English Language Learner

Master Plan

Hayfield School District #203

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Overview of the English Language Learner Master Plan

The purpose of the English Language Learner Master Plan is to describe consistent practices that ensure students whose first language is not English receive adequate and meaningful instruction that complies with state and federal laws.

According to the Minnesota Department of Education, Minn. Stat. &124D.61, districts that enroll one or more child of limited English proficiency must implement an educational program that includes at a minimum:

- Identification and reclassification criteria for children of limited English proficiency and program entrance and exit criteria for children with limited English proficiency must be documented by the district, applied uniformly to children of limited English proficiency, and made available to parents and other stakeholders upon request.
- 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 children of limited English proficiency through an educational program for children of limited English proficiency.

Hayfield School District has a well-articulated plan that is clearly communicated to all stakeholders and has a blueprint from which to appropriately identify English Language Learners and implement services that effectively address the needs of its English Learners. Policies and procedures are clearly documented and submitted to the Minnesota Department of Education for feedback. Hayfield Schools will regularly evaluate and support efforts to continuously improve educational outcomes for English learners.

Definitions: The program for English Language Learners may also be referred to as the EL program (English Learners). An ELL is an English Language Learner. LEP refers to students who have a Limited English Proficiency. L1 refers to a student's first or primary language. L2 refers to the student's second language or the language which they are learning. **Scope and Sequence**

The contents of this document are derived from several sources including research from peer reviewed journals in the field of English language and special education services, a survey of surrounding districts regarding ELL (English Language Learner) service provision and a review of related federal and Minnesota state laws as they apply to English Language Learner service. These related statutes include, but are not limited to:

Equal Education Opportunities Act of 1974

Title III

Title VI of the Civil Rights Act of 1964

MN Statute 123B.30

MN Statute 124D.59

MN Statute 124D.61

Definition of a Pupil with Limited English Proficiency A pupil of "limited English proficiency" means a pupil in kindergarten through grade 12 who meets the following requirements:

a. The pupil, as declared by his parent or guardian, first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and
b. The pupil is determined by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English.

MN Identification of English Language Learners

Hayfield Public Schools identifies students as needing an English Language Learning Program based on state criteria. The following components are required:

a. Completed Home Language Questionnaire. The District uses forms provided by the Minnesota Department of Education. http://education.state.mn.us/mde/Learning_Support/English_Language_Learners/Communication_With_Parents/index.html
b. The District provides forms in languages available via the State. All completed Home Language Questionnaires (HLQs) are forwarded to the EL (English Learner) teacher.
c. Intake procedures include a review of the completed HLQ and a review of the student's educational history.
d. The guidance department or office secretaries schedule appointments with an EL teacher and/or a guidance counselor for all new students who indicate a first language other than English on the HLQ.
e. An EL teacher reviews the student's records from any previous schools.
f. Assessment procedures for enrollment criteria are conducted by trained ELL staff. Valid and reliable assessments are used for measuring students' English language proficiency. Tests are chosen for age appropriateness, skills to be evaluated, ease of time of administration and cost factors. Student's schedules are developed based on testing information, EL and mainstream teacher referral, counselor recommendation, parent and student input. Newly enrolled ELLs will be assessed within approximately 10 days of enrollment.
g. If the student qualifies for EL services, they are entered as LEP "Y" in MARSS **whether or not the child receives services**.
   If the child qualifies for ELL services but does not receive services (e.g., the parent refused services) the "Status Begin Date" is left blank on MARSS.
h. The child's LEP status is changed to LEP "N" upon exiting the program.

Initial Placement Determination

Descriptors of Proficiency Levels

Non-English Speakers – Level 1 (Newcomer/Entering) Newcomers to English benefit from pictorial or graphic representation of the language of the content areas. • Language is characterized by words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, statements with sensory, graphic or interactive support. • Oral language contains phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support.

Level 2 (Beginning): Beginning English learners use general language related to the content areas. This language is characterized by phrases or short sentences. •Oral or written language contains phonological, syntactic, or semantic errors that often impedes the meaning of communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.

Level 3 (Developing): Developing English learners use general and specific language of content areas. Language is characterized by expanded sentences in oral interaction or written paragraphs. •Oral or written language contains phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning when presented with oral, written, narrative or expository descriptions with sensory, graphic or interactive support.

Level 4 (Expanding): Expanding English learners use a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • Oral or written language is characterized by minimal phonological, syntactic or semantic errors that do not impede overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.

Level 5 (Bridging): Bridging English learners use specialized or technical language of the content areas. • Language is characterized by a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports. • Oral or written language approaches comparability to that of English-proficient peers when presented with grade level material.

Level 6 (Reaching/Proficient): Level 6 English learners use specialized or technical language reflective of the content areas at grade level. •Language is characterized by a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level. Oral or written communication in English is comparable to Englishproficient peers.

