



Eden Prairie Schools
Inspiring Each Student, Every Day

English Learner Program Description/Service Plan

Program Leadership
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Purpose of the Program:

The purpose of this document is to share, with our English Learner (EL) parents and the Eden Prairie community, the components of our English Learner (EL) program.

Objective of the Program:

- English Proficiency of all English Language (EL) Learners
- EL learners will meet the same challenging State academic content and achievement standards as their English-speaking peers

Goals:

- Provide quality programs for English Language (EL) learners, based on research and best practice
- Deliver job embedded professional development for EL staff so that they can meet the needs of our EL families at the highest levels
- Maintain high levels of collaboration and communication with EL families

District Data:

Demographics:

- 48 languages are spoken in the district
- Of our EL students, approximately 39% speak Somali, 24% speak Spanish, and 16% speak the languages of India
- 715 Students, 9.1 % of EP student population, 71% are in elementary

Steps in EL Programming:

Identification:

Students are identified as Limited English Proficiency (LEP) using district-established criteria. Measures are used to identify both new students and those who continue to need services. Criteria consistently applied and based on evidence.

There are two steps to identifying EL students who need services to be successful in our academic setting.

1. Determining Home Language:

- Registration for new students is completed at the Eden Prairie District Office.
- Parents answer the Home Language Questionnaire that is part of the student's enrollment.
- A student is identified as Home Language other than English if:
 - a) The student first spoke a language other than English

- b) The primary language spoken in the home is not English or
 - c) The language most often spoken by the student is not English
- The primary language of each student, regardless of proficiency status, must be determined with a home language questionnaire the first time that the student enrolls in the district.

2. Determine the new student’s English Language Proficiency.

- The building site ELL teachers will administer the W-Apt (State required test) to all new students who have a home language other than English. For students who have had previous assessments (W-apt or ACCESS), teacher will obtain EL records from the previous school. At EPHS, students will be assigned a testing date and time by the registrar.
- EL teachers will follow the Initial Placement Guideline Form to determine if a student is eligible for services.

Grade Level	Evaluation Tool	Criteria	Score
K-1.5	1. Home Language Questionnaire	Language other than English spoken in Home PLUS below	
	2. W-APT		
	➤ Listening and Speaking	Score of 28 or less	
	3. Fountas & Pinnell Benchmark	Below grade level	
	4. Teacher report		

Grade Level	Evaluation Tool	Criteria	Score	
1.5-12 New Students	1. Home Language Questionnaire	Language other than English spoken in Home		
	2. W-APT			
	➤ Listening and Speaking	Score of 4.0 or less on any individual assessment	L=	R=
	➤ Composite		W=	S=
	3. Transcript	Below grade level		
	4. State MCA Reading & Math		R=	
			M=	
	5. NWEA Reading & Math	Score of 40% or below	R=	
			M=	
6. Fountas & Pinnell Benchmark Assessment/DRA	Below grade level			
7. Teacher Report				

Determining a continuing student's English proficiency:

- Students continue to demonstrate that they qualify as a English Language Learner based on ongoing assessment of their skills in speaking, listening, reading and writing. ACCESS scores that indicate proficiency are an overall score of "4.5" or better with at least three (3) domains of 3.5.

Parent Notification:

At the beginning of the school year, parents are notified within 30 calendar days that their child continues to receive service in the EL program. For students that enter during the year, parents are notified about placement in the program within 10 calendar days of determining eligibility. No service can be provided until eligibility has been determined. A letter will be sent in the parents preferred language wherever possible. Oral translation of the letter is possible where written translation is not.

Refusal of Services:

Parents have the right to refuse services for their child. It is important to understand the purpose of EL services and the potential academic risk to a child if service is refused.

Program Exit:

Students are ready to exit when they demonstrate proficiency in academic English based on language assessments and other evidence of data including teacher input.

Proficiency is based on ongoing assessment of skills in speaking, listening, reading and writing. In the State of MN the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is used and given every winter. The ACCESS is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually to monitor students' progress in acquiring academic English. ACCESS for ELLs test items are written from the model performance indicators of WIDA's five English Language Development (ELD) standards in the areas of:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies (Assessment

Scores that indicate proficiency are an overall score of “4.5” or better with at least three (3) domains (reading, writing, speaking or listening) of “3.5” or higher. The domain below 3.5 will be re-assessed using WIDA’s Speaking & Writing Rubrics, or other Minnesota Department of Education approved English language assessments. Students may be struggling with being successful in the classroom for other reasons however EL services are determined by a student’s English language skills.

Note: If students start the year with EL services, they must take the ACCESS, regardless on whether or not services are discontinued. If a student doesn’t demonstrate English Proficiency, the State of MN requires they take the ACCESS.

Services:

Our K-12 ELL instructional model emphasizes learning language through content. ELL teachers help students build a foundation of content knowledge, academic problem-solving skills, and language proficiency. This foundation helps ELLs access academic content in their grade-level and mainstream classes. Our program is designed to meet varying student needs across English proficiency levels.

