Norman County East Public Schools
Language Instruction Educational Program (LIEP) Plan
2023-2024

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Norman County East
Public Schools
English Learner Plan of Service
2023-24

Introduction

Demographics

During the 2022-2023 school year, Norman County East Public Schools served 205 students of which 2% have been determined to be English Learners with those students distributed among the schools as shown below.

	Number of Students	Percent of All Students
Total Students Norman County East Public Schools October 2022	205	100%
Total Students with Primary Home Language OTHER than ENGLISH -October 2022	5	2%
Total students receiving English Learner Services October 2022	5	2%

English Learners (ELs)
English Learners bring varied experiences with education, culture, and family. While many ELs immigrated to the United States with their families, others were born and raised here. Some can read and write in their first language and have experienced formal schooling while others have had little or no formal education prior to enrollment in our school and therefore have not had the chance to learn to read and write in their home language. Some of our ELS have spent most of their childhood in refugee camps. All students bring assets, background knowledge and experiences with them when they enter the doors of our schools.

Purpose of English Learner Programs
The district views multilingualism as an asset, and it is our goal and intention to honor the culture and language of the student's home. The desired outcome of our English Learner programs is not to replace one language with another, but instead to provide access to and success with the curriculum of the school by supporting development of English as an additional language.

Commitment to Improvement

The English Learner Plan of Service identifies steps for improving the academic performance of English Learners in our schools. The following three areas will be the focus of our improvement efforts in the coming year:

1. Increased collaboration and professional development for EL staff and classroom teachers with an emphasis on differentiating instruction according to language need.
2. Development of ELD instruction to support success in regular K-6 classrooms
   a. Alignment of Common Core State Standards and WIDA ELD standards
   b. Increased alignment with core curriculum learning objectives in grades K-6
   c. Support to classroom teachers with differentiation
3. Increased program options for EL students in grades 7-12 including:
   a. Content area sheltered instruction in core curricular areas.
   b. Implementation of structured English language development.
   c. Collaboration for vocabulary support in select 7-12 content area classes.

Part I: English Learner Identification Criteria and Procedures

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Initial Identification

Norman County East Public Schools has established identification criteria and procedures as the first step in serving ELs. Identification consists of two parts:
- Identification of home language other than English
- Determination of the need for English Language Development services

Identification of Home Language

During the initial stage of the registration process to enter Norman County East Public Schools, ALL families must complete a Minnesota Language Survey for each student to determine the primary language of the student. This occurs anytime of the year that a student enters the district. Building secretaries are available to help families complete the survey and to secure interpreter services if needed. The MNLS is provided in the family's home language when possible.

The student is identified as eligible to be screened for EL services if the
   student: ● first learned a language other than English, or
   - speaks a language other than English, or
   - understand a language other than English, or
   - has meaningful and consistent exposure to a language other than English

Determination of Need for English Language Development Services

In addition to the Minnesota Home Language Survey, a student must demonstrate a need for English Language Development services on an English proficiency assessment, verified by additional developmentally appropriate sources.

All three of the following criteria must be met for students to participate in EL services in the Norman County East Public Schools:

1. The MNLS, completed by parents, indicates a language other than English is the child's home language. This means that on at least one question of the HLQ, a language other than English has been indicated.

<div align="center">AND</div>

2. The student cannot fully access the district curriculum due to their level of English proficiency as determined by standardized proficiency scores on:
   - ● WIDA ACCESS - Students having composite proficiency levels of 1- 4.4 or a composite of 4.5 or higher with two or more domain scores less than 3.5 are considered for EL service. Students with an overall composite of 4.5 or higher and no subdomains that fall below 3.5 do not meet eligibility.
   - ○ WIDA ACCESS scores from any district will be used in consideration of eligibility.
   - ○ Upon indication of a home language survey showing other than English, a contact with the previous school will be made in order to request ACCESS results, or other WIDA screening results.

● WIDA SCREENING TOOL (WIDA Online, or MODEL) - When no WIDA ACCESS score is available, a WIDA screening tool will be used to determine language proficiency. Students having composite proficiency levels of 1- 4.4 or a composite of 4.5 or higher with two or more domain scores less than 3.5 are considered for EL service. Students with an overall composite of 4.5 or higher and no subdomains that fall below 3.5 do not meet eligibility.
   - The district's EL personnel will administer the WIDA online screener, W-APT or MODEL to any new student with an HLQ YES, but no available WIDA score, within 10 school days of registration.

<div align="center">AND</div>

3. Need for language development service is verified through one or more of the following developmentally appropriate measures:
   - ● Minnesota Comprehensive Assessments (MCAs)
   - ● District identified measures of academic proficiency and achievement
   - ● Professional observations

> ● Teacher judgment
> ● Parent input including, but not limited to, information about previous
>   school experiences

Once a student's need for EL service has been verified using multiple data points, parent notification must happen:

- ● Within 30 calendar days of the start of school, or
- ● Within 10 school days after initial service starts during the school year. This notification is sent by the district's EL personnel or assessment coordinator.

