



**Language Instruction Educational Program
(LIEP) Plan**



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Purpose of LIEP Plan and Legal Foundations

The Language Instruction Educational Program (LIEP) is a legal requirement for students who are in the process of learning English as an additional language (English learners). The goal of the English language (EL) program is to develop students' communicative and academic language skills in English (and in home languages if practicable). This is to ensure that students will be able to access the same challenging grade-level content as their same-grade peers in the mainstream classroom. Methods of instruction in the EL program must be research-based and include instruction by licensed EL teachers.

LIEP plans must be aligned to **Minnesota Statute 124D.61(2)** which requires a district enrolling one or more English learners to have “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 English learners.”

District and charter school LIEP plans must also meet federal legal requirements. The **Equal Opportunity Act (EEOA) of 1972** requires districts to remove language barriers to achievement and ensure equal participation of students in instructional programs. **Title III of the Every Student Succeeds Act of 2015, Section 3116(b)(4)(C)** requires that district plans be developed in consultation with "teachers, researchers, school administrators, parents and family members, public or private entities, and institutions of higher education". Therefore, the LIEP plan must be collaboratively developed and include the perspectives of district stakeholders. Additionally, the Supreme Court case (**Castaneda v. Pickard 1981**) clarified that EL programs must be based on sound educational theory, reasonable calculations of effectiveness, and be evaluated and adjusted as needed. The LIEP plan should outline how the district or charter school fulfills these requirements.

Acronyms and Definitions

ACCESS: WIDA ACCESS for ELLs; annual assessment of English language development for English learners

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

ELD: English language development

ELP: English language proficiency

ILP: Individual Language Plan

LEA: Local Educational Agency (refers to districts and charter schools)

LEAPS: Learning English for Academic Proficiency and Success

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

LTEL: Long-Term English Learner

MDE: Minnesota Department of Education

MEP: Migrant Education Program

MNLS: Minnesota language survey – formerly known as the home language questionnaire

RAEL: Recently-Arrived English Learner (often referred to as “Newcomers”)

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

WIDA: The WIDA™ Consortium (formerly known as World-Class Instructional Design and Assessment). Minnesota has adopted the WIDA ELD standards and the WIDA ACCESS for ELLs standardized assessment

District’s LIEP Mission and Vision

The mission of the ELD (English Language Development) instruction is to ensure equitable access to a high-quality education and to support English Learners ability to meet high academic standards. EL students will learn and develop language to attain English proficiency and achieve state academic content standards.

Student Identification

To be eligible for EL services, a student must meet the entrance criteria as follows:

1. All families should complete a Minnesota Language Survey (MNLS) prior to starting school. If a language other than English is indicated, the student will be referred to the EL coordinator to be screened for English language proficiency to determine whether or not the student is eligible for English language development instruction.
 - a. Filling out this information is voluntary. If a parent or guardian chooses not to complete the form, a staff member will explain to the parent the importance of the MNLS in identifying students who may need English language development instruction. If the parent still refuses, this should be documented in the student's cumulative folder.
2. Once the MNLS has been analyzed and indicates a language other than English, the student will take the appropriate screener:
 - a. WIDA Screener for Kindergarten (Kindergarten and first semester 1st grade only)* Students with an overall score, or oral score, of 4.5 or higher *do not qualify* for EL services, or
 - b. WIDA Screener (second semester 1st grade through grade 12) to determine their entrance level of English into the EL Program and *must have an overall score between 1 and 4.4*. If the student scores 4.5 with all language domains above 4.0.
3. When available, Cologne Academy reviews information provided from the previous school/district about EL status or English language (ELP) assessment. Any information existing regarding past EL identification or services is used to update information gathered during steps 1-3 above.

SLIFE Identification Criteria

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; and
5. may be preliterate in the English learner's native language.

Upon enrollment and qualification for ELD instruction, the EL teacher, student, and parent/guardian (with an interpreter, if requested) will complete an EL Educational History Intake Form (See [Appendix D](#)). Question number 2 will indicate potential SLIFE status. Transcripts from previous schools will also be reviewed for indicators, if available. *Local Reading Assessment* are used to show reading grade level correlation, while *Local Math Assessment* may be used to show grade level correlation in math. Assessments are provided in the student's home language whenever possible. A home language assessment (for example, [Native Language Literacy Assessment-NLLA](#)) is also administered to determine home language proficiency. An annotation of SLIFE status will be entered into Cologne Academy's Infinite Campus and MARSS for data reporting purposes to MDE.

