Twin Cities Academy

English Learner

Language Instruction Educational

Program Plan

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Definitions

Language Instruction Education Program (LIEP) is a term used by Title III. This is the government legislation that funds and describes English Learning programming. The State of Minnesota requires that all schools have a description of their services available to their school community.

English Learner (EL) is a term most frequently used in reference to the learner, instructional program, and instructional expertise. Minnesota and Twin Cities Academy use the term English Learner (EL), Limited English Proficient (LEP), and are phasing out the use of English as a Second Language (ESL) Learner.

WIDA stands for "World Class Instructional Design and Assessment." It refers to a consortium or group of states that use the same standards and testing services for teaching English Learners.

ACCESS Screener is the "WIDA ACCESS Placement Test". This is an online test that identifies if a student can receive or qualifies for English Learner services.

ACCESS 2.0 is a test that measures and monitors a student's progress with their English language skills in reading, writing, speaking, and listening. This test is used to decide whether students remain in the English Learner program and what services the school will provide for the student.

Minnesota ELD Standards are based off of WIDA English Language Development Standards. These standards promote academic language proficiency in four content areas: language arts, mathematics, science, and social studies. They facilitate students' success in schools. More information can be found at the Minnesota Department of Education website, https://education.mn.gov/MDE/dse/el/Stds/.

Push in and Pull out services are both offered at Twin Cities Academy. Push in services are where an English Learner Teacher is co teaching or collaborating inside of the English Learner's general education classroom. For example, the English Teacher co-teaches in a math class. Pull out services are where an English Learner is instructed outside of the general education classroom. For example, a student may be taken from their biology class for 30 minutes each week to work on teaching vocabulary outside of the general education classroom. At Twin Cities Academy our English Learner Program strives to give students as much time as possible inside their general education classroom environment.

1. **LIEP Placement Procedures**

   <u>Identification Process</u>

   ● All newly enrolled students must include a Home Language questionnaire in their enrollment paperwork. If a family indicates the students speaks another language at home either as a primary or secondary language to English, the students records are reviewed by the English Language Learners department and administration.
   ● The EL administrator and/or District Assessment Coordinator will check with the Minnesota Department of Education assessment database to determine the last ACCESS score earned by the student. If the student does not have an ACCESS test score in the Minnesota Department of Education database, the EL teacher will screen the student using the WIDA Access screener tool.
   ● Once the ACCESS score or WIDA ACCESS Screener results are evaluated, the student will be placed for services as needed within 30 days of recognition. Parents will be notified by postal mail about their student's placement and services.

   <u>Placement into EL</u>
   ● Parents or guardians of students speaking a language other than English in their home are informed via a parent letter as to whether a student is eligible for services. Parents or guardians may agree or deny services based on this notification.

1-2.9 Access Scores

All students who have a composite score on ACCESS or as indicated by the WIDA screener of 1.0-2.9 will receive in classroom (push-in) services with small group and whole class language focused lessons in the general education classroom. Out of general education classroom (Pull out) services for newcomers and early beginners will have minimal 45 minutes per week. In totality, the minimum service minutes for these students will be 90 minutes per week.

3-4.4 Access Scores

All students who have a composite score of ACCESS or as indicated by the WIDA screener of 3.0-4.4 will receive sheltered content instruction with some co-teaching by an EL teacher. They will receive in classroom (Push-in) services with small group and whole class language-focused lessons. These services will receive a minimal service time of 45 minutes per week.

● All students with a composite score of 4.5 or above with three or more domains greater than or equal to 3.5 on the ACCESS or WIDA screener are exempt from services. If the students were part of the EL program before, these students will be exited from EL programming.

EL Programming

ACCESS Score	Scope of Service	Minimal Service Per Week
1-2.9	Out of classroom (Pull-out) services for newcomers and early beginners (minimal 50 mins/week) In classroom (Push-In) Services with small group and whole class language-focused lessons	90 minutes/week
3-4.4	Sheltered content instruction with some co-teaching by an EL teacher In classroom (Push-in) services with small group and whole class language-focused lessons	45 minutes per week

This is the description sent in the Parent Letter through postal mail about the services their student will receive.

- All students receiving EL services will have an individualized learning plan which includes general education accommodations. *A blank plan accommodation plan is provided at the end of this document.*
- The EL teacher will meet with the teachers of the EL students to ensure understanding and implementation of all general education accommodations.
- The Newcomer instruction focuses on speaking and listening skills and lower level reading and writing skills.

2. **LIEP Description**

Programming is based off of WIDA Can Do Descriptors: These Can Do Descriptors are taken directly from the WIDA (World-class Instructional Design and Assessment) website: ,https://wida.wisc.edu/teach/can-do/descriptors.