Steps for Enrolling a New Student in NCE Public Schools EL Program

1.	Verify that the family has completed an MNLS. If no MNLS, work with office staff, family, and/or interpreter to secure one ASAP.
2.	Verify whether previous WIDA proficiency data is available to verify eligibility. We can use current ACCESS, W-APT, or MODEL scores from another district if available.If no WIDA scores available, go to step 4.
3.	If WIDA ACCESS score is available, upload the documentation to student documents in Synergy and go to Step 5, otherwise go to Step 4.
4.	If WIDA ACCESS score is NOT available, Administer WIDA Online screener or MODEL. Be sure you select the proper protocol for the student's grade and time of year. ● Within 30 days if enrolled the first day of school and ● Within 10 days for students in grades K-5 enrolling after the first day of school. ● Within 3 school DAYS for students in grades 6-12 sothe proper classes can be selected for the student's schedule.
5.	Use the WIDA score (WIDA Online Screener, MODEL, or ACCESS) to determine eligibility for EL service. Verify eligibility through one of the DEVELOPMENTALLY APPROPRIATE MEASURES listed in the Plan of Service.
7.	Document student information ● Request building secretary enter WIDA scores from previous district into Synergy. ● Enter the student on the current school year ELL Student Enrollment Information Spreadsheet, and ● Upload a PDF of the assessment document into Synergy Student Documents.
8.	Generate and send Notification of EL Service to parents by the 30th day of school (first day of school enrollees) or within 2 weeks of enrollment (midyear enrollees) ● No additional steps for students enrolled at the beginning of the year. ● For students enrolled mid-year, go on to step 9 and 10.

9.	Upload a copy of the Parent Notification of Service to the student documents in Synergy, for students identified after the first 30 days of the school year.
10.	Notify via email: ● Tammy Ramstorf (MARSS) to notify her of LEP YES status. ● Principal, classroom teacher(s), and intervention teacher of enrollment of new student if new to the country in the last year or if desired for other reasons.

Additional Steps for High School Students:

Once language proficiency information is known and information about the student's previous educational experiences has been obtained (either through interview or review of formal school records) schedule an appointment with the counselor (and other EL staff if possible) to review the programming options for the student and select appropriate course work.

Meet with the student and/or family and interpreter and/or liaison if possible to explain the EL services and course schedule options under consideration and answer questions.

Additional assistance in navigating the electronic student information system in order to generate parent notifications can be found here.
● Generate EL parent notification using TrasACT.

At the beginning of each year EL teachers and building secretaries work together utilizing the district's student information system to review student records and verify the home language status of all students, cross checking students with home language other than English against the list of screened and eligible students from the previous year. Throughout the year, the building secretary or counselor will notify the EL teacher when a registering family indicates "yes" to any question on the MNLS so that determination of eligibility for services can begin.

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

Goal of English Learner Programs

The goal of the EL program is to support students in acquiring English so they are able to access the school's curriculum. This is accomplished by supporting students in meeting WIDA English Language Development standards in order to prepare them for success with Minnesota grade-level content standards.

Standards-Based Instruction Guided by Assessment
The EL program of Norman County East Public Schools is guided by two sets of standards:

- WIDA English Language Development Standards
- Minnesota Academic Content Standards

Information from WIDA ACCESS, W-APT, and MODEL are used to identify student progress toward the English Language Development Standards- Kindergarten-Grade 12. MCAs and other district and classroom assessments are used to determine student progress toward the Minnesota Academic Standards.

Collaboration with Classroom Teachers

Much of ELD instruction happens in an immersive classroom setting with ELL pull-out sessions. EL students spend the majority of their day in regular classrooms. Therefore, EL teachers and content area teachers will collaborate whenever possible to help build success for the student in the regular classroom.

- The EL teacher will share individual student goals and CAN DO descriptions with the classroom teacher, as well as strategies for supporting success at each level of language development.
- The classroom teacher will share information about student performance in the classroom and information about content area standards and expectations.
- When possible, EL teachers will participate in a co-teaching model within the classroom, working to link content standards and ELDstandards.

Classroom Instruction Using SIOP

Since the largest portion of a student's day is typically spent in the regular classroom, Norman County East Public Schools will continue to provide professional development focused on research-based practices to make language more comprehensible for all students. Staff development is an ongoing process.

Elementary School Service Plan: Grades K-5

Core Instruction and English Language Development

At the elementary level, the child's classroom teacher provides core instruction for all academic areas. The EL teacher supports the child's English language development in the areas of speaking, listening, reading and writing. The amount of support is determined by the student's level of English proficiency. The table below is used as a guide to the amount and scope of service.

