

Seven Hills Preparatory Academy Local Education Agency (LEA) Language Instruction Educational Program (LIEP) Plan for English Learners

What is an LEA?

An LEA is a public board of education legally set up within a state to perform services for public schools in a city, county, township, school district, or other political subdivision.

Who is an English Learner?

English Learners (ELs) are students who do not identify English as their primary language. Many families in Minnesota speak a primary language other than English in their homes. Children growing up in these settings come from diverse language backgrounds and cultures that enrich our communities. In school they have the opportunity to integrate English language learning in their educational life, increasing their chances for academic success.

Program Description:

Seven Hills Preparatory Academy (SHPA) is a K-8 Local Educational Agency (LEA), with campuses in Burnsville and Richfield. The goal of the EL program is to help students acquire critical language capabilities to be successful in the mainstream classroom and to acquire academic English. Students qualify for EL instruction based on language tests, teacher recommendations, and parent input about language skills. Lessons focus on teaching academic English skills in listening, speaking, reading, and/or writing, necessary for success in school.

SHPA employs EL teachers licensed to teach English as a Second Language (ESL) by the state of Minnesota. Teachers participate in ongoing EL training through targeted workshops and seminars. In addition, EL teachers participate in all professional development opportunities offered by the LEA. EL teachers and all test administrators also certify yearly to administer language proficiency tests.

The teaching model at Seven Hills is differentiated based on individual student needs. Classroom teachers and the EL teachers collaborate to provide instruction to English Language learners through individualized support. Students participate in pull-out and push-in, Instruction settings. Most students meet regularly in small groups with the EL teacher, receiving English language support that fosters improved grade-level proficiency in all content areas. Groups are determined based on proficiency scores from language assessments and teacher observation. Teaching schedules are coordinated with the classroom teacher and building schedules so that students do not miss important instructional time. If necessary, special education accommodations are also implemented within the groups. EL progress reports are provided to parents on the same conference schedule as mainstream teachers.

LEA Goals:

English Language Services will encompass instructional opportunities directed to the unique needs of English Language Learners, including:

- Differentiated curriculum in all grades
- Regular classroom curricula and instruction that is adapted, modified or replaced
- Flexible instructional pace, as appropriate, to allow for the acquisition of critical language skills
- A continuum of differentiated curricular options, instructional approaches, and resource materials

Program Administration and Management will establish a systematic means of developing, implementing and managing services, including:

- Services directed by qualified personnel
- Integration of English Language programming into the general education program
- Positive working relationships with constituency and advocacy groups, as well as compliance agencies
- Provision of requisite resources and materials to support the efforts of gifted education programming

Program Design will involve comprehensive services based on sound philosophical, theoretical, and empirical support, including:

- A continuum of programming services for English Language learners
- Appropriately funded English Language programming
- English Language programming services as an integral part of the educational school day
- Flexible groupings of students to facilitate differentiated instruction and curriculum
- Development of data driven differentiation processes

Program Evaluation (a study of the value and impact of the program) will be implemented and must be:

- Purposeful
- Efficient
- Conducted competently and ethically
- Made available and communicated through a written report

Socio-emotional Guidance and Counseling will be provided with an understanding of the unique socio-emotional development of English Language Learners and will consider, as appropriate:

- Differentiated guidance efforts
- Counseling for at-risk learners to help them reach their potential

Professional Development will encompass appropriate differentiated content and instructional methods and involvement in ongoing, gifted-educational professional development.

EL Programming Steps:

The program at SHPA follows Minnesota Department of Education program guidelines in conjunction with the World Class Instructional Design and Assessment model to align its curriculum with state and school specific standards.

1. *Identification Process & Tools/Instruments* (within 30 days of enrollment):

- **Home Language Questionnaire:** All new students are screened with a take-home language questionnaire. This is sent out to all families with enrollment paperwork. If the form indicates a language other than English, the student will be screened.
- **WIDA Screener:** Proficiency levels are determined using the WIDA Kindergarten Screener and WIDA Screener (grades 1-8). These are administered by the EL teachers at each individual campus, assisted by the assessment coordinators as necessary. The student qualifies for EL services:
 - WIDA Screener for Kindergarten: If the Oral Composite score is below 4.5 for 1st semester or Overall Composite score is below 4.5 for Second semester.
 - WIDA Screener: If the student's overall composite score is below 4.5 out of 6, or if any individual domain score is below 4.0
- The EL teacher will also review ACCESS (an English Language Proficiency Assessment) or the WIDA Screener (an English Language Screener) scores for students transferring from another Minnesota school district as evidence of past participation in EL programs.
- If a student is new to Minnesota, WIDA Screener will be administered to determine a student's language proficiency level.
- If a student who has not been initially identified begins to demonstrate language/academic concerns, the EL teacher will do a selection of the following to determine if language is the primary concern:
 - Re-evaluate all assessment data and review updated data
 - Make a classroom observation and meet with the mainstream teacher
 - Discuss concerns with the student's parents
 - If the student meets entrance criteria, EL staff will enroll the student in the EL program when the parents agree to EL services

