



Language Instruction Educational Program (LIEP) Plan

Winona Area Public Schools

English Learner Program

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1. EL Identification Procedures

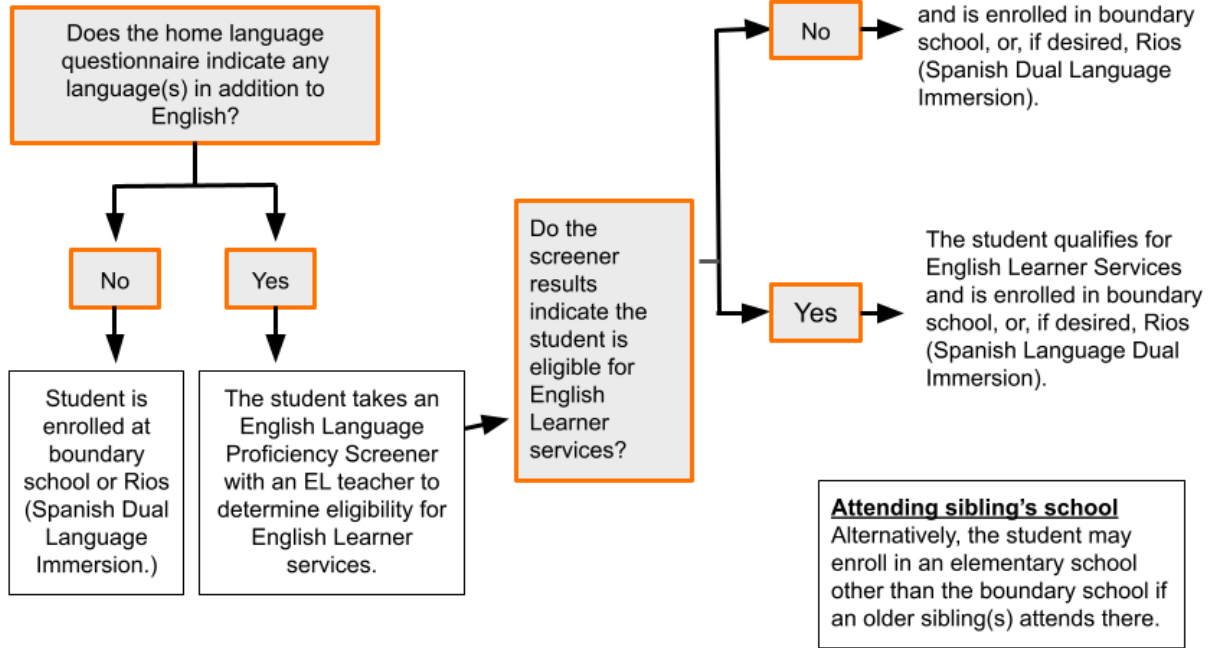
English learners (ELs) are identified through a two-step process: 1) identification of primary language using responses from parents or guardians on the Minnesota Language Survey (MNLS) completed upon enrollment and 2) screening for English language proficiency using the WIDA screener or relevant scores from previous records.

All students enrolling in Winona Area Public Schools have a parent or guardian complete the Minnesota Language Survey (MNLS) as a part of our registration. Students whose parents identify any language other than English on any of the three MNLS questions are identified and building administrative assistants, administrators or other staff assisting in the registration process notify EL teaching staff.

EL teachers then assess the child's current proficiency level in English in the areas of listening, speaking, reading and writing using the WIDA screener or relevant scores from previous records. If the child is proficient, receiving a 4.5 or higher on the screener, they are not identified as EL and do not receive EL services. If any students are not yet proficient in English, they are identified as English learners, and services are established based on the level of need demonstrated on the screener. Parents are notified that their child will receive EL services with the English Learner Program Placement letter. They continue to receive EL services until they demonstrate proficiency on the ACCESS by receiving an overall score of 4.5 with at least 3 domains higher than 3.4.

