

CHISAGO LAKES SCHOOL DISTRICT

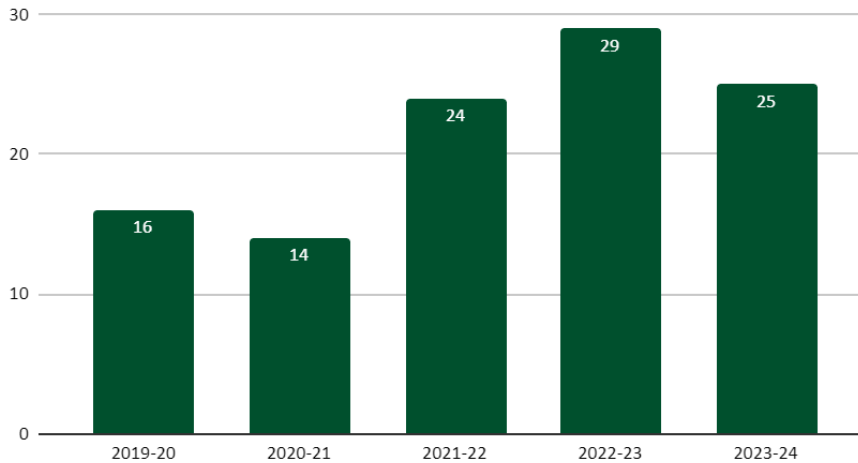
Language Instruction Educational Program (LIEP) Plan

The purpose of this document is to share the context and components of our English Learner (EL) program. This document follows the Critical Elements for EL Programs as noted by the Minnesota Department of Education.

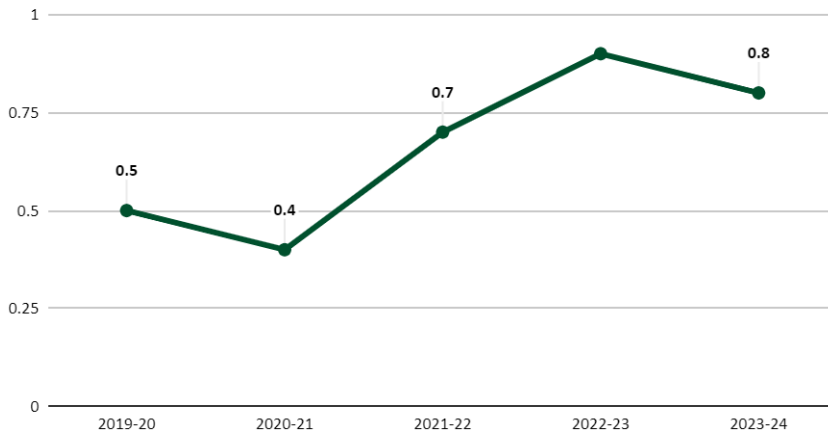
Summary

In SY2024, we had 25 EL students, which is approximately 0.8% of our student population.

EL Student Population



Percent of Population



The Chisago Lakes English Learner Program strives to ensure that all EL students can access grade level content and achieve academic success while developing their English proficiency in the four domains of language: reading, writing, speaking, and listening. The EL Program at Chisago Lakes promotes the belief that English learning happens across contents and curricula and all teachers are teachers of English learners as well as the belief that multilingualism is an asset. Additionally, English Language licensed teachers provide a variety of research based language instruction to students along with support and consultation to classroom/content teachers to ensure the success of our EL students.

Funding

A critical element of any instructional program is the revenues and expenditures to support systematic planning and instruction. Minnesota is one of the few states to dedicate some state funding for the sole purpose of educating students who speak a language other than English. Currently, the state of Minnesota pays districts an additional \$1,228 per year for every EL student. This funding does have a cap of seven years, even if the student remains in the EL program. An outcome of a funding structure like this is that our expenditures greatly exceed our revenue.

Additional revenue for EL instruction comes from the basic educational formula generated by every child in the district. This is the same fund that pays for general education costs, administration, and program coordination.

Part I: LIEP Placement Procedures

Initial Identification Procedures

Minnesota law and the Federal Elementary and secondary Education Act (ESEA) require that we identify whether the students in our school district are English Learners (ELs). Both these laws require a language instruction program for ELs with limited English proficiency. The identification process and placement of children in a language instruction educational program is based on combination of:

Step 1: Minnesota Language Survey

- [MN Language Survey](#) completed by parents when registering students
The Language Survey asks parents to report:
 - Languages the student first learned
 - Languages the student speaks
 - Languages the student understands, and
 - Languages the student has consistent exposure to

Step 2: Developmentally Appropriate Measures

If any of the statements are “languages other than English” or “English and other languages other than English”, the age appropriate Minnesota screener must be administered to the student.

