



# English Learner Program Description

## White Bear Lake Area Schools



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Please direct questions to:

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The purpose of this document is to share the context and components of our English Learner (EL) program and recommendations for future planning with staff and administration. This document designfollows the Critical Elements for EL Programs as noted by the Minnesota Department of Education.

## Summary

The enrollment of our EL students is continuing to rise while our overall school population is stable. This is leading to a marked increase in the proportion of our students who are learning both English and the school curriculum. In 2001-02 approximately 1.2 % of K-12 students were identified as EL. In 2005, the percentage had risen to 2.7 % of the student population. The 2011-12 EL population in the White Bear Lake Area Schools is 4.7 %.



Classroom teachers have primary responsibility for all students, including those with English language learning needs. In addition:

- EL licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing;
- EL licensed teachers provide consultation support to classroom teachers and student support staff, based on each student's English language learning needs;
- Support staff (cultural liaisons, social workers, guidance counselors, nurses) provide resource services to EL students and their families;
- Paraprofessionals are used in limited ways to support the direct instruction provided by the licensed teachers;

EL teachers align their curriculum and program with the district's curricula in English literacy, WIDA national standards, and Minnesota state content standards. White Bear Lake Area Schools offers the following EL program models:

- Pullout English Instruction;
- Collaborative Teaching Model;
- Sheltered Content Classes (Secondary)

## Definitions

### **EL English Learner**

This is the term most frequently used in reference to the learner, instructional program, and instructional expertise. Minnesota and the White Bear Lake Area Schools are moving to use this term in place of other terminology used in the past (LEP, ELL, ESL).

### **LEP Limited English Proficient**

LEP is a term usually used in conjunction with funding. This is the federal classification recognized by the state of Minnesota in meeting the requirements for No Child Left Behind.

### **ELL English Language Learners**

ELL was a term used in the past by the White Bear Lake Area Schools and the state of Minnesota to refer to LEP students.

### **ESL English as a Second Language**

ESL is currently the recognized license that a teacher must hold to offer highly qualified instruction in the four domains of Speaking, Listening, Reading and Writing.

**Title III** This is the federal program that provides parameters and supports for educating EL students.

### **WIDA World Class Instructional Design and Assessment**

WIDA supports academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

### **ACCESS for ELLs Assessing Comprehension and Communication in English State-to-State for English Language Learners**

ACCESS for ELLs is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English learners (ELs).

### **W-APT WIDA-ACCESS Placement Test**

The W\_APT is an English language proficiency "screener" test given to incoming students who may be designated as English learners. It assists educators with programmatic placement decisions such as identification and placement of ELs.

### **MODEL Measure of Developing English Language**

The MODEL is a WIDA English language proficiency assessment for Kindergarten through Grade 12. MODEL can be used by educators as an identification/placement assessment for newly enrolled ELs or as an interim progress monitoring assessment.

### **MAP Measures of Academic Progress**

A collection of computerized adaptive tests administered at the request of the White Bear Lake Area Schools.

