

**Renville County West
School District
ISD: 2890**



**Language Instruction
Education Plan
(LIEP)**

**Renville, Minnesota
2023-2024**

Language Instructional Education Program

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Glossary of ESL/EL Acronyms & Terms

ACCESS: WIDA ACCESS for ELLs; WIDA's summative English language proficiency assessments. ACCESS is taken annually by English learners in kindergarten through grade 12 in WIDA Consortium member states. MDE uses this as the annual, ESSA assessment of English language development for English learners

EL: English learner. See definitions in the Minnesota Statute 124D.59(2) and the Every Student Succeeds Act Statute 8101(20)

ELD: English language development – often refers to the state’s ELD standards outlining benchmarks for progress toward English language proficiency

ELP: English language proficiency

ILP: Individual Language Plan – tool for documenting and communicating differentiated EL instruction

LEAPS: Learning English for Academic Proficiency and Success

LIEP: Language instruction educational program. May be commonly referred to as the “EL program”

LTEL: Long-Term English Learner

MARSS: Minnesota Automated Reporting Student System

MDE: Minnesota Department of Education

MEP: Migrant Education Program

MNLS: Minnesota language survey – formerly known as the home language questionnaire, it is part of Minnesota’s standardized procedures. All districts must include this in their enrollment packets and should be filled out by all students enrolling.

Newcomers: Recently-Arrived English Learner

SLIFE: Student(s) with limited or interrupted formal education

WIDA SCREENER: WIDA English language proficiency test to determine EL program eligibility. Includes paper and online versions for Grades 1-12. Students in grades K- 1st Semester of First Grade use the Kindergarten WIDA Screener.

WIDA: The WIDA™ (World Class Instructional Design and Assessment) Consortium - Minnesota has adopted the WIDA ELD standards and assessments

Language Instruction Educational Program (LIEP)

Mission Statement

The Renville County West School District prepares students to be contributing members of a changing society through supportive and relevant educational strategies.

English Language Department

In addition to the mission of RCW, the Multilingual Department at Renville County West is designed to be a research-based language program that provides students with both social and academic language instruction in reading, writing, speaking, and listening. The purpose is to provide language support to English Language Learners that will allow them to participate fully in academic classes taught in English.

Objectives & Goals:

- English proficiency for all English Learners
- EL students will meet the same challenging academic standards and content as their English -speaking peers

District Data:

- Languages spoken: English, Hmong, Spanish, Swahili, Kiswahili
- % of students are English language learners: 16%

LIEP Entrance Procedures:

EL Identification Procedures:

The Every Student Succeeds Act (ESSA) established that all states implement standardized, statewide entrance and exit procedures for EL's. For our district, this process begins during student registration. To be eligible for EL services, a student must meet the entrance criteria according to Minnesota's standardized procedures as follows:

- 1) **All** families complete the Minnesota Language Survey (MNLS) prior to starting school during registration. The student's MNLS indicates:
 - a) The language(s) the student first learned;
 - b) The language(s) the student speaks;
 - c) The language(s) the student understands; and
 - d) The language(s) the student has consistent interactions in.

NOTE: Interpreters are available upon request. All parents complete an MNLS during enrollment. The home language is entered into MARSS for every student. This form is kept in each student's cumulative (CUM) folder. The MNLS can be completed by a staff person based on conversations with the family (a bilingual PARA for example).

- 2) If a language other than English is indicated for any of the questions, the student will be referred to EL staff to be screened for English Language Proficiency to determine whether or not the student is eligible for English Language Development instruction.

The student's previous school district, if applicable, is contacted in order to find language proficiency assessment scores and/or information about whether the student was enrolled in an EL program. If the student has previous ACCESS scores from another state, these scores will be compared against the Minnesota EL Exit Criteria to determine LIEP eligibility.

- 3) If the MNLS indicates a language other than English, and no previous English language proficiency information is available, they are tested for EL support. The parent/guardian can decline testing which automatically disqualifies the student from EL support. When testing, the following assessments are used:

- a) *WIDA screener for Kindergarten* (in kindergarten or in the first semester of 1st grade)

Only the domains of speaking and listening will be tested initially in

kindergarten, after January 1 all domains will be tested. This test is administered by an EL teacher.

- i) Students with an overall composite score equal to or greater than 4.5 (using the WIDA online calculator) do not qualify for EL program services.
- b) *WIDA Screener* (2nd semester of 1st grade to 12th grade)
 - i) Students with an overall score between 1.0 and 4.4. qualify for services.
 - ii) If scoring 4.5 or above with all language domains 4.0 or above, the student is not eligible for EL program services.
- c) The results of the screeners will be placed in the student's cumulative folder.