Immigrant Identification Criteria

Upon enrollment and qualification for EL services; the EL teacher, student, and parent/guardian (with an interpreter, if requested) will complete an EL Educational History Intake Form. Question number 11 will indicate potential immigrant status if the response to 11a is "yes" for any student and 11b is "yes" for students in Grades 3 through 7. An annotation of immigrant status will be entered into the Infinite Campus and MARSS for data reporting purposes to MDE.

Migratory Children and Families

In the spring, migratory families may move into Cologne Academy's district boundaries. Because migratory children have particular needs due to the migratory lifestyle and high mobility rates, Cologne Academy's Migrant Liaison is well connected with new families and the community. The migrant liaison is in close contact with Tri-Valley Opportunity Council (TVOC) to support qualification for migratory services. Cologne Academy does 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 speaks with the family to confirm eligibility for McKinney Vento and communicates with the counselor, the student's homebase district and the Midwest Migrant Education Resource Center (MMERC) to ensure instruction meets the requirements of the homebase 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

The EL Coordinator and the Special Education Coordinator together review special needs and referrals for EL identified students. Students may be assessed in compliance with state and district guidelines. ELD instruction 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 ELD instruction.

If a student demonstrates a possible need for special education services, Cologne Academy's 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 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 ELD instruction and Special Education services, the teams will collaborate with grade-level/content-area teachers in all stages of the process of scheduling and programming.

Program Entrance, Program Exit, and Monitoring Exited Students

Program Entrance

1. If a student is identified for EL status, proficiency level scores from the WIDA Screener or WIDA Screener for Kindergarten can be used by educators to plan differentiated levels of support for each child.
 - a. The English language proficiency (ELP) levels can be used to inform initial placement. However, the professional judgment of licensed ELD teachers is equally beneficial to ensure appropriate placement until performance data and ACCESS results are available.
 - b. Additional information can be used to inform placement decisions, including: time in U.S. schools, prior education history, proficiency, and literacy level in home language(s).
2. When a student meets the entrance requirements for the LIEP and has been placed into appropriate instruction, the EL staff will email a notification letter to the family within thirty (30) days from the start of the school year. If a student is identified during the school year, parents will be notified by the school within two weeks of being placed in the LIEP. The letter notifies parents of their child's eligibility to receive ELD instruction.
3. The school will begin providing EL services and enter into MARSS:
 - a. the student's status as "EL-Yes",
 - b. the home (primary) language, and
 - c. the date the student first received ELD instruction in the district.

