

English Language Learner Plan Technical Academies of Minnesota

Master Plan

Technical Academies of Minnesota

Overview of the English Language Learner Master Plan

The purpose of the English Language Learner Master Plan is to describe consistent practices that ensure that students whose first language is not English receive adequate and meaningful instruction that complies with state and federal laws. Technical Academies of Minnesota is prepared for any present or future English Language Learners who choose to attend school at our facility.

According to the Minnesota Department of Education, Minn. Stat. &124D.61, districts that enroll one or more children of limited English proficiency must implement an educational program that includes at a minimum:

Identification and reclassification criteria for children of limited English proficiency and program entrance and exit criteria for children with limited English proficiency must be documented by the district, applied uniformly to children of limited English proficiency, and made available to parents and other stakeholders upon request.

A written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to children of limited English proficiency through an educational program for children of limited English proficiency.

Technical Academies of Minnesota has a well-articulated plan that is clearly communicated to all stakeholders and has a blueprint from which to appropriately identify English Language Learners and implement services that effectively address the needs of its English Learners. Policies and procedures are clearly documented and submitted to the Minnesota Department of Education for feedback. Technical Academies of Minnesota will regularly evaluate and support efforts to continuously improve educational outcomes for English learners.

Definitions: The program for English Language Learners may also be referred to as the EL program (English Learners). An ELL is an English Language Learner. LEP refers to students who have a Limited English Proficiency. L1 refers to a student's first or primary language. L2 refers to the student's second language or the language which they are learning.

Scope and Sequence

The contents of this document are derived from several sources including research from peer reviewed journals in the field of English language and special education services, a survey of surrounding districts regarding ELL (English Language Learner) service provision and a review of related federal and Minnesota state laws as they apply to English Language Learner service. These related statutes include, but are not limited to:

Equal Education Opportunities Act of 1974

Title III

Title VI of the Civil Rights Act of 1964

MN Statute 123B.30

MN Statute 124D.59

MN Statute 124D.61

Definition of a Pupil with Limited English Proficiency

A pupil of “limited English proficiency” means a pupil in kindergarten through grade 12 who meets the following requirements:

- a. The pupil, as declared by his parent or guardian, first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and
- b. The pupil is determined by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English.

MN Identification of English Language Learners

Technical Academies of Minnesota identifies students as needing an English Language Learning Program based on state criteria. The follow components are required:

- a. Completed Home Language Questionnaire. The District uses the forms provided by the Minnesota Department of Education.
http://education.state.mn.us/mde/Learning_Support/English_Language_Learners/Communication_With_Parents/index.html
- b. The District provides these forms in languages that the state has available. All completed Home Language Questionnaires (HLQs) are forwarded to the EL (English Learner) teacher.
- c. Intake procedures include a review of the completed HLQ and a review of the student’s educational history.
- d. The guidance department or office secretaries schedule appointments with an EL teacher and/or a guidance counselor for all new students who indicate a first language other than English on the HLQ.
- e. An EL teacher reviews the student’s records from any previous schools.
- f. Assessment procedures for enrollment criteria are conducted by trained ELL staff. Valid and reliable assessments are used for measuring students’ English language proficiency.

Tests are chosen for age appropriateness, skills to be evaluated, ease of time of administration and cost factors. Student's schedules are developed based on testing information, EL and mainstream teacher referral, counselor recommendation, parent and student input. Newly enrolled ELLs will be assessed within approximately 10 days of enrollment.

- g. If the student qualifies for EL services they are entered as LEP "Y" in MARSS whether or not the child receives services. If the child qualifies for ELL services but does not receive services (e.g., the parent refused services) the "Status Begin Date" is left blank on MARSS.
- h. The child's LEP status is changed to LEP "N" upon exiting the program.

Initial Placement Determination

Descriptors of Proficiency Levels

Non-English Speakers – Level 1 (Newcomer/Entering) Newcomers to English benefit from pictorial or graphic representation of the language of the content areas. • Their language is characterized by words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support. • Their oral language contains phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support.

Level 2 (Beginning): Beginning English learners use general language related to the content areas. This language is characterized by phrases or short sentences. • Their oral or written language contains phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.

Level 3 (Developing): Developing English learners use general and specific language of the content areas. Their language is characterized by expanded sentences in oral interaction or written paragraphs. • Their oral or written language contains phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.

Level 4 (Expanding): Expanding English learners use a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • Their oral or written language is characterized by minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written

connected discourse with sensory, graphic or interactive support.

Level 5 (Bridging): Bridging English learners use specialized or technical language of the content areas. • Their language is characterized by a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports. • Their oral or written language approaches comparability to that of English-proficient peers when presented with grade level material.

Level 6 (Reaching/Proficient): Level 6 English learners use specialized or technical language reflective of the content areas at grade level. • Their language is characterized by a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level. Oral or written communication in English is comparable to English-proficient peers.

