**District 623
Plan for
Effective English Learner Programs**

Roseville
Area
Schools

Quality Teaching & Learning for All...Equity in All We Do

Definitions

English Learner (EL) is a term most frequently used in reference to the learner, instructional program, and instructional expertise. Minnesota and District 623 are frequently using this term to replace other acronyms used in the past (ELL, LEP).

Limited English Proficient (LEP) is a term usually used in conjunction with funding. This is a federal classification recognized by the State of Minnesota in meeting the requirements of No Child Left Behind.

English Language Learner (ELL) had been a term used by District 623 and the State of Minnesota to refer to LEP students.

Title III is a federal program that provides parameters and supports for educating EL students.

L1/L2 refers to a student's first language (L1) and second language (L2) of acquisition. Often teachers refer to a student's L1 in relationship to the acquisition of L2. The relationship between the two languages is fluid and constantly informs instruction.

WIDA stands for "World Class Instructional Design and Assessment." It refers to the consortium of states that adopted a new set of standards and instructional "can-do statements" as of 2011-2012.

W-APT refers to the "WIDA Access Placement Test." This assessment is used to place and identify an EL student within the EL program.

ACCESS is a test that measures and monitors a student's progress. Adopted by WIDA in 2011, the test is used to decide whether students will remain in the EL program or have reached a proficiency level close to that of a native speaker and are ready to exit the program.

LIEP, an acronym for Language Instruction Education Program, is a term used in Title III.

ESL stands for English as a Second Language and refers to specialized language teaching approaches for those whose primary language isn't English.

The Program

The English Learner (EL) program at Roseville Area Schools takes great care in making sure that programming meets the needs of our culturally and linguistically diverse students. As suggested by the Minnesota Department of Education (MDE), there are seven steps in effective EL programming. This document details Roseville Area Schools' progress in establishing systems and procedures that align with MDE's recommendations.

Critical Element 1: Identification, Placement and Program Exit. *Districts must establish identification criteria and procedures as the first step in serving ELL. Identification consists of two parts. The first part is determining the home language of the student. The second part is determining student proficiency in English based on developmentally appropriate measures.*

1.1 The LEA administers a home language questionnaire to all.

A Home Language Questionnaire is given to all families upon registering their children at the Roseville Area Schools District Center. The District uses an enrollment process to consistently apply all of the requirements related to the Home Language Questionnaire. This document is sent home in English and the particular family's home language. Roseville Area Schools takes great care and vigilance in the identification process. Part of the document is shown below.

THE FOLLOWING IS TO BE COMPLETED BY *PARENT/GUARDIAN:*

STUDENT LANGUAGE INFORMATION

Dear Parents and Guardians:

In order to help your child learn, your child's teachers need to determine which language your child uses most.

Please respond to the questions below by checking the appropriate box.

1. Which language did your child learn first? ☐ English ☐ Other (specify): _____
2. Which language is most often spoken in your home? ☐ English ☐ Other (specify): _____
3. Which language does your child usually speak? ☐ English ☐ Other (specify): _____

Roseville Area Schools has in place systems and procedures not only to identify new linguistically and culturally diverse students, but also to monitor the progress of students who maintain a status within the program.

1.2 The LEA uses developmentally appropriate measures to identify and place English learners in a program.

Proficiency Screening: Roseville Area Schools is using the WIDA W-APT as a screener to identify students who need specific language support. The W-APT tests social language as well as academic content language. This screener allows EL instructors to identify where in the language acquisition process the student is in relation to the WIDA's six stages of language acquisition. See the following *Performance Definitions* for both "Listening and Reading" and "Speaking and Writing."

WIDA Performance Definitions Speaking and Writing, Grades K–12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 – Reaching		Language that meets all criteria through Level 5, Bridging	
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas	• A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with precise meaning related to content area topics
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures and generally consistent use of conventions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with multiple meanings or common collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas	• Repetitive grammatical structures with occasional variation and emerging use of conventions • Sentence patterns across content areas	• Specific content words and expressions (including content-specific cognates) • Words or expressions related to content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures and variable use of conventions • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions (including common cognates) • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Phrasal patterns associated with common social and instructional situations	• General content-related words • Everyday social and instructional words and familiar expressions

…within sociocultural contexts for language use.

WIDA Performance Definitions Listening and Reading, Grades K–12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process…

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 – Reaching	Language that meets all criteria through Level 5, Bridging		
Level 5 **Bridging**	• Rich descriptive discourse with complex sentences • Cohesive and organized related ideas	• Compound, complex grammatical constructions (e.g., multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning for each content area
Level 4 **Expanding**	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with multiple meanings or collocations and idioms for each content area
Level 3 **Developing**	• Discourse with a series of extended sentences • Related ideas	• Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content areas	• Specific content words and expressions • Words or expressions related to content area with common collocations and idioms across content areas
Level 2 **Emerging**	• Multiple related simple sentences • An idea with details	• Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas	• General and some specific content words and expressions (including cognates) • Social and instructional words and expressions across content areas
Level 1 **Entering**	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social and instructional words and expressions

…within sociocultural contexts for language use.