The EL teacher administers the English language proficiency test. The W-APT is used for kindergarten students and the Wida Screener is used for grades 1-12. For a student to be considered proficient they must score on these assessments:

- Kindergarten W-APT
 - First Semester: At least a 28 combined score on the listening and speaking section
 - Second Semester (and Grade 1, Semester 1): At least a 28 combined score on the listening and speaking section. Reading score greater than or equal to 11. Writing score greater than or equal to 12. ([See page 10 from EL Procedures MDE](#))
- Grades 1-12: WIDA Screener
 - Online or Paper: Composite score of 4.5 with no domains below a 4.0 ([See page 33 from EL Procedures MDE](#))

Students who score below these proficiency guidelines will be placed in the EL program.

LIEP Placement Procedures:

Once students have been identified as EL, they will be placed in one of the EL programs. The criteria to determine the level of service is dependent on the screener score, the grade level of the student, and scores on additional developmentally appropriate measures, which include but are not limited to aReading and aMath along with content teacher input and teacher observations of students' use of social and academic language.

Placement for K-5 students: Students will be placed in the EL program according to their Wida proficiency levels. In grades K-5, pull-out instruction is used along with collaboration among teachers and classroom accommodations as needed. Pull-out instruction is a model generally used in elementary school settings. Students spend most of the school day in a mainstream classroom, but are pulled out of class to receive English language instruction and support as needed to access the classroom content.

Placement for 6-12 students: At the secondary level, students are enrolled in an ELL content course and/or receive support through collaboration with content teachers. Please see Amount and Scope of Service on the next page for more details on ELL programs and service and read more on ELL program models [here](#).

Procedures for Ongoing Identification and ELP Measures

Ongoing assessment will determine continued ELP identification and movement from level to level within the EL program. ELs participate in statewide English language proficiency assessments: ACCESS (WIDA). This measures English language development (listening, speaking, reading, and writing) in the areas of language arts, math, science, social studies, and social language.

Notification Accessible to Parents and Stakeholders

EL teachers will [notify parents](#) within 10 days of initial enrollment or within 30 days for returning students. Title III of ESSA (Every Student Success Act) requires informing parents about the reasons for identification, the level of English proficiency, how the program will help their child learn English, exit requirements, and graduation rate of ELs in the district.

Part II: English Learner Program(s), Amount and Scope of Service

Description of EL Program

The goal of the program for English Learners is to provide instruction so that students can become fully proficient in English and meet the same challenging state academic content and student achievement standards as all other children are expected to meet. The [English Learner Standards](#) (also see below) represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. The standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards, and other content standards (Wida.us).

EL students at all levels are connected with an ELL instructor. The type and amount of instruction students receive depends on the grade level and proficiency level of each student. For students who are in the beginning stages of learning English, learning to use and understand the language (standard 1) will be the primary goal. Once students have acquired

enough language to engage in their content courses, instruction will expand to developing language in all their content courses (standards 1-5). The following are the EL standards taken from the [Wida](#) website.

- **Standard 1 – Social and Instructional Language**
English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2 – Language of Language Arts**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- **Standard 3 – Language of Mathematics**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- **Standard 4 – Language of Science**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- **Standard 5 – Language of Social Studies**
English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Chisago Lakes School District offers the following [EL program models](#):

- Pull-out Instruction
- Classroom Collaboration and Accommodations
- ELL Content Course
- ELL Resource Room

Students participate in pull-out instruction, are enrolled in an ELL content course, and/or receive support and accommodations based on their needs as language learners. Academic language is the focus and is supported in the four domains: reading, writing, speaking, and listening. Collaboration with general education teachers occurs weekly, if not daily. The goal is grade-level proficiency in all content areas. Differentiated content-based instruction focuses on district curriculum in the academic language of mathematics, science, social studies, and language arts.

Pull-out: During pull-out instruction at the elementary level, students work in small groups with an ELL teacher to receive language instruction that helps them understand social and instructional language as well as achieve success in their content classes. Content of the instructions varies by proficiency level. Occasionally, students with higher proficiencies at the secondary level may also be pulled for additional support on an as-needed basis.

Collaboration and Accommodations: Students receive support through collaboration between ELL and content teachers and using accommodations as needed. The goal is to provide further language learning and support for accessing content material. This model is used at all grade levels and proficiency levels.

ELL Content Course: At the secondary level, students whose proficiency levels are 1-3 are enrolled in an ELL content course to help them develop their language skills. The focus of the class is language learning. However, ELL teachers also collaborate with content teachers to help build academic language using content curriculum.

ELL Resource Room: This is a variation of the pull-out design, bringing students together from several classrooms or schools. The resource center concentrates ESL materials and staff in one location and is usually staffed by at least one full-time ESL teacher.

Read more on ELL program models [here](#).