- According to WIDA, the Can Do Descriptors highlight what language learners can do at various stages of language development as they engage in the following contexts:
  - K-12 English language development
- Similar to the WIDA Language Development Standards, the Can Do Descriptors represent what learners can do with language across different content areas. Although the Can Do Descriptors relate to the Standards, they don't replace them but supplement them during instruction.
- Educators and early childhood practitioners can use the Can Do Descriptors in the following ways:
  - Collaborate and engage in conversations about language for learning as children and youth move along the continuum of language development
  - Advocate for language learners to have equitable access to developmentally appropriate content
  - Differentiate instruction and classroom assessment
  - Understand ACCESS for ELLs test scores

The following Evidence Based Practices (EBPs) are used in TCA Tiger English Learner Programming: These descriptions are directly from the Minnesota Department of Education document "Evidence Based Practices (EBPs) to Support English Language Development" from July 2019.

- Culturally Relevant Pedagogy Description:
  - Culturally Relevant Pedagogy is a pedagogical practice that encourages educators to facilitate settings where students can be academically successful while developing a critical consciousness, retaining, and building their cultural identity. Perhaps more than other, more technical practice, Culturally Relevant Pedagogy demands continuous development and critical reflection on the part of practitioners.
- Dedicated Writing Instruction Description:
  - Teachers will examine the content standards to determine what types of writing the standards demand. Teachers will then provide structured opportunities for students to write across a variety of genres while providing students with linguistic supports to improve written output. Students should receive feedback on their writing and should have opportunities to collaborate with their peers on writing assignments.
- Explicit Academic Vocabulary Instruction Description:
  - Teachers identify academic terms that are critical to comprehending texts and engaging with material. Teachers then teach the vocabulary in a way that allows students to practice the terms and engage with their meaning, ultimately improving students' ability to engage with rigorous coursework.
- Incorporate Student Home Language in Core Instruction Description:
  - In order to increase language learning and use, the action of incorporating home languages into classroom instruction and practice will increase the scholars' content learning and language understanding and usage. Bilingual or multilingual students will achieve more when more languages are supported in the classroom. Teachers will structure learning times for students to use their full language repertoires to support learning.
- Structured Productive Language Opportunities Description:
  - In order to support content learning for multilingual learners, while they also master elements of academic English, teachers must provide opportunities for students to discuss academic content with their peers as well as extend their thinking in focused writing assignments. Teachers must ground academic discussions and writing in shared experiences, model appropriate vocabulary and language constructions, and provide ample, structured opportunities to practice the associated academic language in discussions and writing.

3. **Amount and Scope of Instruction**
   a. *See table for minimum minutes of service on page 5 and 6.*

4. **Communication of LIEP Plan Information**

Communication with parents/guardians of English Learner services.

- Curriculum Night
  - Curriculum Night is an open house held at the beginning of the school year where students and their guardians can meet teachers and learn about curriculum and programming at TCA. The EL teacher/s will be available to do in person meetings this evening.
- Conferences

- ○ Conferences are held regularly for the EL team to meet and discuss a student's academic performance with guardians and their Advisory Teacher. The EL teacher will be available in person to meet during conferences.
- Placement Decision/Parent Letter
  - ○ The EL Teacher sends out a Placement Decision form to parent/guardians through the postal mail in order to inform them of their placement and amount and scope of services at the beginning of each school year, and/or if any changes in services is to occur.
- Assessment Data
  - ○ Assessment Data, such as WIDA Screener and WIDA ACCESS for ELLs, will be sent out to parents through the postal mail. Generally this happens at the beginning of the Fall Semester.
- LIEP Availability
  - ○ The LIEP will be available online on our TCA website.
- Translation Services
  - ○ TCA will provide translation services for all in person meetings, phone calls, and documents as per requested.

5. **EL Forms and Documents**

Important Forms discussed in this plan are included in this document:

a. Parent Notification Letter
   i. Sent by postal mail to parents after initial testing and then yearly.
b. English Learner Exit Form
   i. Sent by postal mail when a student exits.
c. EL Accomodation Form
   i. Located in student cumulative file.
d. Parent Waiver of Services
   i. Available upon request from EL Teacher or administration
e. English Proficiency Score Report
   i. Sent by postal mail after testing

Twin Cities Academy
Parent Notification: English Learner (EL) Program

To the Parent/Guardian of: _____ (Student Name)

Date: _____ Current Grade: _____

Your student qualified to be assessed for possible placement in the EL program because another language other than or in addition to English was listed on his or her enrollment form. This simply means that your student may qualify for additional academic support through the EL program, depending on the results of the assessment. This is not a Special Education program, and level of support is determined based on individual student need.

_____ Your student was assessed using the WIDA Screener, which measures students' language development in reading, writing, listening, and speaking.

_____ Your student's eligibility for placement in the EL program was determined based on the WIDA-ACCESS test administered during a prior school year. This test was either administered at your student's previous school or at TCA.