English Learner Identification Process For new to the district students with a home/primary language other than English Action

Person Responsible

1. Enrollment form/HLQ indicates a language other than English was first learned by student, used most often in the home or most frequently used by student. **Enrollment secretary**
2. Notification of EL staff **Enrollment secretary**
3. EL staff will determine if a student needs EL services by these methods:
   a. WIDA MODEL or
   b. WIDA Screener and/or
   c. Previous School records
4. If the score on the MODEL or WIDA Screener is less than 5.0 grade level adjusted composite score, student should be identified as LEP **EL teacher** on the
5. EL teacher notifies parents of LEP status (Mandatory parent notification within 10 school days, W-WIDA Screener summary report placed in cum file) **EL teacher**
6. Principal/Guidance Counselor and EL teacher arrange placement and scheduling. Other staff may be involved at this point. **All Stated** for
7. MARSS coordinator notified of student status change **EL teacher**
8. LEP designation is changed to LEP-YES in MARSS **MARSS coordinator**

EL Service Model for Hayfield Elementary School

Levels	(Newcomer) Level 1-2	(Intermediate) Level 3-4	(Advanced - Proficient) Level 5-6

Daily Service Minutes	60 minutes per day, 5 days a week	25 minutes per day, 4-5 days per week	20 minutes per day Level 5 - monitor assessments at reporting periods
Program	Small group, one on one instruction, Pull-out groups and push in for math	Small group instruction pull-out group	Support in class as needed
Curriculum	Oxford Picture Dictionary/Language building Oral language conversation phrase lessons Vocabulary Grammar basic writing skills School rules, social skills Misc. games/books/manipulatives Math at grade level with emphasis on any missing vocabulary and concepts	ELL leveled Readers, Traits Writing, Grammar, Vocabulary emphasis Instruction for struggling readers Everyday Math help as needed Science and Social Studies as needed	Regular Classroom curriculum

Hayfield Elementary ELL students work on the language skills necessary for and related to reading and comprehension (literacy skills including building background knowledge and academic vocabulary) in the content areas as well as for enjoyment.

As needed, they will work on letter and number recognition, letter sounds, blending sounds, and beginning sight words. Small group support in class may be through a paraprofessional or classroom teacher.

The English Language Development Standards

(taken from WIDA's 2012 Amplification of the ELD Standards)

Standard	Abbreviation

ELD Standard 1	English language learners **communicate** for **Social** and **Instructiona** l purposes with the school setting.	Social & Instructional Language
ELD Standard 2	English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.	The language of Language Arts
ELD Standard 3	English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.	The language of Mathematics
ELD Standard 4	English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.	The language of Science
ELD Standard 5	English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.	The language of Social Studies

EL Service Model for Hayfield Middle & High Schools

Level	(Newcomer) 1 & 2	3 & 4	5 & 6
Daily Service Minutes	90 - 135 minutes Guided study hall	45 minutes Guided study hall	25 minutes/ Monitor Guided study hall
Program	1 period of EL Newcomers instruction, including ELL math as needed 1 period of EL reading and writing support	1 period of EL instruction that includes modifications and support to classes in the general curriculum while addressing WIDA Level 3 & 4 standards	May consider monitoring progress in general education classroom with instruction in mainstream reading and math intervention as needed
	1 period of classroom support either pull-out or push-in as needed		

Curriculum	Phonics; Oral English language; Conversation and phrase lessons; Vocabulary; Grammar and basic writing skills Math at grade level with emphasis on any missing vocabulary and concepts	Language-based general education classroom curriculum; Vocabulary & roots instruction; Instruction in reading comprehension and writing for a variety of purposes	Regular classroom curriculum

Each year EL students are assessed to determine their need for English language support. The WIDA ACCESS for ELLs test is administered to all EL students in the state of Minnesota. Students are assessed for language proficiency in reading, writing, speaking, and listening. Students who move in or otherwise miss taking the ACCESS are assessed with an alternate measure, such as the WIDA Screener. Students are then placed in the classes that meet their level of need for the following year. Every effort is made to assign students to classes that receive credits toward graduation requirements. EL class may be offered for credit, either for a grade or on a Pass/Fail basis, to assist students in reaching graduation requirements.

Newcomer/Levels 1 & 2: Students receive small class instruction for 90-135 minutes daily. This setting allows the teacher to spend individual time with students. EL classes help newcomers gain basic school skills and English vocabulary. Students also spend independent study time on vocabulary. Students advance out of the newcomer class when they gain enough English language ability to understand instruction in English. EL math instruction is offered within the EL pull-out setting for students who have not gained these skills in prior schooling.

Intermediate/Levels 3 & 4: Students are assigned to EL classes with grade level peers as much as possible so content from mainstream classes is shared and students from the same L1 background can support each other. Classes help strengthen literacy skills and build strategies for comprehension. EL reading and writing support classes teach study skills while working with grade-level language arts content. Reading and writing across content areas (math, history, science, etc.) will be stressed as well, in order to meet ELD Language Standards. Classes are designed to meet grade-level academic standards, preparing students for classes outside of EL. An after-school program may be recommended for students who are still struggling to work at grade level.

Advanced/Levels 5 & 6: Students are monitored by the EL staff for at least one year to ensure academic success during transition out of EL support services. Students are brought back in for EL support if needed. Reading support may be given if needed. An after-school program may be recommended for students who are still struggling to work at grade level.

Monitoring and Exiting Criteria

In general, students who score 4.5 or higher with at least 3 domains at 3.5 or higher on the WIDA ACCESS for ELLs test of English proficiency will be considered for monitoring status. Monitoring, in this case, is defined as checking on academic progress at least twice each quarter as well as tracking and recording scores on standardized testing. Teacher reports/observations will also be considered.

When a student has met the above criteria for at least a year, he/she may be considered for exiting the EL program. The Monitoring and Exiting Procedures stated below will be followed.

Monitoring and Exiting Procedures

Students are monitored for one year after they meet the district's exiting criteria. The EL teacher:

1. Notifies all classroom teachers of prior ELL services.
2. Advises classroom teachers to contact ELL staff if concerns arise.
3. Checks and documents any concerns at the end of each grading period. Classroom teachers will be interviewed to assess areas of concern, should the student be falling significantly behind; administration will be notified/advised.
4. Completes a monitoring review and places this record in the student's cumulative file.
5. Completes an exit form when all criteria for exiting students have been met.
6. Instructs the building secretary to change the student's LEP indicator in the MARSS report from LEP "Y" to LEP "N".