### **MCA Minnesota Comprehensive Assessment**

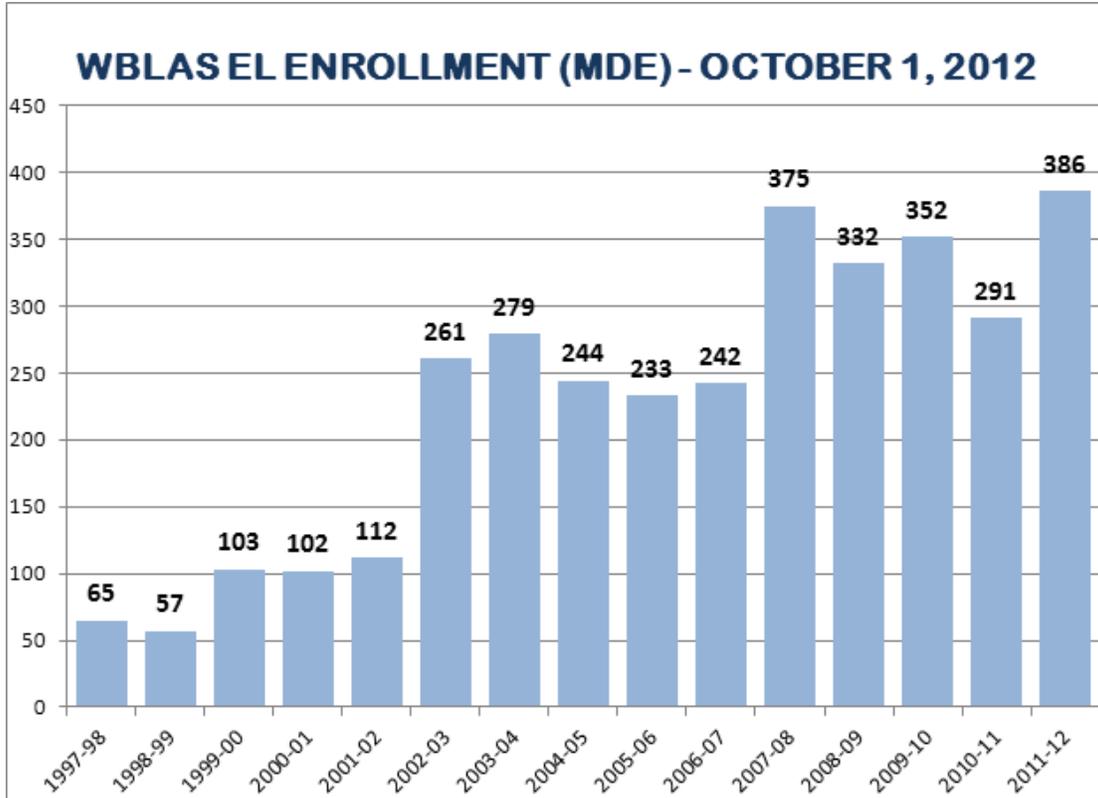
These are tests Minnesota schools give every year to measure student performance on our state standards.

## Demographic Construction of LEP in the White Bear Lake Area Schools

An analysis of the demographics of the LEP students in White Bear Lake Area Schools reveals a unique picture of diverse life and educational experiences. The educational needs of the children in the EL program vary greatly across the District. Demographic variables of interest for the purposes of planning include:

- School of enrollment
- Grade
- Previous Formal Schooling
- First Language Literacy Levels
- English Proficiency
- Other Services (Title 1, Special Education, Gifted and Talented)
- Free and Reduced Lunch Status

The following charts show the LEP growth rate from 2001 to current numbers for the 2011/2012 school year:



## Funding

A critical element of any instructional program is the revenues and expenditures to support systemic planning and instruction. Minnesota is one of the few states to dedicate some state funding for the sole purpose of educating students who speak a language other than English. Currently, the state of Minnesota pays districts an additional \$700 per year for every LEP=Y student. This funding does have a cap of five years, even if the student remains in the EL program. An outcome of a funding structure like this is that many of the secondary EL students generate no state EL funding, yet they continue to need the educational service. White Bear Lake Area Schools also receives Title 3 funding, a dedicated source of funding from the federal government. Title 3 revenues are generated at a rate of roughly \$100 per EL student with no cap on the years of service.

Additional revenue for EL instruction comes from the basic educational formula generated by every child in the district. This is the same fund that pays for general education costs, administration, and program coordination.



**Critical Element 1:** The district must develop, identify and place English Learners in appropriate programs.

*1.1 Evidence that the district equitably applies the use of a home language questionnaire and developmentally appropriate measures with all student to identify English language learners (ELLs). Evidence of the district procedure to appropriately identify immigrant and refugee students.*

**Entrance Criteria: State and Local**

A Home Language Questionnaire is given to all families upon registering their children at the District Center. The District uses a centralized enrollment process to consistently apply all of the requirements related to the Home Language Questionnaire.