Assessment results:

_____ Your student qualifies for the placement in the EL program.

_____ Your student does not qualify for the placement in the EL program at this time.

Your student qualifies for the following academic support:

ACCESS Score	Scope of Service	Minimal Service Per Week
1-2.9	Out of classroom (Pull-out) services for newcomers and early beginners (minimal 50 mins/week) In classroom (Push-In) Services with small group and whole class language-focused lessons	90 minutes/week
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If your student qualifies for placement in the EL program, he or she will be assessed annually using the ACCESS (state mandated English language proficiency test). This is how a student's English proficiency is measured from year-to-year. A student may only exit the EL program by obtaining qualifying scores on the ACCESS test.

You, as the parent/guardian, have the right to refuse EL services for your student. You may request a waiver of services by contacting the EL Program through EL Teacher Seth Wester or Executive Director Betsy Lueth, at (651) 205-4797, or by email: swester@twincitiesacademy.org / blueth@twincitiesacademy.org. You will need to sign and return the waiver to the office.

State mandate requires your student to be assessed annually with the ACCESS test until he or she tests out of the program, even if you choose to waive services. You may contact us with any questions or concerns.
Please keep this form for your records. You do not need to return it to Twin Cities Academy.

Twin Cities Academy
EL Program Exit Form
This form should remain in the student's permanent record.

Student Name: _____ District ID # _____

Date: _____ Current Grade: _____ Date of Birth: _____

The above student has been exited from Twin Cities Academy's English Learner (EL) program and will no longer be considered LEP (Limited English Proficient). The criteria for exiting the EL program include obtaining exiting scores on the WIDA ACCESS test, which is the annual English proficiency assessment used in the state of Minnesota.

Exit score criteria: Per MDE's 2017 revised proficiency score criteria, for a student to be considered proficient on ACCESS, the 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.

The student obtained the following scores on the ACCESS test:

_____ **Year taken**

_____ Listening

_____ Speaking

_____ Reading

_____ Writing

_____ Composite

MDE Accountability: Per MDE, students who are exited from EL services and have been reclassified in MARSS as "EL-No" are placed on monitoring status for two academic years. Students are classified as "Former EL Monitoring Year 1" during their first year of monitoring and "Former EL Monitoring Year 2" during their second year of monitoring. During this time, EL's count toward the EL student group for accountability purposes.

Services and monitoring: The above student is no longer eligible for academic services through the EL Program. However, in order to ensure the success of the student, the EL department will monitor the student's academic progress for two years after being exited. The decision to exit the student from EL services can be re-evaluated if necessary during the two-year monitoring period. The student will no longer take the ACCESS test.

Monitoring years 1 and 2:

This student's Monitoring Year 1 will be the following academic year: _____ - _____

This student's Monitoring Year 1 will be the following academic year: _____ - _____

Form completed by: _____

TWIN CITIES ACADEMY 20-21   EL ACCOMMODATION PLAN

Name:			Grade:		ID #:
Home Language (HL):	**DOB:**		**# of years in U.S. schools:**		**IEP (yes/no):**
Proficiency Assessment Used:	**Reading:**	**Writing:**	**Listening:**	**Speaking:**	**Composite:**
At this time student needs accommodations (yes / no):			**Type of ESL Services:**		

INSTRUCTIONAL ACCOMMODATIONS AND MODIFICATIONS

1. Allow verbal (rather than written) response
2. Record responses by scribe
3. Divide text into smaller sections
4. Limit sentence or paragraph length requirements
5. Divide longer stories into shorter segments
6. Use abridged versions when possible
7. Allow access to copy of alphabet or sight words
8. Provide multi-level text choices
9. Provide Audio support (CDs, websites, etc.)
10. Allow student to read text in HL as supplemental support.
11. Allow student to write in HL (scaffolding towards independence)
12. Excuse grammatical errors and spelling errors that DO NOT interfere with
    meaning

13. Provide sentence frames and/or sentence starters (writing/speaking)
14. Use Bilingual or picture dictionary
15. Use bilingual word lists, customized dictionaries (word-to-word translations)
16. Utilize student-made notebook with translations, definitions, and/or
    illustrations
17. Teacher will simplify language (ie: use short sentences, eliminate
    extraneous information, convert narratives to lists, underline key words/key
    points, use charts and diagrams, and change pronouns to nouns).
18. Decrease the amount of work presented or required
19. Provide preferential seating
20. Provide additional time to complete work independently. *Specify percent of*
    additional time:
21. Provide access to technology device during the school day

ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS (If used for assessment must be used for instruction)

