

Cannon River STEM School Language Instruction Educational Program Plan (LEIP)

Overview

The Cannon River STEM School offers a school-wide English Learner (EL) program. Our program provides English language development in the four domain areas of speaking, listening, reading and writing. The English language services provided by CRSS prepare students to be successful in the development of both social and academic language in their community. To accomplish this, the English Learner program at Cannon River STEM School is guided by the Critical Elements set forth by the Minnesota Department of Education's recommendations for EL programming. Below you will find outlined information for how CRSS aligns to the critical elements.

Definitions:

ACCESS 2.0 for ELs is the Minnesota state adopted assessment that is used to measure language development of EL students in the areas of speaking, listening, reading and writing.

English Learner: (EL) is a term used to reference the learner, describe the instructional program, and denote an instructional specialty. CRSS and other Minnesota Agencies often use this term in place of other terms such as Limited English Proficient (LEP) or English Language Learner (ELL).

English Language Learner (ELL) is a term used by Minnesota and National Agencies to reference English Learning students and programs.

English as a Second Language (ESL) is a term that was widely used before ELL to reference the instructional specialty in regards to language development. The term is not used as often anymore as many EL students may speak more than 2 languages, or be learning English as their first language, but their parents do not speak English.

Limited English Proficient (LEP) is a federal term used to identify students who are not proficient in the English Language and usually used in the realm of testing or budgetary designations.

Title III is a federal program that oversees the regulations for supporting EL students.

WIDA is an acronym for World Class Instructional Design and Assessments, and refers to a set of states who have adopted common standards to support EL students.

Critical Element A: LIEP Placement Procedures

Identification and Eligibility for EL Services

The identification for EL services begins with the registration process for every student. Students who are not identified, but demonstrate a need once in the classroom will also be considered for services based on EL identification criteria.

Students will be considered for English Language (EL) services based on:

1. Minnesota Language Survey – parents will complete this form at the main office when registering their child at CRSS. The office screens the surveys at registration. If the student first

learned, speaks, understands, or has consistent interaction with a language other than English, or English and language(s) other than English, then the student is referred to the EL team for language proficiency screening. Further screening means the student is screened for English proficiency using the W-APT for kindergartners or the WIDA Screener for students in grades 1-8 (or current ACCESS 2.0 for ELs scores if available from another district). A records review may also be included and completed by the EL team.

2. At any time other measures may be used to complement the identification procedure including:
 - a. Observations
 - b. Teacher Recommendations
 - c. Parent Recommendations
 - d. Educational History
 - e. Work Samples
 - f. Consideration of home language literacy
3. Depending on the student’s grade, either the Kindergarten W-APT or the WIDA Screener will be used by the EL team to determine the student’s proficiency. The scores required to either be eligible or ineligible for services are:

Grade	Proficiency Assessment	Score to be eligible for EL services	Score to be ineligible for EL services
K (first semester)	Kindergarten W-APT	Listening and speaking score of 27 or below.	Listening and speaking score greater than or equal to 28.
K (second semester) 1 (first semester)	Kindergarten W-APT	Listening and speaking score of 27 or below. Reading score of 10 or below. Writing score of 11 or below.	Listening and speaking score greater than or equal to 28. Reading score greater than or equal to 11. Writing score greater than or equal to 12.
1 (second semester) 2-8	WIDA Online Screener	Composite Score below 4.5 Or Any domain score is below 4.0	Composite Score of 4.5 And Each domain score is 4.0 or higher.

- The EL team at CRSS follows the guidelines recommended for placement via the Kindergarten W-APT and the WIDA Screener assessments.