Instruction of EL’s takes many forms. ELL teachers., along with classroom teachers, para professionals, music, physical education and art teachers, all provide instruction to EL students.

Most EL students receive the greater part of their instruction in the general education classroom. Classroom teacher accommodations, collaboration with EL teachers, pull out by EL teachers and paras for specific instruction, sheltered content classes are some of the instructional approaches that support the learning of EL students.

EL teachers focus instruction on language acquisition, moving from basic interpersonal communicative skills to academic language proficiency. Classroom and EL teachers collaborate on instruction designed to meet content and language

objectives for ELLs in the mainstream.

Eden Prairie schools use Minnesota state content standards and WIDA national standards in our instructional design for EL students. EL curriculum is aligned with the district literacy plan which contains solid instruction strategies and objectives for EL students.

Sheltered Content teachers in Math, Science and Social Studies also implement curricula designed to meet the content-knowledge and academic language needs of English Language learners. Much of the instructional material used in the sheltered content classes are teacher-created or modified to meet student needs and instructional standards.

Students may be served in both an instructional program specifically for ELs or within their regular classroom.

Eden Prairie believes that, in predominantly nonverbal subjects such as art and music, EL students should fully participate with their contemporaries in meaningful participation to the extent possible.

Service Recommendations (Time)

The ELL Department has established minimum times of direct English instruction for all grade levels. The program provides students at the beginning levels of English Proficiency with more intensive service than students at higher English Proficiency levels. Students are considered to have services whenever they receive programming specifically designed to meet their language needs.

Older students generally require more instruction because there tends to be a greater academic discrepancy between them and their native English-speaking peers.

Recommended Minutes of Direct Instructional Service	WIDA Level 1		WIDA Level 2		WIDA Level 3		WIDA Level 4		WIDA Level 5	
	Sheltered Content	Regular Class	Sheltered Content	Regular Class	Sheltered Content	Regular Class	Sheltered Content	Regular Class	Sheltered Content	Regular Class
Primary Elementary K- 6	45 Min 1x Day	30 Min 1x Day	45 Min 1x Day	30 Min 3x Week	30 Min 2x Wk	30Min 1x Wk	30 Min 2x Month	Mon-itor	20 Min 2x Month	Mon-itor
Middle School 7 & 8	At least two EL classes	Two of more Shelter Classes	At least one EL class	Two of more Shelter Classes	At least One shelter Class or EL class	Mon-itor	1x Day Shelter Class	Mon-itor	20 min. 2x Month	Mon-itor
High School 9 - 12	One EL class	At least one Shelter Class	One EL class	At least one Shelter Class	At least One shelter Class or EL class	Mon-itor	1 Shelter Class or EL class	Mon-itor	20 Min. 2x Month	Mon-itor

All Eden Prairie teachers are licensed and highly qualified in their teaching assignment. All EL teachers in the district have gone through rigorous training and hold current Minnesota teaching licenses, and some hold other relevant licensures, such as English or Reading., for example. Ongoing professional development is required of all EL teachers, sheltered content teacher and para professionals who work with EL students.

Communication and Interpreter Services:

Communication with families is the key to our success. The district employs two bilingual liaisons, fluent in Spanish or Somali. These liaisons go with new families to register incoming students, assist with Early Childhood screenings, Special Education assessments and Parent/Teacher conferences. Liaison and staff organize informational events for families in which the home languages are spoken. They will assist schools and families whenever an interpreter is needed. We also have paras assigned to each of our schools who can interpret for us in a variety of languages. The district also uses the Language Line, Over-the Phone Interpretation Service, which allows staff, teachers and families to communicate through interpreters using 3-way conference calls. The Language Line is available to all staff. --- Please be aware that interpreters are available for our families. If you need interpreter services, please let your teacher know and one will be arranged.

Additional Programming:

EL students are also eligible for Title 1, Gifted and Talented, Special Education, AVID and Targeted Services if criteria for services are met.

Accountability:

ELL teachers report to parent in a variety of ways. Parents receive a letter when it is determined that the student qualifies or does not qualify for services. Additionally, they receive an annual letter determining continuing services. This letter outlines a parent's right to refuse services, describes service/programs, and the district graduation rate.

ELL teachers also collaborate with the classroom teacher so that information concerning student progress is shared at the parent teacher conference. Teachers are available to meet with parents as requested.

The district also notifies parents of the most recent language proficiency (ACCESS) assessments results. Each year, the Annual Measurable Achievement Outcomes are reviewed in the context of all academic progress data for our students.

The Eden Prairie Schools follows all the guidance at the state and federal level related to fiduciary planning for the EL program. Primarily, the funding source for the EL program is the general education revenue generated through the Average Daily Membership function with the Minnesota Department of Education. In addition, Eden Prairie uses federal funds (Title III) to supplement the core instruction in alignment with the supplement, not supplant rules for using federal education funds.