2. *Family Notification:*

When students are identified as needing English Language services, families are notified and a form is sent, which provides an opt-out option. If families are interested in opting out of EL services and/or ACCESS testing, the EL teacher will reach out to confirm with the family that they prefer to opt-out. These forms will be kept on file by the EL teachers. If a family opts out of ACCESS testing, they must be contacted each year to complete a "Parent/Guardian Refusal for Student Participation in Statewide Assessments" form.

When parents agree to accept services, the district will begin EL services and enter the student into the Infinite Campus (Student Information System) by identifying the student as receiving state-reported LEP (Limited English Proficiency) service.

3. *ACCESS Testing:*

Each Spring, typically in February or March, all students identified as EL will take the standardized ACCESS test. This assesses students in the domains of listening, speaking, reading, and writing. The test will be administered by EL teachers with assistance from testing coordinators, as necessary. All administrators recertify yearly to administer various portions of the ACCESS test.

Preliminary results are typically available in May. Official results are usually sent to schools in August. Parents and families will be mailed official score reports at the start of the following school year, with translated aids for interpreting scores as necessary. Results of the ACCESS reports are important in determining EL student groupings for the new school year.

4. *Exit/Monitoring Phases*

Students who receive an Overall composite ACCESS score of 4.5 out of 6 or higher, with at least three domains at or above 3.5, are exited from the EL program. For the next two years, their progress in maintaining a high level of English proficiency in mainstream classes is monitored. Academic data as well as teacher input and observation notes are documented at the end of each grading period. This information is reviewed and a determination is made as to whether adequate progress is being maintained. If needs are discovered, students may again receive direct services or indirect services.

Parents and families will be notified about any change in status at the end of the monitoring period.

Program Scope and Services:

At SHPA, our EL programming includes a combination of pull-out, push-in, co-teaching, and differentiation styles. EL teachers have their own sheltered classroom space where they can administer direct service minutes, but they also spend time in general classrooms working with students .

A. Guiding Principles & Educational Goals

The goal of the Seven Hills Preparatory Academy EL Program is to build each student's language proficiency to a level that allows him/her to independently access the general curriculum. To accomplish this, based on answers to a home language questionnaire, students' language acquisition strengths and needs are assessed when they start school and yearly thereafter. This allows the school to provide instruction appropriate to their needs. All four

language domains: listening, reading, writing, and speaking, are addressed in the language instruction model.

B. English Learner Programming

1. Grades K-5: English Language Development (ELD)

- a. The service model of instruction includes pull-out, push-in and co-teaching with the general education teacher with an eye towards making classroom content more accessible and comprehensible.
- b. Original lesson plans are created to align with content of the SHPA Comprehensive Curriculum which supports MDE standards for each grade level.
- c. All curriculum choices and instruction are driven by the WIDA ELP standards as well as the Minnesota state standards.

2. Grades 6-8 (Middle School):

- a. The goal is to build fluency in all four language domains: listening, reading, writing, and speaking. Middle school students are supported primarily through sheltered instruction in the EL classroom or pushing in to general education classrooms to help guide them in completing assigned classroom work.
- b. Original lesson plans are created to align with content of the SHPA English Language Arts and Grammar curriculum for grades 6 - 8.
- c. Students are also directly supported in content classrooms through pushing in to assist them in accessing and completing content.

C. Amount and Scope of Service

1. Elementary Schools

- a. Students are identified as an EL student, and are then placed in the EL program.
- b. Students will meet with the EL teacher in collaboration with the classroom teacher.
- c. Pull-out time is 30 minutes per session on average.
- d. EL students are given support from an educational assistant as needed.
- e. EL students are also given access to Title I support (if applicable) and Guided Reading support (if applicable).