[MDE ELL Identification Resources](#)

EL Placement Procedures:

1. Identified EL students will be placed in the EL program according to the following:
 - a. WIDA Screener scores
 - b. The professional judgment of K-12 ESL-licensed teachers based on in-class student performance also informs placement until performance data and ACCESS results are available
 - c. Additional information, such as time in U.S. schools, prior education history, proficiency and literacy levels in students' home language(s)
2. The school begins providing EL services and enters into MARSS:
 - a. the student's status as "EL-Yes",
 - b. the home (primary) language, and the date the student first received EL services in the district.

Parental Notification:

1. Parents receive a parent letter (using TransACT Parent Notices Portal) explaining that their child has been enrolled in an EL class. The parent letter:
 - a. Describes the EL Program
 - b. Should be translated into home language when possible or relayed through an interpreter

- c. Must be sent within the first 30 days of the school year or 2 weeks after student enrolled if enrolling mid year
- d. Each year a student continues to qualify for services the family must be notified in writing within 30 days that their student continues to be enrolled in the EL program.

Annual Assessment and On-going Identification Procedures:

Each year, all students labeled as EL take the ACCESS. The ACCESS test tests all the domains; reading, writing, listening, and speaking. Scores are given for each domain 1-6 and an overall composite score is also provided. Teachers will complete all required training to administer/and or proctor the ACCESS test. (WIDA Portal) Test results show student growth, and areas of need as identified by each domain. Scores are also used as evidence to exit a student from EL services. (Students take the ACCESS during the Minnesota state testing window and scores are available in late spring).

Students Continuing to Qualify for EL Services:

Teachers will analyze the ACCESS data as it becomes available to determine eligibility and areas of focus for the following academic year.

1. Students continuing to qualify for EL services
 - a. ACCESS results show a composite score between 1.0 - 4.4
 - b. ACCESS results composite score is less than 4.5 with two domains lower than 3.5
2. Students without ACCESS scores will be screened with the WIDA Screener to indicate level of proficiency.

Refusal of Services

Parents have the right to refuse services for their child. It is important for families to understand the purpose and intent of EL services. Parents may contact the student's EL teacher and complete the refusal of EL service form. Parents and families should also understand their child will not be supported with specific English Learning supports if services are declined. Parents can request that their child returns to EL services if the student continues to qualify for services. A student whose parents have refused EL services will still take the annual ACCESS until they are proficient in English based on the EL Program Exit

criteria.



Minnesota Standardized English Learner Procedures

Identification, Entrance and Exit for ELs who complete all four domains of ACCESS

Identification	Entrance	Exit
<p>1. Minnesota Language Survey</p> <p style="text-align: center;">AND</p> <p>2. English Language Proficiency (ELP) Screener with accommodations as appropriate</p> <p>Kindergarten WIDA Screener</p> <p style="text-align: center;">OR</p> <p>Grades 1 -12 WIDA Screener: Online or Paper</p>	<p>1. Placement in a language instruction educational program (LIEP)</p> <p style="text-align: center;">AND</p> <p>2. Continuing Eligibility</p> <p>Annual ACCESS Assessment overall composite score less than 4.5.</p> <p style="text-align: center;">OR</p> <p>Two of more ACCESS domains less than 3.5</p>	<p>1. Annual ACCESS Assessment Overall composite score greater than or equal to 4.5</p> <p style="text-align: center;">AND</p> <p>Three or more ACCESS domains greater than or equal to 3.5</p> <p style="text-align: center;">AND</p> <p>2. Additional Criteria (if applicable)</p> <p>State approved additional criteria are applied if lowest ACCESS domain is below 3.5</p>
<p style="text-align: center;">Required student data elements*</p> <ul style="list-style-type: none"> • Home Primary Language • EL Begin Date 	<p style="text-align: center;">Required student data elements*</p> <ul style="list-style-type: none"> • EL Begin Date • EL Participation if participating in an LIEP 	<p style="text-align: center;">Required student data elements*</p> <ul style="list-style-type: none"> • EL Begin Date = blank • EL Participation = no

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcy/~edisp/mde072445.pdf>

EL Program Exit Procedures:

Students are ready to exit when they demonstrate proficiency in Academic English based on Language Assessments (ACCESS) and other evidence of data including teacher input and work samples. Proficiency is based on ongoing assessment of academic language skills in speaking, listening, reading, and writing. The WIDA ACCESS is given each winter; proving the district, student, and families with a standardized progress report of the student's levels of English proficiency. The ACCESS for EL are written from the model performance indicators of WIDA's five ELD standards.