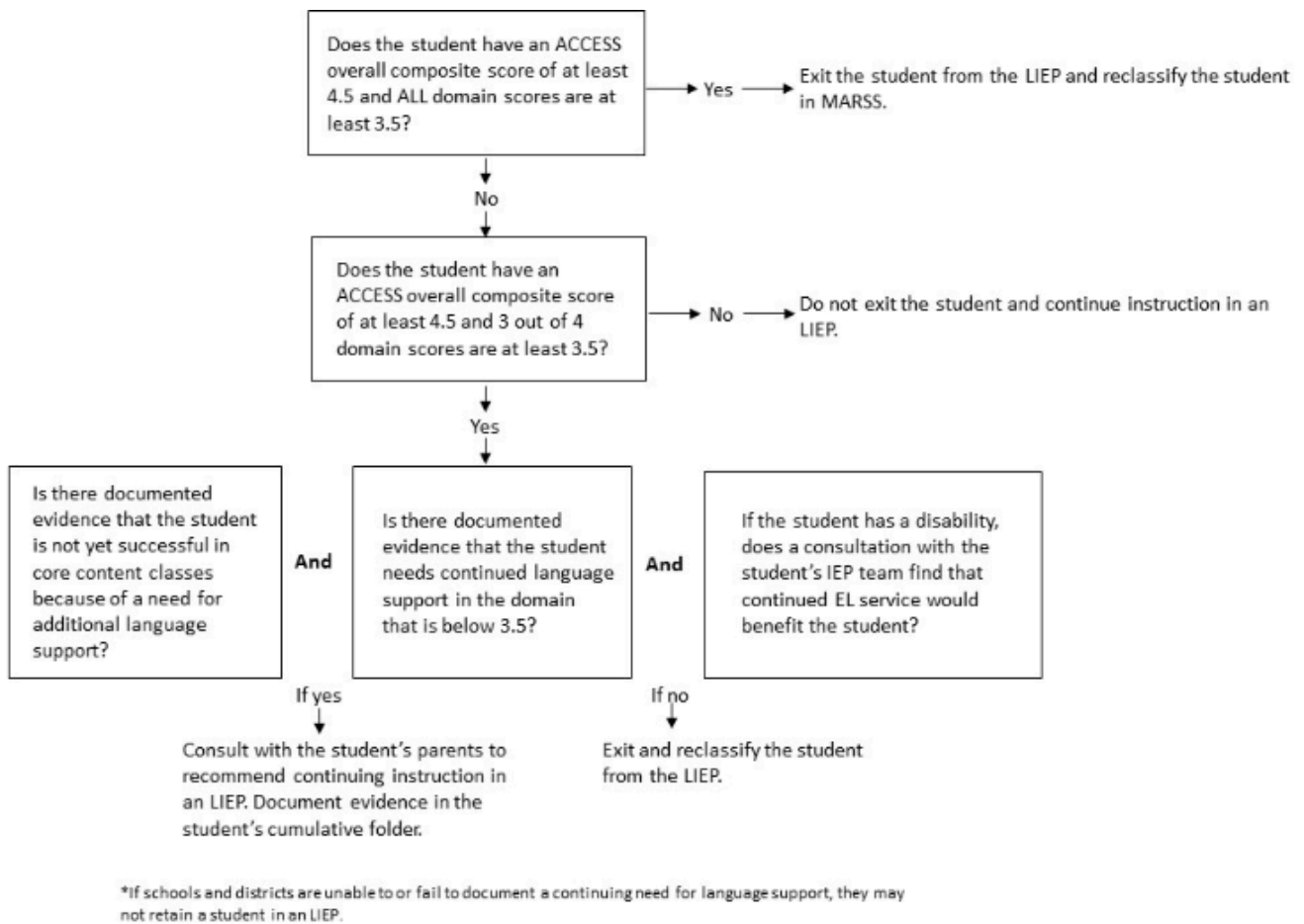
Program Exit

Students will qualify for the LIEP until they meet MDE exit criteria on the ACCESS test. ELs should reach a level of English proficiency that allows them to fully access the grade level curriculum. The following actions should be taken based on the student's ACCESS results:

1. Exit and Reclassification
 - a. Student score on ACCESS satisfies **both** of the following criteria:
 - Overall composite score of 4.5 or higher AND
 - A score of 3.5 or higher in each of the four domains (Listening, Speaking, Reading & Writing)
2. Additional criteria may be applied to determine continuing EL eligibility.
 - a. Student score on ACCESS satisfies both of the following criteria:

- Overall composite score of 4.5 or higher AND
 - Only one domain score is below 3.5
3. Maintain EL status - student is not yet proficient and continues to receive both ELD instruction and English language proficiency based support throughout the school day.
- a. Student score on ACCESS includes:
- An overall composite score that is less than 4.5 OR
 - Two or more domain scores are below 3.5

Additional EL Exit Criteria Decision Tree



If ACCESS results are 4.5 overall with no more than one domain lower than 3.5, they will exit the program. A notification letter will be sent within 30 calendar days to the family. The letter will explain which assessment was used and a description of how scores informed placement. Cologne Academy may use additional criteria such as universal screener data and interim assessment results to determine continuing EL eligibility; however, evidence used must be documented and discussed with parent(s)/guardian(s) about how the decision was made.

If a student has not been initially identified as EL or did not qualify but begins to demonstrate language and/or academic concerns, the EL teacher will review the MNLS on file and evaluate all ELD assessment

(Screener or ACCESS) data. If a language other than English is indicated on the MNLS, and if previous ACCESS or Screener scores show the student's ineligibility, the needs of the student may be academic and not language related. 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 ELD instruction. If the student scores the same or higher as Screener does-not-qualify scoring criteria, the student will not be placed in the LIEP and may not be retested for qualifying for at least one calendar year. The student should be closely monitored by his/her classroom teacher for language needs.

