

# Metro Schools

## District number 241538

### Plan for Effective English Language Development Program

#### Section 1 - Definitions:

**ACCESS 2.0** is a test that measures and monitors a student's language progress. Adopted by WIDA in 2011, the test is used to decide whether students will remain in the ELD program or have reached a proficiency level where they are able to access grade-level content and are ready to exit the program.

**English Learner (EL)** is a term used for students. Metro Schools chooses to use this term rather than other terms, such as LEP.

**English Language Development (ELD)** is a term that refers to a student's growth in English, but more frequently to the teacher or program of English as a Second Language instruction.

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

**L1 and L2** refer 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 the L2. The relationship between the two languages is fluent and constantly informs instruction.

**SLIFE** stands for "students with limited or interrupted formal education." These are students who are usually newer to the country and had limited or interrupted learning opportunities in their home country. They may be refugees.

**SIOP** stands for "sheltered instruction observation protocol." It is a model of sheltered English instruction.

**WIDA Screener** is the WIDA Placement Test, which is used to identify ELs and place them within the ELD program.

**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 2016.

**Section 2 – Identification, Placement, and Program Exit:**

A) Identification Step 1 – The Home Language Questionnaire

When you register a child at Metro Schools, our staff will give you a Home Language Questionnaire (HLQ), which is pictured below. The HLQ is included in the enrollment packet, which you will receive from front office staff like Saad or Leydi. Native language staff are available to translate the form. Generally, you will fill it out in person.

	LEP Education 1500 Highway 36 West Roseville, MN 55113-4266	<b>HOME LANGUAGE QUESTIONNAIRE</b>	ED-01336-08E
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***THE FOLLOWING IS TO BE COMPLETED BY SCHOOL DISTRICT PERSONNEL :***

STUDENT IDENTIFICATION INFORMATION		
Student's Name (First, Middle, Last)		
Date of Birth	Age	Grade Level

DISTRICT IDENTIFICATION/VERIFICATION INFORMATION		
School Name	District Number	
I hereby verify that the above information is true and accurate to the best of my knowledge and belief.		
_____ Name (Printed)		
_____	_____	_____
Signature – Responsible Authority	Title	Date

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

STUDENT LANGUAGE INFORMATION	
<p><i>Dear Parents and Guardians:</i></p> <p><i>In order to help your child learn, your child's teachers need to determine which language your child uses most.</i></p> <p><i>Please respond to the questions below by checking the appropriate box.</i></p>	
1. Which language did your child learn first?	<input type="checkbox"/> English <input type="checkbox"/> Other (specify): _____
2. Which language is most often spoken in your home?	<input type="checkbox"/> English <input type="checkbox"/> Other (specify): _____
3. Which language does your child usually speak?	<input type="checkbox"/> English <input type="checkbox"/> Other (specify): _____

PARENT/GUARDIAN VERIFICATION OF INFORMATION	
I hereby verify that the above information is true and correct to the best of my knowledge and belief.	
_____ Name (Printed)	
_____	_____
Signature – Parent/Guardian	Date

This Home Language Questionnaire is the first step towards identifying ELs, but it is not the only step in the process. If any student marks a language other than English in any of the three questions on the Home Language Questionnaire, we will take further steps to determine if they meet the criteria of an EL.

### B) Identification Step 2 – Screening Students

We receive students from many states, some which are part of the WIDA family and some not. If your student previously attended a school affiliated with WIDA, we start by requesting records to determine whether your student was part of an ELD program previously. Test scores, such as the WIDA Screener or ACCESS 2.0, help us determine where the student should be placed in our school.

If a student has not previously attended a WIDA school, such as a school in California, Arizona, or a country other than the U.S., they must take our screener test before they are given a schedule. Metro Schools uses the WIDA Screener to identify students who need ELD support. The WIDA Screener tests social language as well as Academic English in content areas. The test has sections on the four domains of speaking, listening, reading, and writing and varies based on the student’s grade. ELD instructors have undergone training to be able to use the WIDA Screener to determine where a student is on the spectrum of English Language Development as determined by WIDA. WIDA defines six stages of ELD. See WIDA’s “Performance Definitions” below.

### 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
<b>Level 6 – Reaching</b> Language that meets all criteria through Level 5, Bridging			
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Multiple, complex sentences</li> <li>Organized, cohesive, and coherent expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language</li> <li>Words and expressions with precise meaning related to content area topics</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Short, expanded, and some complex sentences</li> <li>Organized expression of ideas with emerging cohesion</li> </ul>	<ul style="list-style-type: none"> <li>A variety of grammatical structures and generally consistent use of conventions</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words and expressions with multiple meanings or common collocations and idioms across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Short and some expanded sentences with emerging complexity</li> <li>Expanded expression of one idea or emerging expression of multiple related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Repetitive grammatical structures with occasional variation and emerging use of conventions</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content words and expressions (including content-specific cognates)</li> <li>Words or expressions related to content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Phrases or short sentences</li> <li>Emerging expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic grammatical structures and variable use of conventions</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions (including common cognates)</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>Words, phrases, or chunks of language</li> <li>Single words used to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>Simple grammatical constructions (e.g., commands, WH- questions, declaratives)</li> <li>Phrasal patterns associated with common social and instructional situations</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social and instructional words and familiar expressions</li> </ul>

...within sociocultural contexts for language use.