- Social and Instructional Language
- Language for Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

1. EL Program Exit and Reclassification are required if
 - a. ACCESS composite score of 4.5 or higher and score of 3.5 or higher in at least 3 of the 4 domains (reading, writing, listening, or speaking)
2. If a student meets the above Exit criteria
 - a. parents/guardians will be notified through a letter sent home (interpreter or translation as needed)

Monitoring Exited Students

Students who are exited from EL services are monitored for 2 years following their exit. If, at any point during these 2 years, it is decided by a team (including, at a minimum, a core teacher, EL teacher, the student and student's parents, and administrative representation, interpreter as needed) that the student should again receive EL services, based on data/evidence of an EL need, the district can rescreen a student using the WIDA Screener. The results of the screener will be analyzed similarly to a new student and, if the student is found to be eligible for services based upon those scores, they may receive EL services again.

Annual Progress Evaluation

Each year, all English Learners will be continuously evaluated for progress from both formative and summative assessments including the ACCESS assessments, MCA assessments, STAR math and reading assessments and classroom assessments. The

results of these assessments will help determine progress and placement within the English Learner Program. This information can also be used to meet exit criteria from the English Learner Program.

Minnesota Standardized English Learner Procedures: Exiting	
Required Action	Student's ACCESS result
<p>1. Exit and reclassification are required</p>	<p>Student score on ACCESS 2.0 satisfies both of the following criteria:</p> <ul style="list-style-type: none"> a. Overall composite score of 4.5 or higher AND b. A score of 3.5 or higher in each of the four domains (L, S, R & W)
<p>2. Additional criteria must be applied to determine continuing EL eligibility</p>	<p>Student score on ACCESS 2.0 satisfies both of the following criteria:</p> <ul style="list-style-type: none"> a. Overall composite score of 4.5 or higher AND b. Only one domain score is below 3.5 <p>*For more information about applying additional criteria to determine ongoing EL eligibility, see the MDE English Learner Education Page</p>
<p>3. Student is not yet proficient and maintains EL status and continues to receive both</p> <ul style="list-style-type: none"> a. ELD instruction b. ELP - based support throughout the school day 	<p>Student score on ACCESS 2.0 includes:</p> <ul style="list-style-type: none"> a. An overall composite score that is less than 4.5 OR b. Two or more domain scores are below 3.5

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcz/~edisp/mde073277.pdf>

Additional Student Classifications

SLIFE Identification Criteria:

Students with limited interrupted formal education (SLIFE) are an important group of English learners who need special consideration in identification, programming, and graduation pathways. The definition of Students with Limited or Interrupted Formal Education (SLIFE) (Minn. Stat. § 124D.59, Subd. 2a) is an English learner with an interrupted formal education who **meets three of the following five requirements:**

1. Comes from a home where the language usually spoken is other than English, or usually speaks a language other than English
2. Enters school in the United States after Grade 6
3. Has at least two years less schooling than the English learner's peers
4. Functions at least two years below expected grade level in reading and math
5. May be preliterate in the English Learner's Native Language.

Academic Placement of SLIFE Students:

1. If possible, SLIFE students will be assessed in their primary language. Students are assessed in both reading and math using STAR to identify skills, and areas of need. The creation of an Individualized Learning plan (ILP) is considered. The ILP includes different strategies and differentiation supports.
2. An identified SLIFE high school student will automatically be placed in 9th grade unless there is a transcript with detailed descriptions about past educational courses and credits.

SLIFE High School Schedule

Year 1	Semester 1: 2 EL courses, 1 math, 1 science (both basic) and electives
	Semester 2: 2 EL courses, 1 math, 1 science (both basic) and electives
Year 2	Semester 1: 2 EL courses, 1 math, 1 science, 1 ELA and electives
	Semester 2: 2 EL courses, 1 math, 1 science, 1 ELA, possible Social Studies (basic) and electives

*An annotation of SLIFE status will be entered into the student information system and reported to MDE by June 1 each year.