22. Allow the use of note cards or open-book during testing 23. Answer directly in test booklet (Do not use machine-score answer sheets) 24. Flexible schedule, procedures and/or time. Specify percent of extra time: _____. 25. Frequent breaks during assessments 26. Individual or small group administration 27. Allow student choice for assessment; product; and/or process 28. Provide additional time for the student to complete assessment independently. *Specify percent of additional time:* 29. Provide word bank for fill-in-the-blank and short answer 30. Reduce amount of content on a page (ie: same content over multiple pages) 31. Reduce number of items to be completed 32. Repeat/rephrase directions & questions	33. Reduce number of responses for multiple choice 34. Use approved word-to-word dictionary 35. Oral/human administration of reading test (instructions and text) 36. Oral/human administration of content test other than reading 37. Translate directions into HL 38. Use alternate forms of assessment such as: portfolios, rubrics, structured interviews, checklists, projects, timelines, demonstrations, models, drawings, poster, PowerPoint, video, etc.) 39. Use true/false, matching, or fill-in-the-blank instead of essay tests 40. Write page numbers for answers next to the questions on tests 41. Student assisted in marking responses 42. Student responses tape recorded for later verbatim translation 43. Provide a buddy partner for support (directions, organization, notes) or peer tutoring.

INSTRUCTIONAL STRATEGIES FOR CONSIDERATION
IMPLEMENT AS NEEDED

● Classify vocabulary by themes or topics ● Allow active responses such as holding objects or doodling ● Articulate clearly, pause often, limit idiomatic expressions, and slang. ● Integrate content with student's background schema (literature, pictures, special speakers, holidays, websites, maps, etc.) ● Introduce text (build background knowledge); pre-teach ● Label items in classroom ● Practice response with a partner (Turn & Talk) ● Prepare student to provide verbal response to class by first practicing response with teacher or partner. ● Practice with flashcards and games ● Preview vocabulary ahead of topic to be read ● Prioritize and highlight most important components in large units of study ● Provide high interest, low vocabulary text choices ● Provide outline or cloze passage for note taking	● Provide visual response cards or dry-erase boards ● Provide test questions in same phrasing as used in instruction/review ● Provide the big picture, metaphors, and models before the details ● Provide visual support for directions, concepts, vocabulary (charts, pictures, font style/size/color/labels) ● Require whole-class or choral responding ● Use "hands-on" experiential activities that do not rely on academic language for understanding ● Use graphic organizers and/or outlines for planning ● Use physical activity (Total Physical Response) ● Use sentence frames, sentence starters ● Use visual models ● Allow non-verbal responses (gestures such as "thumbs up, color cards, signs posted) ● Organize mixed practice math problems according to operation ● Record/video classroom lectures

* ESL students must receive accommodations of content work as outlined in this plan.

* Student grades must be based on accommodated work.

* ESL students must not be failed based on lack of English language proficiency

* In the event a student fails a course, the teacher will be required to show documentation of the reason for the failure, which cannot be attributed to language acquisition challenges.

* Accommodations may be reviewed and updated at any time throughout the school year.

* Let the ESL Coordinator know if you would like to consider adding or removing an accommodation.

Position / Title	Electronic Signature	Date	Revision: sign/date	Revision: sign/date
ESL Coordinator				

If this plan is revised, add your electronic signature and date in the gray columns to the right to verify you have read and agree with the revision.

Parent Waiver of EL Services

*This form should remain in the student's permanent record.

To the parent/guardian of: _____ Date: _____

Current Grade: _____

By signing this form you verify that:

- You understand that your student currently qualifies for EL services, and that you have reviewed and understand your student's English language proficiency scores.

- Despite the recommendation of Twin Cities Academy you are choosing to waive EL services for your student.

- You may choose to re-enroll your student in EL services at any time.

- Since your child qualifies as an EL student, he or she will still be required to take the annual ACCESS test (English language proficiency test) until he or she obtains exiting scores that will allow him or her to exit the EL program.

- This waiver is not valid unless signed by a parent/guardian. Please sign, date, and return this form to Twin Cities Academy. You may return the form in any of the following ways:

Mail to:	Twin Cities Academy
	690 Birmingham St.
	Saint Paul, MN 55106
Fax:	(651) 205-4799
	Attention: English Learner Teacher
In person:	To the main office.

Please contact Seth Wester, English Learner Teacher, with any questions or concerns: swester@twincitiesacademy.org

Name of person completing this form (print): _____

Relationship to student: _____

Signature: _____ **Date:** _____

English Proficiency Screener Score Report

Student Name: _____

Assessment was given during the following semester: _____

Your student was assessed using an approved English Proficiency Screening assessment and obtained the following scores. A more detailed score report will be obtained following the Spring ACCESS test (annual English Language Proficiency exam).
Please see the attached description of proficiency levels. Some of the information on the attached description will not appear on this score report, however you will receive a more detailed report following the Spring 2020 ACCESS test.

Reading	
Writing	
Listening	
Speaking	
Composite (overall)	