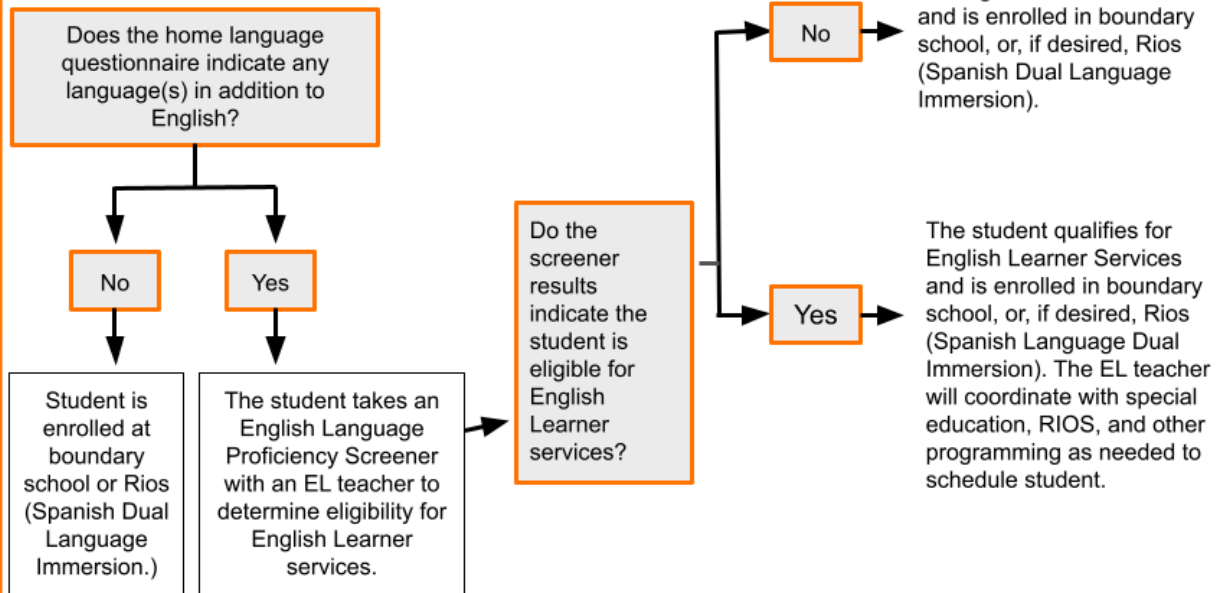
EL Identification and Enrollment Elementary

All families complete a Home Language Questionnaire as a part of registration for each new student enrolling at WAPS.



EL Identification and Enrollment Secondary

All families complete a Home Language Questionnaire as a part of registration for each new student enrolling at WAPS.



2. EL Placement Procedures

If potential ELs with a language other than English in their background (based on the MNLS) score below 4.5 on the WIDA screener, they are identified as English learners. Parents are notified within 2 weeks of the beginning of the school year or mid-year enrollment, in writing and with the help of an interpreter if needed, that their child will receive EL services along with a description of type of services. Parents are notified when their child initially enters the EL program and each year with the English Learner Program Placement letter found in TransACT. Services are established based on the level of need demonstrated on the screener or on ACCESS scores. EL teachers mark the child as receiving EL services in our information platform, Infinite Campus, and also mark them as Students with Limited or Interrupted Formal Education (SLIFE) or Recently Arrived English Learners (RAEL) if applicable.

Students with a level 1 or 2 receive more intensive language instruction for more time until they develop more proficiency. Level 3 students will receive some direct service. Level 4 students may receive some direct service and/or indirect service. Students receiving a 4.5 with three or more domains higher than 3.4 on the ACCESS are exited from the EL program and do not receive direct or indirect services.

Direct EL services include sheltered language instruction classes, co-taught content classes, and/or academic support classes with an EL teacher. Students may also receive support from an EL Educational Assistant or an interpreter using both English and first language. See below for current approximate minutes and types of service for K-4 and for 5-12 at each level.



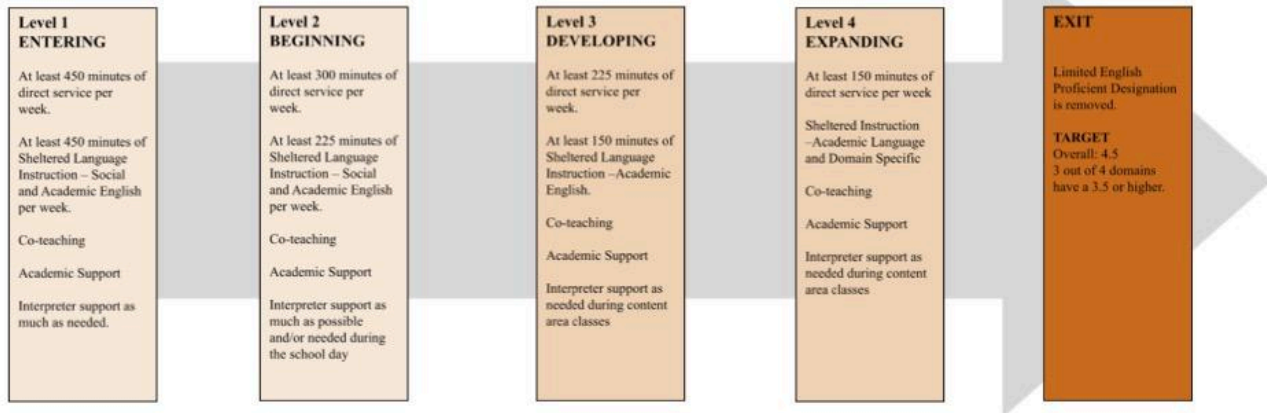
Winona Area Public Schools
EL Continuum of

03/16/18



Elementary Grades
K-4

When a student qualifies for English Learner Services (EL) in Winona Area Public Schools (WAPS) the following will guide in planning instructional services.