Bilingual and Multilingual Seal Program

1. High Schools are implementing the Bilingual and Multilingual Seal Program
 - a. <https://education.mn.gov/mde/dse/el/PROD047083>
2. Students must demonstrate proficiency in reading, writing, listening and speaking in a language other than English

[Assessments for Bilingual and Multilingual Seals and World Language Proficiency Certificates](#)

Immigrant Identification Criteria:

Upon enrollment, families (with an interpreter, if requested) may complete the intake form *Checklist for Identifying Potential SLIFE* below. The intake questions determine if the student meets the following criteria to qualify for the Immigrant Children and Youth Grant:

1. a child who is aged 3 through 21
2. was not born in any State or any U.S. territory
3. has not been attending one or more schools in any one or more states for more than three full academic years (on a cumulative basis)

***An annotation of immigrant status is entered into the Student Support Data Collection (SSDC) system and reported to MDE by June 1 each year.**

Note: eligible students are not required to be eligible for English learner status, though the vast majority of eligible students also qualify for English learner status.

Migratory Children and Families

During the school year, migratory families may move into district boundaries. Because migratory children have particular needs due to the migratory lifestyle and high mobility rates, the district's should designate a Migrant Liaison who is well connected with new families and the community. The migrant liaison should be in close contact with Tri-Valley Opportunity Council (TVOC) to support qualification for migratory services.

District staff do not discriminate based on race, language or culture. Staff submit recruitment requests to TVOC only when conversations with the family confirm the purpose for their move was to seek agricultural work for economic necessity. Refer to the [TVOC website](#) for more information.

Once a student is identified by TVOC and is given an official Certificate of Eligibility (COE), the migrant liaison contacts food service staff to ensure the student receives free meals. The liaison speaks with the family to confirm eligibility for [McKinney Vento](#) and communicates with the counselor, the student's home base district and the Midwest Migrant Education Resource Center (MMERC) to ensure instruction meets the requirements of the home base district. The liaison has access to the Migrant Student Information Exchange (MSIX) national database to gather and update student academic and health information.

Dual Identification - Special Education and Gifted/Talented

Special Education

The EL Staff and the Special Education staff together review special needs and referrals for EL students. The EL program does not substitute for other educational services for which a student may qualify. Likewise, neither Special Education services nor tiered reading interventions may substitute for EL services.

If a student demonstrates a possible need for special education services, staff do not delay in beginning the process for special education evaluation as there is no wait-time requirement for multilingual or EL identified students to be evaluated for special education service. Further, students who are being evaluated for Special Education support must demonstrate a disability in both languages; identification must not solely be the result of being a culturally or linguistically diverse student. If a team documents and gathers evidence that the student's ability/achievement/behavior is significantly below that of a comparable peer, disability screening may be appropriate.

If a student is found to qualify for both EL and Special Education services, the teams will collaborate with grade level/content-area teachers in all stages of the process of scheduling and programming. If a student is identified as needing services in special education, the special education teacher and the EL teacher will work together to provide the best plan of education for this student.

Gifted/Talented Students

Qualifying as an EL student does not disqualify a student from being included and participating in the District Gifted and Talented program.

Description of the EL Program

The goal of our program is to provide instruction, support, and strategies so that EL students can develop English Proficiency in academic and social language.

Our students participate in pull-out, push-in, inclusion, and Sheltered Instruction (described below) settings based on student need. Our EL instructional model focuses on learning language through content in all modalities: Reading, Writing, Speaking, and Listening. Instruction is aligned to the WIDA English Language Development Standards to support students in attaining the Minnesota Academic Standards (K-12).

EL Teachers & Paraprofessional Support

ELs may also be provided additional academic support in the mainstream classroom by Title III paraprofessionals, Title I personnel, and/or Special Education programming depending on student need. Multilingual Learner Paraprofessional support will be strategically implemented and used based on language need and level in a manner that promotes and allows students to develop independent learning skills and habits.

Service Model

Description of Grade /Performance Level Bands:

Grade Level Bands
K
1
2
3
4-5
6-8
9-12

Performance Levels	Screener or ACCESS Level
Beginning	1.0 - 2.4
Intermediate	2.5 - 3.5
Advanced	3.6 - 5

Amount of ELD Instruction by Grade and Proficiency Level

The table below provides how much designated ELD instruction students receive each week. These amounts vary by students' English proficiency levels and the number of students at each grade level requiring ELD instruction. Students at lower proficiency levels require more intensive language instruction than those who are more proficient

WIDA Level									
	Level 1		Level 2		Level 3		Level 4		Level 5
K-2	*	30-45 min/day		30-45 min/day		30 min/day		30 min/day	Mainstream for all classes

3-5		60 min/day		45-60 min/day		30-45 min/day		25 min/day	
6-12		50 min/day		50 min/day		30-45 min/day		30 min/day	

Scope of ELD Instruction

Multilingual students are provided ELD instruction delivered by highly qualified teachers that focuses directly on teaching the English language, through the four domains of reading, writing, listening, and speaking. EL teachers assist multilingual learners to develop the academic and social English language skills needed to access grade level content. Instruction may be delivered through push-in, pull-out, sheltered, and/or co-teaching models.

