit building and student needs. Parents can receive more detailed information about students' EL supports for academic achievement and English Language Development from the students' EL teacher.

Students who are eligible for EL services are assigned an EL level 1-5 based on a language assessment. EL teachers provide supplemental English language development instruction. Less proficient (Level 1) receive more hours of EL instruction than students who are more proficient in English.

EL teachers and paraprofessionals will provide services through a combination of push-in and pull-out models as is appropriate for grade level, proficiency level, individual student need, and building schedule.

Pull-out EL instruction means that an EL teacher or bilingual paraprofessional pulls students out of the general education classroom to work in a small group setting.

Push-in EL instruction means that an EL teacher or bilingual paraprofessional works with individuals or a small group within the general education classroom.

Collaboration means that the EL and general education teachers communicate regarding lessons currently underway and give one another ideas to best support their students.

All instruction will aim to increase proficiency in speaking, reading, writing, and listening while also increasing student academic achievement in the core academic subjects. EL service will be guided by WIDA ELD standards and will be centered on grade-level standards. Focus will be on MDE ELD LANGUAGE



FRAMEWORK. The key uses of language will be focused on: recount, explain, argue and discuss.

EL's learn best when engaged with grade-level peers and academic language. Educators need to provide language supports that make MN academic standard at the age-appropriate grade level accessible to EL's.

The following are guidelines for direct service that may be provided by a trained EL professional or through collaboration with other educators and bilingual paraprofessionals.

PLACEMENT/SERVICE CRITERIA for **Kindergarten**

LEVEL- WIDA MODEL/ACCESS	CRITERIA	SERVICE
Level 1	Entering	½-2 hrs 2-5 days/wk
Level 2	Beginning	½-1 hr 2-5 days/wk
Level 3	Developing	½ hr 2-5 days/ week
Level 4	Expanding	½ hr 2-5 days/ week
Level 5	Bridging	½ hr 2-5 days/ week
Level 6	Reaching	No service/LEP-No

Students are encouraged to take part in afterschool and summer service.

PLACEMENT/SERVICE CRITERIA for **Grades 1-2**

LEVEL- WIDA SCREENER/ACCESS	CRITERIA	SERVICE
Level 1	Entering	1-3 hrs per day*
Level 2	Beginning	1-2 hours per day*
Level 3	Developing	½-1 hour per day
Level 4	Expanding	½ hr 2-5 days/week
Level 5	Bridging	½ hr 2-5 days/week
Level 6	Reaching	No service/LEP-No

*dependent on first language literacy

Students are encouraged to take part in afterschool and summer service.

PLACEMENT/SERVICE CRITERIA for **Grades 3-5**

LEVEL- WIDA SCREENER/ACCESS	CRITERIA	SERVICE
Level 1	Entering	2-4 hours per day



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Level 2	Beginning	2-4 hours per day
Level 3	Developing	1 hour per day
Level 4	Expanding	30-45 min/day
Level 5	Bridging	½ hr 2-4 days/week
Level 6	Reaching	No service/LEP-No

Students are encouraged to take part in after school and summer service.

PLACEMENT/SERVICE CRITERIA for **Grade 6**

LEVEL- WIDA SCREENER/ACCESS	CRITERIA	SERVICE
Level 1	Entering	2-4 hours per day
Level 2	Beginning	2-3 hours per day (1 hour w/newcomers)
Level 3	Developing	1-2 hours per day
Level 4	Expanding	30-45 min/day
Level 5	Bridging	½ hr 2-4 days/week
Level 6	Reaching	No service/LEP-No

Students are encouraged to take part in after school and summer service.

PLACEMENT/SERVICE CRITERIA for **Grades 7-12**

LEVEL- WIDA SCREENER/ACCESS	CRITERIA	SERVICE
Level 1	Entering	3 periods/day
Level 2	Beginning	2 periods/day
Level 3	Developing	1-2 periods/day with possible modified content
Level 4	Expanding	1-2 periods/day with possible modified content
Level 5	Bridging	Up to 1 period/day
Level 6	Reaching	No service/LEP-No

Students grades 7-12 (levels 2 and above) also may be scheduled for a study hall (for homework help provided by EL Staff). Students are encouraged to take part in summer service.

Moving Through and Exiting EL Services



To ensure that students are receiving the appropriate EL supports for both Language Development and academic achievement, all English Learners' progress and need for services will be reviewed by a school-based team (that includes classroom teachers and EL teachers) throughout the year. In order to ensure that all English Learners are making adequate progress in acquiring academic English and increasing English language proficiency, the school district uses resources developed by WIDA.

Staffing and Professional Development

All students have access to a Certified EL teacher. Staffing is determined by the need of students present in each school building at each school level. Staffing is also determined by the number of students who are in the lowest domain of language development level 1 and the number of students on caseloads of EL teachers.

Bilingual paraprofessionals may be available to assist EL students in the classroom, with tutoring and interpreting of language if needed.

PROFESSIONAL DEVELOPMENT:

EL teachers meet weekly as a PLC and evaluate teaching and learning methods, align state standards and ELD standards to meet the needs of the students they serve. EL teachers yearly attend the MNTESOL conference to develop differentiated instructional strategies critical for ensuring students' long-term academic success. They learn to effectively use assessment data on the academic literacy, oral academic language idea, and English language development of English learners, and skill to support native and English language development across the curriculum.

Parent, Family and Community Engagement

Communication Plan

Students who are English Learners benefit from parents' or guardians' involvement in their education as other students. Reaching out to parents is a key part of our communication plan. Not only do we want to reach out to parents of the students we serve, but also we want to build a relationship that is ongoing by reaching out in their native language.

We also will provide assessment and communications in both English and families first language using TRANSACT to assist with written translation.

The district will utilize our bilingual liaison to communicate with parents or guardians and teachers of the program services their child is involved in or will be involved in. We plan family meetings where the EL teacher along with the bilingual liaison will share information and help families understand

what the school is providing for their child regarding EL services. The teacher and the liaison will



share resources for opportunities for families to work on English skills together.

In the fall we meet with all our Family's to develop alongside the family for each of child/children's individual LIEP.

Our liaison does outreach and trains families on how to request an interrupter, how to help their children with their homework, and many other numerous things.

At request of our parents have started an ADULT EL class that is run with a partnership between Adult Basic Education, Inter County Connect, Global Friends and East Grand Forks Public Schools. Parents attend EL classes, the young children attend ECCE, and a speaker from the community is brought in once a week to share resources and information on topics of interest by the group. These sessions run 6-8 weeks and run for 2 hours twice a week.

ACCOUNTABILITY REQUIREMENTS

English Language proficiency is annually assessed using the ACCESS test in accordance with state and federal requirements.

Alongside the annual testing, teachers monitor progress toward English language proficiency and progress in academic achieve in a variety of ways.

Students are all benchmarked in Reading and Math in grades K-8.

ELD courses will progress monitor 4 times a year at the end of each quarter using formative assessments in each of the four domains of language.

Students who graduate out of EL are monitored and the MDE Monitoring the Academic Progress of Former English Learners Procedure Document.

FISCAL REQUIREMENTS

Title III funds are expended for programs for English Learners and immigrant children and youth and in no case to supplant other funds the district uses for programming.

Our Business Manager and Accounts receivable manager have strong internal controls to ensure federal dollars are spent appropriately.



Nonpublic School Participation

Each year during the annual consultation period Nonpublic Schools determine if services are needed. Equitable services will be determined if there is a need for services.