English Learner Identification Process

For new to the district students with a home/primary language other than English

<u>Action</u>	<u>Person Responsible</u>
1. Enrollment form/HLQ indicates a language other than English was first learned by student, used most often in the home or most frequently used by student.	Enrollment secretary
2. Notification of EL staff	Enrollment secretary
3. EL staff will determine if a student needs EL services by these methods: a. WIDA MODEL <u>or</u> b. WIDA Screener <u>and/or</u> c. Previous School records	
4. If the score on the MODEL or WIDA Screener is less than 4.5 on the grade level adjusted composite score, student should be identified as LEP	EL teacher
5. EL teacher notifies parents of LEP status (Mandatory parent notification within 10 school days, W-WIDA Screener summary report placed in cum file)	EL teacher
6. EL teacher arrange for placement and scheduling. Other staff may be involved at this point.	EL teacher
7. MARSS coordinator notified of student status change	EL teacher
8. LEP designation is changed to LEP-YES in MARSS	MARSS coordinator

The English Language Development Standards

(taken from WIDA's 2012 Amplification of the ELD Standards)

Standard		Abbreviation
ELD Standard 1	English language learners communicate for Social and Instructional purposes with the school setting.	Social & Instructional Language
ELD Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .	The language of Language Arts
ELD Standard 3	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics .	The language of Mathematics
ELD Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science .	The language of Science
ELD Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .	The language of Social Studies

EL Service Model for Technical Academies of Minnesota

Level	(Newcomer) 1 & 2	3 & 4	5 & 6
Daily Service Minutes	60-90 minutes	45 minutes	25 minutes/ Monitor
Program	1 hour of EL Newcomers instruction,	1 period of instructional support that includes	May consider monitoring progress in project-based

	<p>including ELL math as needed</p> <p>1 hour of reading and writing support in direct consultation with EL Teacher</p> <p>1 hour of classroom support</p>	<p>classroom modifications to classes in the general curriculum while addressing WIDA Level 3 & 4 standards, completed under consultation with EL Teacher</p>	<p>curriculum, providing intervention in reading and math as needed, in consultation with EL Teacher</p>
Curriculum	<p>Phonics; Oral English language; Conversation and phrase lessons; Vocabulary; Grammar and basic writing skills</p> <p>Math at grade level with emphasis on any missing vocabulary and concepts</p> <p>Rosetta Stone language learning - Levels 1-2</p>	<p>Project based curriculum; Vocabulary & roots instruction; Instruction in reading comprehension and writing for a variety of purposes</p> <p>Rosetta Stone language learning - Levels 3-4</p>	<p>Technical Academies of Minnesota project-based learning</p>

Each year EL students are assessed to determine their need for English language support. The WIDA ACCESS for ELLs test is administered to all EL students in the state of Minnesota. Students are assessed for language proficiency in reading, writing, speaking and listening. Students who move in or otherwise miss taking the ACCESS are assessed with an alternate measure, such as the MODEL or WIDA Screener. Students are then placed in the classes that meet their level of need for the following year. Every effort is made to assign students to classes that receive credits toward graduation requirements. EL class is also offered for credit, either for a grade or on a Pass/Fail basis, in order to assist students in reaching graduation requirements.

Newcomer/Levels 1 & 2: Students receive small group or individualized instruction for 60-90 minutes each day. This setting allows the teacher to spend individual time with students. These classes help newcomers gain basic school skills and English vocabulary. Students also spend independent study time on vocabulary. Students advance out of the newcomer class when they

gain enough English language ability to understand instruction in English. EL math instruction is offered within this smaller setting when there are newcomer students who have not gained these skills in their prior schooling.

Intermediate/Levels 3 & 4: Students receive instruction with grade level peers as much as possible so that students may learn from each other and students from the same L1 background can support each other. Group discussion helps strengthen literacy skills and build strategies for comprehension. Reading and writing support class teaches study skills while working with grade-level language arts content. Reading and writing across content areas (math, history, science, etc.) will be stressed as well, meeting the ELD Language Standards. Classes are designed to meet grade-level academic standards in order to prepare students for classes outside of EL. An after-school program may be recommended for students who are still struggling to work at grade level.

Advanced/Levels 5 & 6: Students are monitored by the staff in conjunction with EL staff for at least one year to ensure that they are academically successful while making the transition out of EL support services. They are brought back into EL support if needed. Reading support may be given if needed.

Monitoring and Exiting Criteria

In general, students who score 4.5 or higher with at least 3 domains at 3.5 or higher on the WIDA ACCESS for ELLs test of English proficiency will be considered for monitoring status. Monitoring, in this case, is defined as checking on academic progress at least twice each quarter as well as tracking and recording scores on standardized testing. Teacher reports/observations will also be taken into account.

When a student has met the above criteria for at least a year, he/she may be considered for exiting the EL program. The Monitoring and Exiting Procedures stated below will be followed.

Monitoring and Exiting Procedures

Students are monitored for one year after they meet the district's exiting criteria. The EL teacher:

1. Gives the classroom teachers an annual notification of ELL services.
2. Advises classroom teachers to contact ELL staff if concerns arise.
3. Documents any concerns after each grading period.
4. Completes a monitoring review and places this record in the student's cumulative file.
5. Completes an exit form when all criteria for exiting students have been met.

- Instructs the building secretary to change the student's LEP indicator in the MARSS report from LEP "Y" to LEP "N".