1.3 *The LEA uses developmentally appropriate measures to exit and reclassify English learners*

The decision to exit a student is based on input from a variety of perspectives, lenses, data, and dialogue. Great care is taken in making sure EL students are in the least restrictive environment and always able to access the curriculum.

In addition to using the information mentioned above, the District administers the ACCESS test each spring to EL students. The results provide information regarding the progress of our EL students in reading, writing, speaking, and listening. Students who have reached a 5.0 composite score on the ACCESS test will be eligible to exit the program.

Other measures include, but are not limited to, formative and summative testing, as well as anecdotal observations from the classroom teachers, specialists, and parents.

1.4 *The LEA communicates with parents regarding their children's participation in the language instruction education program in an understandable and uniform format and in the primary language of the pupils.*

Roseville Area Schools sends Title III Parent Notifications in English and in home languages.

1.5 *The LEA parent notice includes all required elements.*

The program description and rationale for an EL student's participation in the program are sent home at the beginning of the academic year or as students enter the EL program throughout the school year. Included in these documents is the ISD 623 graduation rate for EL students. Documentation of these records is kept with the EL teachers as well as at the District's Central Office.

Critical Element 2: Appropriate Programs: *The LEA (district) must implement high-quality language instruction educational programs for English Language Learners and evaluate their effectiveness.*

2.1 *The LEA has in place a written plan of services that describes the amount, scope and sequence and is specific to each level of English language proficiency.*

Teaching and instructional approaches to effectively address the unique needs of the EL students in District 623 come from various educational models. EL teachers, along with classroom teachers; teaching assistants; media specialists; music, physical education, and art teachers; special education staff; after-school care staff; and home/school liaisons all provide instruction or instructional support to EL students. All EL students receive the greatest part of their instruction in the general education classroom. Classroom teacher accommodations, collaboration with EL teachers, pullout by EL teachers, and sheltered content classes are some of the instructional approaches that support the learning of EL students.

A written service plan based on the EL WIDA proficiency levels is below. This figure articulates the minimum minutes of direct instruction from both licensed EL instructors as well as classroom support each week.

Recommended Minutes of Direct Instructional	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Elementary	45 minutes per day	30 minutes at least 3 times per week	30 minutes at least 2 times per week	30 minutes at least once per week	30 minutes once per month
Middle School	180 minutes per day	Two or more sheltered content classes	One or more sheltered content class	At least one class per day with EL structured support	Indirect Service
High School	180 minutes per day	68 minutes per day plus at two or more sheltered content courses	68 minutes per day plus one or more sheltered content courses	68 minutes per day	68 minutes per day

2.2 The programs and activities are evaluated to determine effectiveness.

The EL population within Roseville Area Schools has grown immensely over the past few years. The District served 1,234 EL students in the 2013-14. Each year we make changes to our program to more effectively address the needs of that growing linguistically and culturally diverse population.

2.3 If applicable, evidence of implementation of specific programs for immigrant and refugee children and youth.

The District employs cultural liaisons fluent in Spanish, Hmong, or Karen. These liaisons are in contact with the students, families, and staff daily. The liaisons go with new families to register incoming children and assist with early childhood screenings, special education assessments, and parent/teacher conferences. Liaisons and staff organize informational events for families in which the home languages, rather than just English, are spoken. Liaisons make home visits, when needed, and assist the schools and families whenever an interpreter is required. District 623 also has staff fluent in Spanish, Hmong, Karen, Vietnamese, Chinese dialects, German, and other languages.

The District also uses the Language Line, an over-the-phone interpretation service, which allows staff, teachers, and families to communicate through interpreters by using three-way conference calls. The Language Line is available to all staff.

At the secondary level, a special instructional design that is delivered in a newcomer model targets the needs of refugee children. This instructional design has been in place since 2008 and continues to change based on our changing student needs.

Critical Element 3: Appropriate Staff. *The district must have appropriate staff to serve EL.*

3.1 Evidence teachers are licensed and highly qualified in their teaching assignment.

Staffing guidelines include:

Allocating District resources to fund EL teachers and teaching assistants.

Using end-of-year EL enrollment data reported in the state data system, MARSS, to annually project the number of EL students who will need services the following year.