**Current State and District 624 Criteria:** “A ‘pupil of limited English proficiency’ means a pupil in any of the grades of Kindergarten through Grade 12 who meet the following requirements:

A student is identified as an EL if:

- the pupil first learned a language other than American English, or
- comes from a home where a language other than American English is spoken, or
- does not use American English as a primary language, or
- lived in or immersed in a culture and or country outside of America

**Program Entrance Screening Methods**

Qualification for EL service is based on:

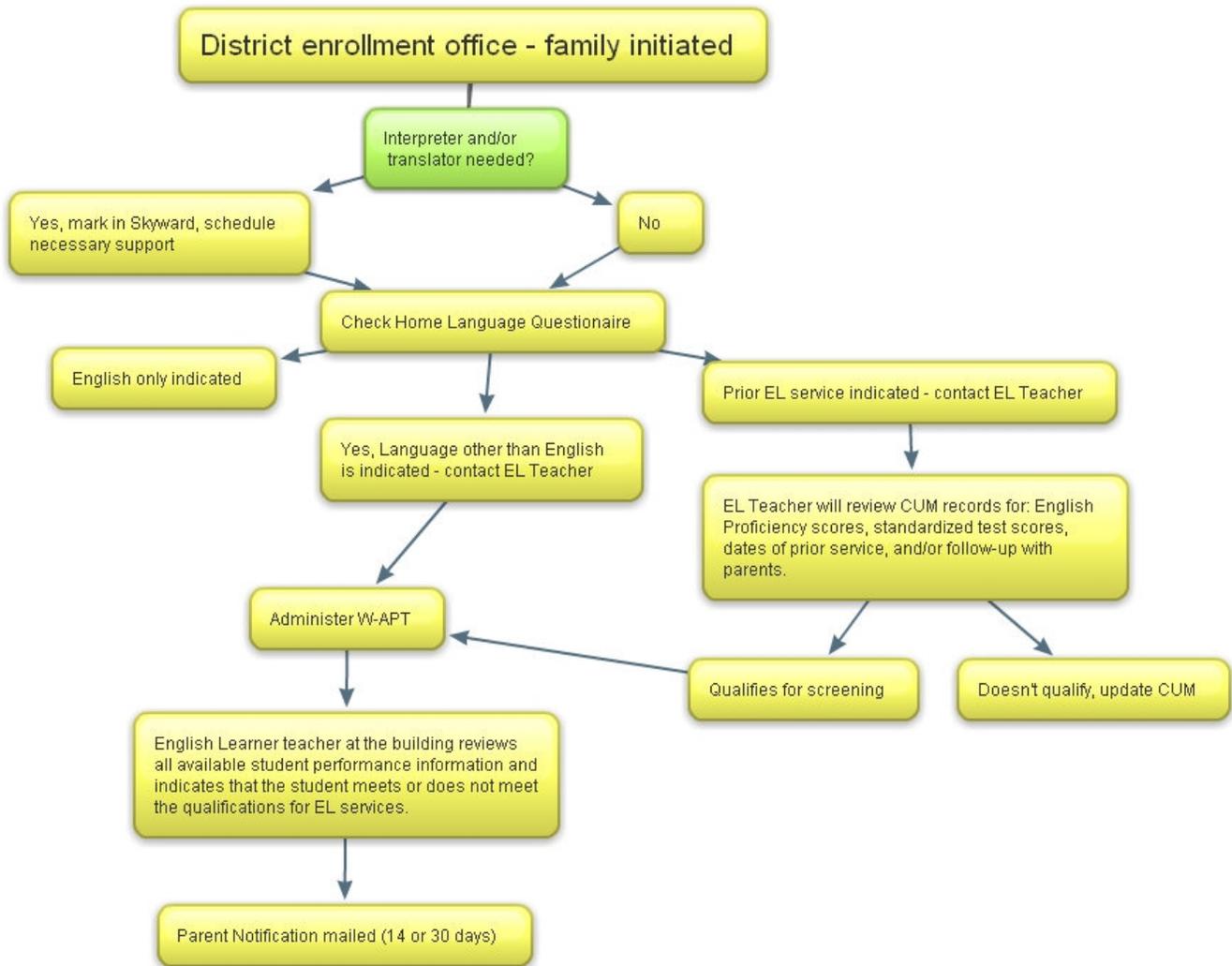
- Home Language Questionnaire and English proficiency measures including (but not limited to):
- Standardized proficiency and achievement scores from the W-APT or MODEL for any students new to a Minnesota school, ACCESS for existing state students, MAP scores from the district, and MCA test scores from the state
- At any time other developmentally appropriate measures may complement the formal measures including, but not limited to
  - Observations
  - Teacher judgment
  - Parent recommendations