Monitoring Exited Students

Students who are exited from the LIEP are monitored for 2 years following their exit. If, at any point during these 2 years, it is decided by a team that the student should again receive ELD instruction, based on data/evidence of an ELD need, the school can rescreen a student utilizing 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 ELD instructions again.

Description of the EL Program and Program Models

The EL program provides ELD instruction using various instructional models and appropriate instructional materials. The primary focus of the EL program is to integrate language and content. All ELD instruction will be aligned to grade-level standards and all grade-level instruction will include supports that allow for access and promote language acquisition.

Classroom teachers have primary responsibility for all students, including those with English learning needs. In addition:

- EL licensed teachers provide direct ELD instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing;
- EL licensed teachers collaborate with classroom/content area teachers and student support staff, to support students' success based on each student's English learning needs;
- All staff provide culturally responsive resources and services to EL students and their families;
- EL teachers align their program with the district's curricula in English literacy, [Minnesota's ELD Standards](#), and Minnesota state [content standards](#).

Program Models

The following program models are the main modes of instruction in the LIEP:

A) Co-Teaching: Whenever possible, ELD instruction for intermediate and advanced students (English language proficiency) can be provided via co-teaching opportunities in the classroom. Co-teaching occurs during targeted reading class preferably, or science/social classes in elementary and Middle School.

B) Sheltered English instruction: Middle School EL models include options for sheltered English instruction in ELA or Social Studies classes. Students are clustered by proficiency level and grouped for instruction with teachers certified in EL and the targeted content area.

C) Push-in instruction is used to provide service to intermediate and advanced students in situations where co-teaching is not possible. Ideally, push in occurs when students are working in small-group instruction (in any content area).

D) Small group instruction is aligned to grade-level instruction. EL teachers work with classroom teachers to ensure learners are not removed from core, large group instruction.

Individual Language Plans and Staffing

Individual Language Plans (ILPs):

The district will use an ILP for all EL students. Supports will be identified, especially for students with specific needs and services including LTEL, MEP, RAEL, and dual identified English learners. The ILP will document academic/language achievement/growth, supports, and adaptations.

A plan is developed for each student and updated annually. Throughout the school year, student progress is monitored and tracked by collecting and compiling data which details the specific program model being utilized as well as the student's academic language progress as indicated by the WIDA Screener assessment. This information is shared with relevant stakeholders which may include students, families, administration, core instructors, cultural liaisons, and school social workers or school psychologists. EL students are fully integrated in core curriculum and instruction while receiving EL support. They also have complete access to all programs in the school and work on the same skills as all mainstream students.

Staff collaborate to ensure fidelity of implementation as shown below:

- **Administrators:** Building principals prioritize teachers integrating language and content in all contexts and are expected to align their instruction to grade-level content with language support. Principals show support for new multilingual learner programming through professional development, clustering/placement decisions, commitment to equity, hiring of multilingual/multicultural staff, and supporting diversity/multiculturalism.
- **Mainstream Teachers:** All mainstream teachers receive professional development on EL strategies and content, providing language supports, and integrating culturally responsive pedagogy. Teachers familiarize themselves with each English Learners English Proficiency level and scaffold accordingly. Classroom teachers collaborate with EL teachers and bilingual liaisons to provide emotional, linguistic and academic support for multilingual learners. They also meet with the EL teacher to collaborate and discuss student well-being, overall academic achievement, language development, and common learning targets and supports.
- **EL Teachers:** All EL teachers align their instruction to grade level expectations and learning standards from ELA, Math, Science, or Social Studies. EL teachers advocate for multilingual learners and families. They coordinate schedules and support services for new multilingual learners and continuing multilingual learners.
- **Social Worker/Counselor:** Social Workers/Counselors work with new multilingual families to provide needed support services.

Instructional Framework

The framework is a suggested guideline for instruction for EL students at the elementary level. There are

many factors, including scheduling, student classroom placement, and student needs that may require scheduling students differently.