2. Middle School

- a. Students are identified as EL, and are then placed in the EL program.
- b. Students meet with the EL teacher in either a pull-out, or scheduled push-in class time.
- c. Pull-out time is 30 minutes per session on average.
- d. Push-in class time varies from 30 - 50 minutes, depending on the EL teaching schedule.
- e. EL teachers consult with mainstream teachers as needed

Recommended content and minutes of Direct Instruction or Support

	WIDA Level 1 - Entering	WIDA Level 2 - Emerging	WIDA Level 3 - Developing	WIDA Level 4 - Expanding	WIDA Level 5 - Bridging
Content Goals - Lesson plans are created by the EL teacher and designed to complement the mainstream ELA content taught by homeroom teachers to meet the requirements of SHPA's comprehensive curriculum.	Improve basic listening, speaking, reading and writing skills through instruction and activities that complement the SHPA comprehensive curriculum for each grade level.	Increase proficiency in basic skills while adding more academic language focus. Create lessons complementing the SHPA comprehensive curriculum for each grade level, particularly for reading, grammar, spelling and writing.	Increase proficiency in academic language. Create lessons complementing the SHPA comprehensive curriculum for each grade level, and complement the language of other content areas as requested by content teachers.	Improve on level 3 goals. Support students in the mainstream classroom as appropriate.	Improve on level 4 goals with primarily supporting students in the mainstream classroom.
Grades K-5	30 minutes daily, pullout 5x per week with EL teacher plus push in support from EL educational assistant.	30 minutes daily, 3-5x per week, pullout with EL teacher and push in support from EL educational assistant.	30 minutes daily, 2-3x per week, pullout with EL teacher plus push in support from EL educational assistant.	30 minutes daily, 2-3x per week, push in support from EL educational assistant and/or EL teacher.	30 minutes daily, 1-3x per week, push in support from EL educational assistant or EL and/or EL teacher if mainstream teacher raises language concerns.
Grades 6-8	30 minutes daily, 3-5x per week, pullout with EL teacher and push in support from EL educational assistant.	30 minutes daily, 2-3x per week, pullout with EL teacher plus push in support from EL educational assistant.	30 minutes daily, 2-3x per week, pullout with EL teacher plus push in support from EL educational assistant.	30 - 50 minutes daily, 1-2x per week, push in support from EL educational assistant or EL teacher if mainstream teacher raises language concerns.	30 - 50 minutes daily, 1-2x per week, push in support from EL educational assistant or EL teacher if mainstream teacher raises language concerns.

Communication of English Learner Program Information

1. EL program information is located on the SHPA website.
2. EL teachers have their own teacher pages on the school's website.
3. Information is added to the school's electronic newsletter as needed.
4. Yearly letters to parents:
 - Newly eligible kindergarten - grade 8 students.
 - EL students who are still eligible for services.
 - EL students placed on monitor status.
 - EL students who are exiting the program.

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- EL students transferred to another school.
- 5. Emails, cards, letters and phone calls with translator support as needed for ongoing communication.
- 6. Classwork samples sent home at the end of each trimester.
- 7. Middle school classwork posted on the school's homework page.
- 8. Conferences: offered 2 times/year

Parental Rights

A parent or guardian has the right at any time to withdraw the student from the LIEP by providing written notice of this intent to the EL teacher.. The parent or guardian may re-enroll the child in the LIEP upon request.

Special Education

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

LEA EL Demographics:

In the 2021-2022 school year:

- 143 total EL students -- about 12% of the LEA population, 87% of our EL student are at the elementary level
- 30 languages were spoken.
- Of total EL students, approximately 32% speak Spanish and 11% speak Somali.

Family and Community Communication/Outreach:

LIEP Plan Communication:

The LIEP Plan is available to all EL families in its entirety upon request. It will be provided in English and the primary home language if needed. The LIEP plan is also posted on the school's webpage.

Communication and Interpreter Services: We have an over the phone interpreting service to help when staff need to communicate with families over the phone. There are also language options families can choose with our all school email service.

Civitas Fair: This is an event for families and community members to share their traditions and cultures with the rest of the Seven Hills Richfield Campus Community. This opportunity is open to families, faculty, and students.

Glossary:

ACCESS - Assessing Comprehension and Communication in English State-to-State - a test that's given to students from kindergarten to grade 12, to assess their progress in learning English

EL - English Learner

ELD - English Language Development

ELL - English Language Learner

LEA - Local Education Agency

LEP - Limited English Proficiency

LIEP - Language Instruction Educational Program

MELEd - Minnesota English Learner Education Conference

WIDA - World-Class Instructional Design and Assessment (formerly) - a multi-state education consortium that provides language development resources to those who support the academic success of multilingual learners.