1. Establishing a staffing goal to deliver equitabl*e* EL service across the school district.
2. Setting preliminary staffing assignments in the spring; making final staffing assignments the following fall (near the October 1 enrollment report); changing some preliminary assignments based on actual student enrollment; and reviewing and adjusting staffing assignments at least twice per year (October 1 and in January).

3.2 Evidence that the district's program teachers and paraprofessionals assisting in instruction are proficient in the language of instruction, if applicable.

All EL teachers in the District have completed rigorous training and hold current Minnesota teaching licenses, with some holding other relevant licensures such as reading licensures. Those who teach in sheltered content classes must hold current teaching licenses for the content area in which they are teaching, thus meeting "Highly Qualified" requirements. Ongoing professional development is required of all EL teachers, sheltered content teachers, and teaching assistants who work with EL students. Many of the EL teaching assistants in the District hold college degrees, and some hold or are working toward EL licensure.

Cultural liaisons are part of the EL staff but do not have teaching responsibilities. Their responsibilities are solely to facilitate home/school communication. The District is fortunate to have liaisons who are native speakers of Spanish, Hmong, Karen, and Somali and are also proficient English speakers. When liaisons apply to the District, they must prove language proficiency in their home language and also oral and written proficiency in English before their applications are considered.

Teachers are responsible for designing and delivering instruction. They are also accountable for designing instruction to be delivered by teaching assistants. EL teaching assistants supplement classroom or EL teacher instruction, but they do not to replace it.

3.3 Evidence that long-term and scientifically based professional development is designed to improve the instruction and assessment of EL.

District EL teachers are invited to take part in professional development. All EL staff are encouraged to attend the annual ESL, Cultural, Migrant state conference each spring. Many also choose to attend a fall conference. District literacy coaches also offer on-site training.

Critical Element 4: Collaborate and Coordinate. *The district must collaborate and coordinate its EL program with other programs to maximize impact of resources.*

4.1 Evidence that the EL program is coordinated with other programs in the district for maximal use of resources.

EL students are also eligible for Title 1, Gifted and Talented, Special Education, Reading Recovery, Targeted Opportunities for Success (TOPS), Summer School, and Advancement via Individual Determination (AVID). Curriculum and staff development for the District is co-developed and implemented with EL instructional professionals.

4.2 Evidence that the district has policies and/or procedures in place to allow ESL/cultural staff to communicate, meet, visit other classes and plan among themselves and with mainstream staff for maximal effectiveness.

EL and classroom teachers are given release time for collaboration training, common planning times, and mentoring opportunities.

Critical Element 5: Parent and Community Involvement. *The district must involve parent and community in the planning, development and implementation of the language instructional program.*

5.1 Evidence that the district has an environment and policy that is inviting and welcoming to parents and families.

Each school and the District Center have welcome signs in multiple languages. When it is determined a family needs interpretation services, cultural liaisons are called in to assist with the registration process. Liaisons also accompany the families to the schools to give them a brief tour and to tell them about school procedures. Liaisons are also available for conferences and school events. The Roseville Area Schools has launched a district-wide family involvement initiative. There is a deliberative and targeted design to this effort that emphasizes cultural and linguistic diversity and creates an equitable approach to meeting the needs of English learners.

5.2 Evidence that parents and community members are involved in the planning, development and implementation of the EL program.

Currently, parental involvement targets the development and implementation of the Dual Language Immersion program at Little Canada Elementary. Parents and community members are included in this planning.

5.3 Evidence that effective means of outreach to parents of EL are implemented.

The District launched a new parent involvement program called Family Connection Night, with two connection events held in 2014. The program is designed to reach out to the diversity of families within the District. Following an interpreted general session, cultural-specific small-group sessions were held with interpreters for Karen, Latino, Hmong, and Somali groups. Parents were asked to express their perceptions of Roseville Area Schools and to indicate what

they needed to help their children succeed in school. Interpreters translated the small-group information, so it could be readily shared in the large-group setting and could be analyzed as plans are made for future Family Connection Nights and other family involvement efforts.

5.4 Evidence that the district communicates with parents regarding their children's participation in the language instruction education program in an understandable and uniform format and to the extent practicable in a language that the parents can understand.

EL teachers report to parents of beginning-level EL students using report cards for the first and third trimesters. A conference format is used for the second trimester. Families and staff call upon the District's cultural liaisons continually to facilitate ongoing communication.

The following describes the district's communication process and the appropriate timeline as it relates to Language Instruction Education Program (LIEP) notification.

State
- Within ten days upon entering the program, **AND**
- Parent option to decline services.

Federal (Title III)
- Within 30 days upon entering the program,
- Annual notification,
- Results of most recent language proficiency assessments,
- Program description,
- Average number of years that EL are in the district's program,
- Parent option to decline services, **AND**
- District graduation rate of EL.