Elementary K-4

- The service model includes push-in, pull-out, and co-teaching with a general education teacher.
- Lessons and objectives are created to make content more accessible and comprehensible
- Instruction is composed of the WIDA ELD standards and MN State Standards.

Overall English Proficiency Level	Level 1 Entering - Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Kindergarten	Push-in 1-2 times a week regardless of English proficiency level			
K-4	Daily small group instruction	Small group instruction or push-in 2-3x/week		Push-into the mainstream classroom as needed
Instruction	Lessons are aligned to content-area standards with intensive language instruction and scaffolding	Lessons are aligned to content-area standards with language instruction and scaffolding	Targeted domain instruction (ex. targeted writing instruction)	Support content area standards within the classroom

Middle School 5-8

- The focus of language instruction in middle school is to provide scaffolding and language support for students to access content-area standards.
- EL teachers may supplement a class period for ELD instruction or push-in to the general education classroom to support students' learning.
- Students are supported based on their overall English Proficiency Level.

Overall English Proficiency Level	Level 1 Entering - Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
5-8	Daily small group instruction and/or ELD supplemental class and collaborate with general education teachers to provide support and scaffolding	2-3x/week small group instruction and collaborate with general education teachers to provide support and scaffolding		Collaborate with general education teachers to provide support and scaffolding
Instruction	Lessons are aligned to content-area standards with intensive language instruction and scaffolding	Lessons are aligned to content-area standards with	Targeted domain instruction (ex. targeted writing instruction)	Support content area standards by collaborating with general education

		language instruction and scaffolding		teachers
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Ongoing Identification

Annually, all students with EL status take the ACCESS. The ACCESS test is a language proficiency assessment that measures listening, speaking, reading and writing skills of ELs. The ACCESS test assigns scores based on a 1 – 6 scoring scale. Teachers administering the ACCESS (and Screeners) will complete all online training and quizzes annually to correctly administer the assessment. The results of the ACCESS are used to:

1. Determine the English language proficiency needs for each student;
2. Determine which language domains need additional instruction;
3. Measure sufficient language growth over time; and
4. Determine continuation in or exit from EL program supports.

Transitioning students from one year to the next

The EL teachers will evaluate ACCESS data as it becomes available in the summer to determine each student’s EL eligibility for ongoing language instruction.

- If ACCESS results show between 1.0 and 4.4 overall (composite), the student continues to qualify for EL services.
- If ACCESS results show at least a 4.5 composite with two or more domains lower than 3.5, student continues to qualify for EL services.
- If ACCESS results are 4.5 overall with no more than one domain lower than 3.5, student will be exited from the EL program.
- If ACCESS results show a 4.5 composite with one domain lower than 3.5, the student may exit the EL program. However, if staff have documented evidence that the student needs continued supports in the domain in which the student scored below 3.5 (listening, speaking, reading or writing). Staff will establish additional criteria and measures to justify the student’s continued placement in the EL program

Parent Communication

Families are an integral part of our framework, mission, and vision. By creating a positive relationship with families we build trust that we will best serve their children. When we meaningfully partner with families we can:

- Involve them in their child’s education
- Empower them to become active participants in using strategies to assist their children
- Build greater understanding of EL programming and its supports

To match the increased focus on meaningful family engagement called for by ESSA, each school incorporates professional development for staff to promote culturally responsive and welcoming environments for families and community partners at sites.

Parent/teacher conferences: Interpreters are available for families during conferences. Schools make every effort to have a quiet location for these conferences to allow for the interpretation to be heard..

Parent advisory group: District includes parents in an advisory group that meets at least twice a year (DIPAC).

Program Evaluation

Students are assessed annually to ensure appropriate ELD instruction is being provided. These assessments primarily include ACCESS testing, which is given each spring to all EL students. Additionally, the teacher utilizes the informal assessments to progress monitor academic language growth. In using this data, classroom and EL teachers make an informed decision on how to best serve the EL students. Data which is collected from each student is confidential.

The LIEP team meets throughout the academic year to discuss the multilingual education program and current needs of the students. The district meets annually to review data related to current and exited English learners in order to:

- Use the data available from the state (ACCESS, Progress Indicator, MCA, Graduation, Demographic, etc.) to improve programming and instruction.
- Identify data that is only available at the local level (student work, formative assessments, perception data, etc.)