WIDA Proficiency Levels				
Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
<p>Elementary students whose proficiency levels are 1-3 will receive pull-out language instruction by a licensed ELL teacher. The amount and content of instruction is determined by their proficiency level. ELL teachers also collaborate with classroom teachers to provide other supports and accommodations as needed.</p> <p>Secondary students whose proficiency levels are in the range of Level 1-3 will receive direct ELL instruction either through a content course or pull-out instruction.</p>			<p>For students whose proficiency levels are 4-5, classroom collaboration and accommodations are used to support students as needed. Students also meet with the ELL teacher on a regular basis to check in and receive support as needed. Additionally, students may be pulled for extra support if and when needed.</p>	

The following tables show the district guidelines for the amount and scope of service students receive by grade and proficiency level.

	Level 1	Level 2	Level 3	Level 4	Level 5
K	150-175 min/wk	125-150 min/wk	100-125 min/wk	50 min/wk	Exit and monitor and support as needed
1-5	225-275 min/wk	175-225 min/wk	125-175 min/wk	50-75 min/wk	Exit and monitor and support as needed
6-12	10 periods/wk	5-10 periods/wk	5 periods/wk	2-3 periods/wk	Exit and monitor and support as needed

Duration of Service

Students remain in the EL education program until they reach proficiency in academic English. On average, it takes between 5-6 years for most English Learners (ELs) in the district to be exited from the program. On rare occasions, it may take a few more years. Parents may remove their child from the program at any time by sending a written request to the school.

Transition Services

Linguistically and culturally diverse students can and will receive counseling in the transition process. During the one-on-one senior meetings with students and parents, the EL teacher will also attend and inform students and parents about EL services after high school.

Special Education

For students with disabilities requiring a language instruction educational program, EL education must be included in the student's Individualized Education Program (IEP).

Monitor

Students who are placed on monitor status receive indirect services. EL teachers conduct data review and evaluation of academic performance. When needs are discovered, students may receive direct services or continued indirect services. Students are monitored for two years after exiting the ELL program. During the monitor period, students should be able to perform successfully in the general education program without significant barriers primarily caused by limited English proficiency.

Part III: Exit Criteria and Reclassification

Exit and Reclassification Procedures

ELs who reach a level of English proficiency that no longer prevents them from fully accessing the curriculum of the school will be exited from the EL program. This readiness is determined by the ACCESS test. Once the criteria have been met, the EL teacher notifies the parents/guardians and an exit form is placed in the student's cumulative file.

Exit Criteria

- Exit criteria is determined by the results of their ACCESS test scores and the [state guidelines](#) for exiting are as follows:
 - If . . . a student's ACCESS composite score is at least 4.5 and ALL domain scores are at least 3.5, the student must be exited from the LIEP and reclassified in MARSS at the beginning of the following school year. If a student does not have a proficient ACCESS score, the district may not exit that student from the LIEP ([Minnesota Standardized English Language Procedures](#)).

Students should also have a successful period of at least two years on a monitor status after exiting the program to ensure exiting readiness. Students exited from the direct service language instruction program should be able to perform in the general education program without significant barriers primarily caused by limited English proficiency.

Part IV: Parent Involvement

Parental Involvement

Parent involvement benefits all students and like all parents in the Chisago Lakes District, parents of our EL students are encouraged to play an active role in their children's education. Our parents are notified regularly regarding important changes, events, and updates. If needed, these notifications are translated into parents' first languages to ensure comprehensibility. At conference times, translation services are provided at parent request, and an EL teacher is present when possible to update parents on their child's language development. Parents also have access to their students' classroom achievement through the use of Synergy and Schoology. Additionally, the ELL teacher regularly communicates with parents and provides useful suggestions for parents to help them recognize and meet the native and English language development needs of their children.

Want to know more about the benefits of parent involvement? [Click here.](#)

Want ideas for ways you can be involved? [Click here.](#)

Part V: Staff Development

Staff Development

Teachers will receive staff development in regards to best strategies for linguistically and culturally diverse students, including ELL students. The School District of Chisago Lakes offers ELL training every other year for all of its staff. Additionally, teachers can find more trainings for EL students and teaching through Infinitec.

Distance Learning Appendix

Goal	Description	Contact for Information
ELD Instruction (What will EL teachers do?)	EL teachers will do live sessions virtually with the students according to their original plan of service. Dates/times may be adjusted to accommodate schedules.	EL Coordinator
Mainstream EL Support (What will content teachers do to support English Learners?)	Mainstream teachers collaborate with EL teachers to provide support and scaffolds for students.	Building Principals
Communicating with Multilingual/ Multicultural Families	EL teachers communicate with families at least twice a month. Information will also be delivered to families in writing in a variety of languages when appropriate or necessary.	EL Coordinator