**The district uses a combination of tools for annual proficiency screening:**

- ACCESS test
- Academic Achievement Tests
- Minnesota Comprehensive Assessments (MCA) for Reading, Mathematics and Science. To qualify, students should fall below the 50th percentile for local (district) norms in Reading. Students either “Do Not Meet, or “Partially Meet” the MN State Standards.
- Measures of Academic Progress for Reading and Mathematics. To consider qualification for EL services, the student should demonstrate academic performance in English below the 50%tile.
- At any time other developmentally appropriate measures may complement the formal measures including, but not limited to:
  - Observations
  - Teacher judgment
  - Parent recommendations



1.2 Evidence that the district has written policies and procedures regarding identification, program entrance and placement.



*1.3 Evidence that the district has written policies and procedures regarding EL program exit and reclassification as no longer LEP.*

Exiting EL and Reclassification

The decision to exit a student from EL service is based on multiple measures, including teacher recommendation, parental input, and assessments of speaking, listening, reading and writing. The District will include state assessments such as the ACCESS, MCA, MAP and GRAD among its multiple measures.

While EL students who reach a level of English proficiency that no longer prevents them from fully accessing the curriculum of the school may be exited from the EL program, MDE recommends that the district change the student’s classification from EL to non-EL only after the student has scored in the proficient range on the ACCESS for ELLs (score of 5.0 to 6.0). At this time, the district has no ACCESS criteria below level 6.0 to exit a student. As we become more familiar with the ACCESS, we will establish exit procedures for scores below 6.0.

If a student “Meets” or “Exceeds the Standard” on the MCA and MAP that student will considered and recommended for exiting from the EL program.



**Critical Element 2:** The district must implement programs that address the needs of all levels of English proficiency.

2.1 Evidence that the district has in place a written plan of services based on scientific research and proven effective.

Less proficient English Language Learners will receive more hours of EL instruction than those who are more proficient in English.

**WIDA Levels 1 and 2**

<b>Grade</b>	<b>Service Model Options</b>	<b>Description of Service</b>	<b>Recommended Times</b>
K (half-day)	Pull-out or Collaboration	Minutes depend on the service model applied in the particular building.	Up to 30 min. / day
1 – 5	Pull-out or Collaboration	Minutes depend on the service model applied in the particular building.	(Level 1) 45 – 90 min/day (Level 2) 30 – 45 min/day
6 – 8	EL Language Arts EL Skills EL Resource EL Para Support	Replaces regular Language Arts course Supports Language Arts course Sheltered EL study hall supporting content classes In-class support in Math, Science, Social Studies	50 min/day 50 min/day 50 min/day As available
9 – 12	EL Language Arts Conversation  EL Resource EL Para support	Replaces regular Language Arts course Teaches conversational English and vocabulary, listening and speaking practice Sheltered EL study hall supporting content classes In-class support in Math, Science, Social Studies	50 min/day 50 min/day  50 min/day As available

**WIDA Level 3**

<b>Grade</b>	<b>Service Model Options</b>	<b>Description of Service</b>	<b>Recommended Times</b>
K (half-day)	Pull-out or Collaboration	Minutes depend on the service model applied in the particular building.	Up to 30 min/day
1 - 5	Pull-out or Collaboration	Minutes depend on the service model applied in the particular building.	30 – 45 min/day
6 – 8	EL Skills EL Resource EL Para Support	Supports Language Arts course Sheltered EL study hall supporting content classes In-class support in Math, Science, Social Studies	50 min/day 50 min/every other day As available
9 – 12	EL Language Arts <b>or</b> Language Arts (Co-taught) EL Resource Para support in class	Replaces regular Language Arts course  Language Arts course taught by EL Teacher and Regular Language Arts teacher Sheltered EL study hall supporting content classes In-class support in Math, Science, Social Studies	50 min/day  50 min/day 50 min/day As available

**WIDA Level 4**

<b>Grade</b>	<b>Service Model Options</b>	<b>Description of Service</b>	<b>Recommended Times</b>
K (half-day)	Pull-out or Collaboration	Minutes depend on the service model applied in the particular building.	Up to 30 min/day
1 – 5	Pull-out or Collaboration	Minutes depend on the service model applied in the particular building.	30 – 45 min/day
6 – 8	EL Resource Para Support in class	Sheltered EL study hall supporting content classes In-class support in Math, Science, Social Studies	50 min, every other day As available
9 – 12	Co-taught Lang. Arts and/or EL Resource  Para support in class	Language Arts course taught by EL Teacher and Regular Language Arts teacher Sheltered EL study hall supporting content classes  In-class support in Math, Science, Social Studies	50 min/day  50 min/day, year-long or semester As available