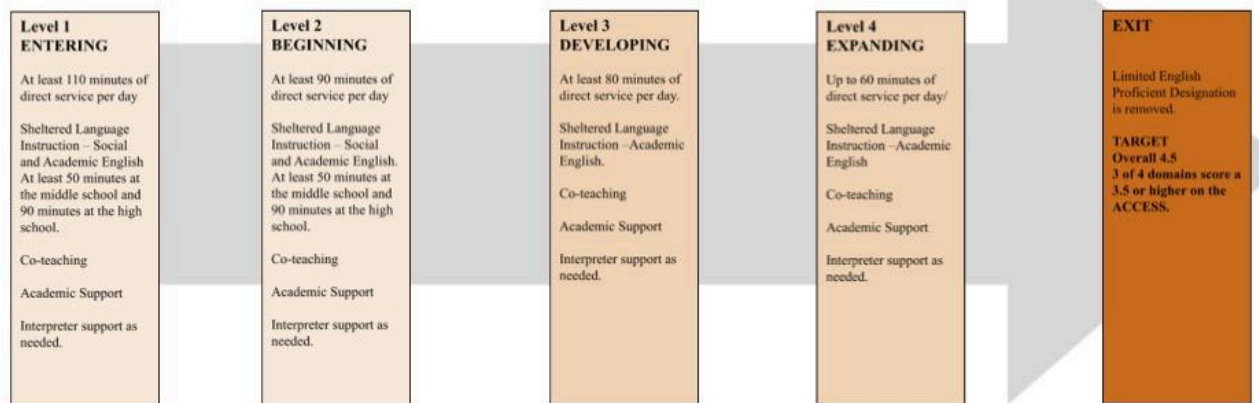
Winona Area Public Schools
EL Continuum of Services

03/16/18



Secondary 5-12

When a student qualifies for English Learner Services (EL) in Winona Area Public Schools (WAPS) the following will guide in planning instructional services.



3. Description of the EL Program

Students with a level 1 or 2 receive direct service for more time each day than other ELs until they develop more proficiency. Level 3 students will receive some direct service. Level 4 students may receive some direct service and/or indirect service. Students receiving a 4.5 with three or more domains higher than 3.4 on the ACCESS are exited from the EL program and do not receive direct or indirect services.

► **Direct EL Services**

- **Sheltered language instruction-** EL students in sheltered language instruction will receive instruction from an EL teacher in social and academic English in all four domains: listening, speaking, reading and writing. This may be a separate class or a limited pull out time with an EL teacher.
- **Co-taught content classes-** EL students in co-taught content classes will receive instruction from an EL teacher to improve their English language proficiency while accessing grade-level curriculum. This may include vocabulary instruction, first language supports, and/or providing scaffolding or modifications.
- **Academic support classes-** EL students in academic support classes will receive support with language comprehension and production for the purpose of academic success. This may include reteaching concepts, using first language supports, and providing scaffolding or modifications.

► **Indirect EL Services**

- EL teachers will assess language proficiency using the ACCESS test and monitor the academic progress of EL students. They may collaborate with their teachers and other staff to be sure their language needs are being met. They may also help connect students to resources outside of the EL program.

► **Support Staff**

- EL students may also receive support from an EL Educational Assistant or an interpreter using both English and first language in content area classes.

4. Assessment and Ongoing Identification Procedures

With the guidance of the District Assessment Coordinator, EL teachers will administer the ACCESS test each spring for all EL identified students. Services will be determined by a student's level of proficiency overall and in the four domains on the ACCESS test.

5. EL Program Exit Procedures

Students will be exited from the EL program when they demonstrate proficiency on the ACCESS by receiving an overall score of 4.5 with at least 3 domains higher than 3.4. Parents are notified of their child's level and EL services in the English Learner Program Placement letters each fall.

If a student's composite score is at least 4.5 but one domain score is below 3.5, EL teachers will use additional EL exit criteria to determine if a student should be exited from the EL Program. Additional EL exit criteria includes academic performance and on the MCA state assessment.

6. Family and Community Communication Procedures

A copy of the LIEP plan will be posted on our website, which can be translated into . We will also discuss it with parents using our interpreters at parent-teacher conferences and at EL family nights each year. Translated versions of English Learner Program Placement letters sent each year also contain some information from the plan.