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
<b>Level 6 – Reaching</b> Language that meets all criteria through Level 5, Bridging			
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Rich descriptive discourse with complex sentences</li> <li>Cohesive and organized related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compound, complex grammatical constructions (e.g., multiple phrases and clauses)</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language</li> <li>Words and expressions with shades of meaning for each content area</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Connected discourse with a variety of sentences</li> <li>Expanded related ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of complex grammatical constructions</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words and expressions with multiple meanings or collocations and idioms for each content area</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Discourse with a series of extended sentences</li> <li>Related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content words and expressions</li> <li>Words or expressions related to content area with common collocations and idioms across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Multiple related simple sentences</li> <li>An idea with details</li> </ul>	<ul style="list-style-type: none"> <li>Compound grammatical constructions</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General and some specific content words and expressions (including cognates)</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>Single statements or questions</li> <li>An idea within words, phrases, or chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)</li> <li>Common social and instructional forms and patterns</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social and instructional words and expressions</li> </ul>

...within sociocultural contexts for language use.

If a student scores a 4.5 or higher on the screener test, with no lower than a 4.0 in each domain, they are considered “Proficient.” Students who score lower are considered ELs and are marked as “LEP” in MARSS by Farhan. We place them in a program appropriate to their ELD. We store the student scores in the student’s file and in an electronic file and update the file as the student progresses through the program.

### C) Notification of Services

When a student has been identified as an EL, our team ensures that the student’s family has a clear understanding of our program. ELD team members or qualified Metro Schools’ staff members meet or speak over the phone with parents or guardians, with an interpreter, if the staff member is not bilingual. At this meeting, we help our parents understand how we identify students, what our program looks like, which services their child will be receiving, as well as how students grow in their English and are eventually exited from the program. In addition, Metro Schools sends the parents Notification Forms of ELD services in English and the student’s L1, which comply with Title III, as well as state and federal statutes. Notifications must be sent within 30 days of enrollment at the beginning of the year or 10 days, if the student enrolls late. The information sent home includes a program description, rationale

with test scores, which services in the program the student receives, graduation rate information, and NCLB rights. Finally, this ELD Plan of Service is available on our website [metroschoolsmn.org](http://metroschoolsmn.org), so that the community, staff and other stakeholders can find it at any time. We will provide translations of this document upon request

#### D) Exit from the ELD Program

ELD instructors must be very careful when determining which students are ready to exit from the ELD program. There must be information from a variety of sources to make this determination. The ACCESS 2.0 test is one source of important information, as it shows the progress our students are making in ELD. Like the Screener, the ACCESS 2.0 test assesses listening, speaking, reading, and writing, as well as social and academic English. Students take the ACCESS 2.0 test from mid-February to early March. Metro Schools receives ACCESS 2.0 test results in June. The ELD team reviews test results to determine how well our ELs are growing. We use the test scores to place students in programs, as for example a student who was previously in a level 1 class may reach a composite level 2.4, and be moved to a level 2 class. Students who have reached a composite 4.5 on the ACCESS 2.0 test, and have at least three domain scores of 3.5 or higher are eligible to exit the ELD program. We follow the exit requirements of the state of Minnesota. If a student meets these requirements, but there is clear evidence that the student still needs ELD services, the student may stay in the program. Such evidence includes the student's performance on formative and summative classroom assessments, as well as NWEA results. The evidence must be consistent with one domain of ELD, which is below level 3.5. We ensure students are prepared to exit the ELD program. However, Metro Schools does not exit students without the required ACCESS 2.0 score of at least a composite 4.5 on the ACCESS 2.0 test, and at least three domain scores of 3.5 or higher. Our ELD staff ground their decisions in data to make sure that students are not exited too soon, or exited too late, which would be holding the student back. When a student is exited from the ELD program, the MARSS coordinator must reclassify the student in the MARSS system as non-LEP in the fall of the next academic year, to ensure proper records.

### **Section 3 – Appropriate Programs**

#### A) Program Design

Metro Schools seeks to deliver high quality language instruction to ELs and evaluate the effectiveness of its programs. EL teachers, as well as content teachers are responsible to supporting ELs through language instruction and content differentiation. Most of our ELs receive most of their instruction in the content classroom. Classroom teachers provide accommodations, and collaborate with ELD staff. Some content teachers provide bilingual instruction in foundational math or science to lower level ELs (Level 1 and 2s) who are SLIFE. ELD teachers push into content classrooms to provide language instruction or pull out students to ELD level specific classes. The table below gives the amount of time a student at each level will receive instruction from an ELD instructor.

#### **Recommended Minutes of Direct Instruction by an ELD staff member:**

<b>Grade level</b>	<b>Level 1 – Entering</b>	<b>Level 2 – Emerging</b>	<b>Level 3 – Developing</b>	<b>Level 4 – Expanding</b>	<b>Level 5 – Bridging</b>
<b>5-8</b>	112 mins/day pull out	112 mins/week pull out	56 mins/week pull out	56 mins/week push in (ELD co-teacher comes into content class)	56 mins/week push in (ELD co-teacher comes into content class)
<b>9-12</b>	112 mins/day pull out OR 168 mins/day pull out (for SLIFE)	112 mins/day pull out	56 mins/day pull out	56 mins/week push in (ELD co-teacher comes into content class)	56 mins/week push in (ELD co-teacher comes into content class)

In addition, Metro Schools evaluates its program to see if we are effectively serving ELs. We make changes in our program from year to year. This year we added a bilingual ELD instructor to the Literacy class for SLIFE. In 2015 we added the co-teaching element to better serve our level 4 and 5 ELs.

#### B) Appropriate Staff

ELD teachers who are providing direct instructional hours to ELs must have an K-12 ESL license. As Metro Schools has a high population of ELs, we must allocate resources to fund enough ELD teachers to provide needed service hours to each student.

ELD teachers take part in professional development. The school provides professional development sessions on Fridays, and ELD staff are encouraged to attend annual ESL conferences such as WIDA and TESOL. At least 2 ELD staff have attended a national ESL conference for the past two years.

Content teachers are trained in how to differentiate for ELs. We also give training on the SIOP model.