WIDA Proficiency Level	Language Acquisition Goal	Minimum Amount of ELL Instruction	Target Group Size

1 - Entering	Increase proficiency in basic communication, listening activities, and oral interactions.	30 - 60 minutes per day	3-5
2 - Beginning	Increase proficiency in basic and academic language and vocabulary connected to classroom curriculum.	30 - 45 minutes per day	3-5
3 - Developing	Increase proficiency in academic language and vocabulary connected to classroom curriculum.	15 - 30 minutes Per day	4-6
4 - Expanding	Increase proficiency in academic language and vocabulary connected to classroom curriculum.	30-60 minutes per week	6-8
5 - Bridging	Increase proficiency in academic language and vocabulary connected to classroom curriculum.	15-45 minutes per week	6-8
Transition	Facilitate application and generation of language skills in the mainstream classroom.	Varied	Varied

Elementary Language Acquisition Curriculum

EL teachers engage in an ongoing process, working to align ELD instruction with WIDA ELD standards and grade-level language arts content standards classroom. Texts and strategies from Lexia will inform the academic language instruction. In addition, supplemental ELD materials will be utilized to support our most beginning English language learners. These materials are developed specifically for English Learners for the purpose of language acquisition in order to access classroom curriculum.

Middle School and High School Service Plan: Grades 7-12

Core Instruction and EL Support

At the middle school level, program options have been expanded to include English Language Development in the EL or WIN classroom, sheltered mathematics, and participation in social studies courses that are taught collaboratively by ESL and content licensed teachers. The table below is used as a guide to the amount and scope of service.

WIDA Proficiency Level	Language Acquisition Goal	EL Program Options /Minutes Per Day	Target Group Size
1- Entering	ase proficiency in academic language in all domains.	40-60 minutes of English Language Development. N/I grading option available in all coursework.(N-Needs Improvement, I-Improvement Shown)	< 5
2 - Beginning	Increase proficiency in basic social and academic language.	40-60 minutes of English Language Development. N/I grading option available in all coursework.(N-Needs Improvement, I-Improvement Shown)	< 5
3 - Developing	Increase proficiency in academic language in all domains.	30-60 minutes of English Language Development. N/I grading option available in all coursework.(N-Needs Improvement, I-Improvement Shown)	< 8
4 - Expanding	Increase proficiency in academic language in all domains.	Up to 60 minutes of English Language Development.	< 15

5 - Bridging	Increase proficiency in academic language.	Up to 60 minutes of English Language Development.	< 15
Transition	Facilitate application of language skills in the mainstream classroom.	10 - 60 minutes per week.	Varied

Middle and High School Language Acquisition Curriculum

EL teachers in grades 7-12 will utilize Lexia for English language development ,as well as other supplemental materials to enhance speaking, listening, reading and writing opportunities. Students are placed in the appropriate section based on WIDA Language proficiency scores and Inside placement tests.

Transition During the School Year

If, by using multiple data points, the EL teacher determines during the school year that English proficiency is no longer a barrier to accessing the curriculum of the school, that student may begin a period of transition out of EL services. This transition takes place gradually, with frequent communication and check-in with both students and classroom teachers. IMPORTANT: Students DO NOT EXIT mid-year. Students in transition are ONLY formally exited from EL services and reclassified following the participation in the spring ACCESS assessment. Norman County East selects students for EXIT based on ACCESS scores (composite score of at least 5.0 with no scores lower than 4.0 in an individual domain) and notifies parents in the fall of the year.

Part III: English Learner Exit Criteria and Reclassification Plan

When students reach a level of English proficiency that allows them to fully access the core curriculum they may be exited from EL services.

Time in the Program

Time in the program is affected by many individual circumstances. On average, it takes about seven years for English Learners in the district to be exited from the program.

Decision to Exit

The decision to exit a student from EL services is based on multiple measures, including teacher recommendation, parent input, and assessment of speaking, listening, reading and writing, and success with the curriculum of the school. When considering multiple data points, the spring WIDA ACCESS scores are given priority.

ACCESS Exit Criteria

On the ACCESS test students need to earn a composite score of 5 and have no scores less than a 4 in any individual domain to be considered for exit from the EL program.

Reclassification

When the decision is made to exit a student, the EL teacher communicates with the MARSS coordinator. The MARSS coordinator then reclassified the student from "LEP Y" to "LEP N" in MARSS.

Monitoring

Students who have been exited from EL services will continue to be monitored for a period of two years. If during that time there is evidence that language is still a barrier to accessing the school curriculum, the student will be reconsidered for participation in the EL program at the appropriate level.

Appendix A: English Learner Plan of Service Communication

Information about Norman County East Public Schools English Learner programs:
● is available to parents, educators, and the public on the school website.
● is available in written form, and in a variety of languages, upon request.
● is mailed annually to families of ELs on along with required notification forms in the home language, whenever possible.

Available documents contain information about:
   ● English Learner Identification Criteria and Procedures
       ○ Example of Notification of EL Service letter
   ● English Learner Program(s), Amount and Scope of Service
   ● English Learner Exit Criteria and ReclassificationPlan
       ○ Example of Exit Letter

The following web links provide additional information that may be of value to stakeholders:

[Legislation enacted in 2006 (124D.61)](#) sets forth the minimum program requirements for a district that enrolls one or more children of limited English proficiency.

Individuals with additional questions about Norman County East's English Learner programs can contact:

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