Push-in Instruction

Push-in instruction is used to provide service to intermediate and advanced students. Ideally, push-in occurs when students are working in small-group instruction in any content area.

Pull-out Instruction

Pull-out instruction is used for beginner/newcomer students and is aligned to grade-level instruction. Ideally, students are not removed from core instruction.

Sheltered Instruction

Sheltered instruction is an instructional approach that engages multilingual learners in developing content-area knowledge, academic skills, and increased English proficiency by aligning ELD and content area standards. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input of the content area to students.

Co-teaching

Co-teaching teams use a common planning template and identify one or two preferred co-teaching models: parallel teaching, team teaching, station teaching, or alternative teaching. Assessments are reviewed by co-teaching teams before and after application in order to identify target content and language and identify next steps. Co-teaching teams also clarify staff beliefs,

norms, roles and responsibilities for topics including: parent communication, behavior management, feedback, instruction, and student grouping.

English Learner & Title III Program Evaluation

Yearly, the EL program is reviewed and evaluated. The evaluative process will include a review of in place curriculum, as well as any curriculum needs. A review of the EL curriculum is also included in the school wide curriculum review process. The Minnesota Department of Education provides a protocol for program review. This process will also include a review of student ACCESS score data determining the effectiveness of the program and identifying changes to be made. This process will also review the staffing needs and schedules to ensure students are receiving the correct support and are making growth in English as demonstrated by the ACCESS and other assessments.

[MDE Program Review](#)

Staffing and Professional Development

- All EL teachers are licensed or on a variance in EL. EL specific training is provided for staff.
- Staff have access to continuing Professional Development through:
 - RCW District Human Resources Department
 - MRVED Consortium
 - MELT

Communication to Stakeholders/ Parent and Family Engagement

Administrative Information

Renville County West will make every effort to provide parents with materials and communication in their primary language. A list of available interpreters will be provided for all teachers and administrative assistants at the beginning of each school year. The list is also available through the Building and District Office

Family Involvement

Communication with our families is key to student success. The district employs bilingual (Spanish/English) staff. These staff members are available during student registration, screenings, Special Education meetings and Parent Teacher conferences. These staff members

may also describe how parents can access the district LIEP and additional information about the EL Program.

1. Provide Additional educational opportunities for EL families to support their child's learning.
 - a. Ideas: El Family Night, volunteering opportunities, Head Start marketing, surveys, anecdotal notes from conferences
2. English Language Classes and Adult Education classes are available to parents and family members through SW Adult Basic Education. <https://www.southwestabe.org/>
3. Parents are able to get a copy of the district's LIEP plan by requesting it through the district office or from the district website.

Family Communication Procedures:

Our district values transparency with families and the community.

- RCW utilizes a notification system that communicates events, activities, emergencies and other related information to students, parents, staff and community members in English and Spanish.
- Parent meetings/activities are held at various times throughout the day/year. All notices are translated in Spanish and sent home with students prior to the meetings/activities.
- Our district recognizes the importance of trained interpretation rather than using family members. Interpreters are available for families during conferences.
- EL teachers communicate to parents in a variety of ways to promote student success and provide EL program information.

Communication of the LIEP Information:

A full version of the LIEP will be posted on the school website. Also, a brief flier summarizing the LIEP in English and Spanish will be available in each school building's main office.

World's Best Workforce

[World's Best Workforce](#) MDE website

APPENDIX



Checklist for Identifying Potential SLIFE

Student's Name _____

Evaluator _____

Interpreter's Name _____

Date of Evaluation _____

1. ____ English is not the primary language of the home.
2. ____ came to the U.S. after Grade 2
3. ____ upon enrollment, has had at least two years less schooling than peers
4. ____ functions at least two years below expected grade level in reading
5. ____ functions at least two years below expected grade level in math
6. ____ is pre-literate in native language
7. ____ low literacy level in the native language
8. ____ lack of complete educational records
9. ____ Parent/guardian reports student has missed schooling.
10. ____ poor attendance records from prior schools
11. ____ consistent absences in the current school
12. ____ consistent lateness in the current school
13. ____ poor grades
14. ____ weak grasp of academic content
15. ____ limited experiences in content area classes in English
16. ____ poor performance on standardized tests

"Meeting the Needs of Students with Limited or Interrupted Schooling" by
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