**WIDA Level 5**

<b>Grade</b>	<b>Service Model Options</b>	<b>Description of Service</b>	<b>Recommended Times</b>
K (half-day)	Pull-out, Indirect, or exit	Minutes served depends on the service model applied in the particular building.	Up to 30 min/day
1 – 5	Pull-out or Collaboration	Minutes served depends on the service model applied in the particular building.	30 – 45 min/day
6 – 8	Indirect Service Para Supervision  Exit from direct service	EL Teacher tracks student success / progress In-class supervision in Math, Science, Social Studies  Based upon district exit criteria	Quarterly review As available
9 – 12	Indirect Service Para Supervision  Exit from direct service	EL Teacher tracks student success / progress In-class supervision in Math, Science, Social Studies  Based upon district exit criteria	Quarterly review As available

## Instruction

Instruction for ELs in the White Bear Lake Area Schools takes many forms. EL teachers, along with classroom teachers, paraprofessionals, media specialists, music-, physical education-, and art teachers, special education staff, home/school liaisons, and volunteers all provide instruction to EL students.

Many EL students receive the greater part of their instruction in the general education classroom. Classroom teacher accommodations, collaboration with EL teachers, pullout by EL teachers and paraprofessionals, and sheltered content classes are some of the instructional approaches that support the learning of EL students.

EL teachers focus instruction on language acquisition, moving from Basic Interpersonal Communicative Skills to Cognitive Academic Language Proficiency (BICS and CALPs , Cummins), as students progress. Pullout (from the general education classroom) models allow for EL Beginners to practice using English in situations where they are comfortable, having a lower affective filter (Krashen). Classroom and EL teachers collaborate on instruction designed to meet content and language objectives for ELs in the mainstream (Echevarria, Vogt and Short. 2009). Based on the research of Echevarria, Vogt and Short, a district priority for the EL department has been to develop sheltered content classes at the high school and middle school in Language Arts.

Responsibilities of the EL teacher extend beyond direct instruction, consultation and scheduling. Those responsibilities include:

- TESTING: Administration, evaluation of the entrance and exit criteria testing, and for the administration of all state and federal mandated tests
- REFERRAL: Attend and/or initiate participation in the school problem-solving / intervention teams
- PROGRESS REPORTS/CONFERENCES: Record required progress information. Attendance at parent conferences
- COMMUNICATION: Communication with staff and families on a regular basis. Often act as liaison between family and school. Family home visits when needed. Consultation with teaching staff to schedule, in-service on need for accommodations, monitor progress, share materials, etc.
- SUPERVISION: Supervise paraprofessionals
- INSTRUCTIONAL MANAGEMENT: Send communications to families, order instructional supplies, secure interpreting services as needed, etc.

### *2.2 Evidence of appropriate and effective EL curriculum and curriculum implementation.*

White Bear Lake Area Schools uses Minnesota state content standards and WIDA national standards in our instructional design for English Learners. EL teachers align language instruction with the district content standards and will be revising this approach to incorporate WIDA standards.

As the district moves towards a more collaborative model of EL instruction, appropriate classroom materials for ELs will be increasingly important. When a content area of instruction is reviewed with the district curriculum review process, the EL curriculum be aligned and included in this process and outcome.

Sheltered Content teachers in the area of Language Arts also implement curricula designed to meet the content-knowledge and academic language needs of English Learners. Much of the instructional materials used in the sheltered content classes are teacher-created or modified, to meet student needs and instructional standards. Visions curriculum is available for use in the Middle School.

Elementary EL teachers have a variety of curricula for EL instruction in the pullout model. These include, but are not limited to:

Words Their Way for ELL  
Avenues by Hampton Brown  
Guided Reading  
Nystrom World Atlas

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

The district employs three bilingual liaisons fluent in two languages, Spanish and Hmong. These liaisons are in contact with the students, families and staff on a daily basis. The liaisons go with new families to register incoming students, assist with Early Childhood screenings, Special Ed assessments and Parent/Teacher conferences. Liaisons and staff organize informational events for families in which the home languages are spoken rather than English-only. Liaisons make home visits, when needed, and assist the schools and families whenever an interpreter is required.