Kindergarten Placement:

Listening and Speaking Scores

Placement Level	Listening Scores	Speaking Scores	Final KG L & S level
1	0-6	0-4	0-10
2	7-9	5-8	11-17
3	10-11	9-10	18-21
4	12-13	11-12	22-25
5	14	13-14	26-28
6	15	15	29-30

Reading and Writing Cut Scores

(only to be used with 2nd semester students with literacy skills)

Placement Level	Reading Scores	Writing Scores	Final KG R & W level
1	0-2	0-3	0-5
2	3-5	4-7	6-12
3	6- 10	8-11	13-21
4	11-12	12-14	22-26
5	13	15-16	27-29
6	14-15	17-18	30-33

Kindergarten W-APT Overall Placement

(using 4 domains)

Placement Level	Overall Score
1	0-15
2	16-29
3	30-42
4	43-51
5	52-57
6	58-63

*Minnesota Standard English Learner Procedures Identifying Students as English Learners Using the WIDA Online or Paper Screener pg 50-51

Grades 1-8 Placement

Students will be placed within an EL program based on their proficiency determined on the WIDA online Screener in alignment with the WIDA Performance Definitions shown below:

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content areas at grade level • 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 comparable to English-proficient peers
5- Bridging	<ul style="list-style-type: none"> • specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> • specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> • general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> • general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> • pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with 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

*Wida Performance Definitions (<https://www.wida.us/get.aspx?id=5>)

Critical Element B: LIEP Description

1. Educational Goals:
 - a. To provide students with a well-rounded education while providing the supports needed to develop proficiency in the social and academic language of English.
 - b. Provide job centered professional development for all staff to ensure needs are met for EL families.
2. Guiding Principles:

EL teachers focus on the acquisition of language beginning with Basic Interpersonal Communication Skills (BICS) and progressing to Cognitive Academic Language Proficiency (CALP) as students develop their language skills. This may include developing any other languages a student learned before English through the use of texts and translanguaging as well during their language instruction.

3. Elementary Program

EL service in our elementary classrooms is provided through pullout and/or push in strategies depending on the needs of the individual students. The schedules of EL students are coordinated with the content areas of ELA, STEM, Social Studies, and/or Math so that the students receive language development in multiple content areas and are able to still be able to interact with their English-speaking peers.

4. Middle School Program

EL service in our secondary classrooms is provided within the student’s STEM and Humanities blocks, with the targeted areas being ELA and Math, but working in Social Studies and Science as well if their scheduling requires. These classes, whether sheltered or co-taught are designed to meet the learning needs of each student and to ensure that students are ready to move onto high school following the completion of 8th grade.

Critical Element C: Amount and Scope of Instruction

Recommended Minutes	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	4.5 or higher
Elementary	Humanities:30 min pull out x day STEM: 30 min push in x day	Humanities:30 min pull out x day STEM: 30 min push in x day	Humanities: 30 min pull out 2 days a week and 30 min push in 3 days a week STEM: 30 min 3 days a week	Humanities: 30 min push in 2-3 days a week STEM: 30 min 2-3 days a week	Service as needed based on consult-check in biweekly with teacher and student for 4 years.
Middle School	Humanities:30 min pull out 3 days a week, 30-60 minutes of co-teaching 5 days a week STEM: 30 min math push in a day	Humanities:30 min pull out 3 days a week, 30-60 minutes of co-teaching 5 days a week STEM: 30 min math push in a day	Humanities: 60 minutes co-teaching 5 days a week STEM: 30 min push in 3 days a week	Humanities: 60 minutes co-teaching 5 days a week STEM: 30 minutes push in at 2-3 times a week if academic language support is needed.	Service as needed based on consult-check in biweekly with teacher and student for 4 years.

Scope of Instruction:

The EL program collaborates with mainstream teachers to include both the Minnesota State Standards and the Minnesota English Language development standards of the language of social and instructional language, language arts, mathematics, science, and social studies. The WIDA Can Do descriptors are used to supplement these standards in the classroom.

Additional Programming:

EL students at CRSS are also eligible to receive services from Title 1, special education, and Targeted Services if eligible.

Critical Element D: Communication of English Learner Program Information

ELL teachers have a variety of ways to report to parents. Letters will be mailed home within 10 days of determining whether a student qualifies for English Language services. In addition to this a letter will be sent home within 30 days of the beginning of each school year for continuing services which outlines parental rights to refuse services and describes the EL program at the school.

In addition to this ELL teachers also take part in conferences so that information regarding student progress can be shared with parents throughout the year. The ELL teacher will also send a letter home at the end of each trimester explaining what the student has been working on in the classroom, and how they can continue to improve over the next trimester.

Finally, CRSS notifies parents of the most recent ACCESS proficiency assessment results each year to show parents where students are in terms of exiting the program.