The district also uses the AT&T Language Line, an over-the-phone interpretation service, which allows staff, teachers, and families to communicate through interpreters using 3-way conference calls. The AT&T Language Line is available to all staff.

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

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

All EL staff are licensed and highly qualified in their teaching assignments. Documentation available through the Human Resources Department.

## **Staffing Guidelines**

- Funding for EL teachers and paraprofessionals are allocated from district resources.
- Using the end-of-year number of EL students reported in MARSS, the district annually projects the number of EL students who will need EL services the following year.
- The goal of staffing is to *deliver equitable EL service across the school district.*
- Preliminary staffing assignments are made in the spring. Final staffing assignments occur the following fall. It is expected that some preliminary assignments will change based on actual student enrollment.

*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 gone through rigorous training and hold current Minnesota teaching licenses, and some hold other relevant licensures, such as Reading licensures, for example. Those who teach in sheltered content classes are required to meet the Highly Qualified requirements. Ongoing professional development is required of all EL teachers, sheltered content teachers, and paraprofessionals who work with EL students. Many of the EL paraprofessionals in the district hold college degrees.

Teachers are responsible for designing and delivering instruction. They are also accountable for designing instruction to be delivered by paraprofessionals. EL paraprofessionals are used to supplement classroom or EL teacher instruction but 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. It is encouraged that all EL staff attend the annual ESL, Bilingual, Migrant state conference each spring, and many also choose to attend a fall conference.



**Critical Element 4: 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, 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 EL/bilingual staff to communicate, meet, visit other classes and plan among themselves and with mainstream staff for maximal effectiveness.*

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

**Critical Element 5: 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.*

Schools and the District Center have welcome signs in multiple languages. When it is determined a family needs interpretation services, bilingual liaisons are called in to assist with the registration process. Liaisons also go with the families to the schools to give a brief tour and tell families about school procedures. Liaisons are also made available for conferences and school events. Several EL teachers and other staff are also fluent in Spanish.

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

Currently, the District is in the process of forming a Parent Advisory Committee.

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

In development.

*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 students using report cards. A conference format is also used in the Fall and Spring. Bilingual liaisons are used continually by families and staff to facilitate ongoing communication. An EL program brochure is available to all parents describing the District services.

This includes a description of the district's communication process with appropriate timeline as it relates to LEP 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.



**Critical Element 6:** The district must adhere to state and federal fiduciary requirements and student achievement accountability measures.

The White Bear Lake Area Schools follow all the guidance at the state and federal level related to fiduciary planning for the EL program. Primarily, the funding source for the EL program is the general education revenue generated through the Average Daily Membership function with the Minnesota Department of Education. In addition, the White Bear Lake Area Schools utilized federal funds to supplement the core instruction in alignment with the supplement, not supplant approach to federal education funds.

*6.1 Evidence of EL assessment, policy and procedures.*

When a new family registers at the District Center, a language assessment test is administered to the student to decide placement in classes with the appropriate EL level using the W-APT or MODEL.

If a student's cum folder contains current (from that school year) standardized test scores from the district that student was previously in, such as those from MAP, MCA, or other recognized EL tests, AND that student was previously identified as an EL, the district can forego the administration of an intake test.

*6.2 Evidence of required Annual Measurable Achievement Objective (AMAO) improvement planning activities.*

Each year, the Annual Measurable Achievement Outcomes are reviewed in the context of all academic progress data for our students. In the past years, the AMAO Improvement Plan and the Adequate Yearly Progress Improvement Plan have been one in the same. Given the district-wide focus and value in a collaborative and comprehensive instructional design for students learning English, it is likely that this combination plan will continue, as long as the focus on language instruction is held in balance with content proficiency.

*6.3 Evidence of policies and procedures related to individual student data collection, which adhere to state and federal requirements including Plyer v Doe.*

Title III required activities include:

- Parent involvement AND
  
- Professional development.

6.4 Evidence that the district's data management procedures ensure state and federal fiduciary requirements.

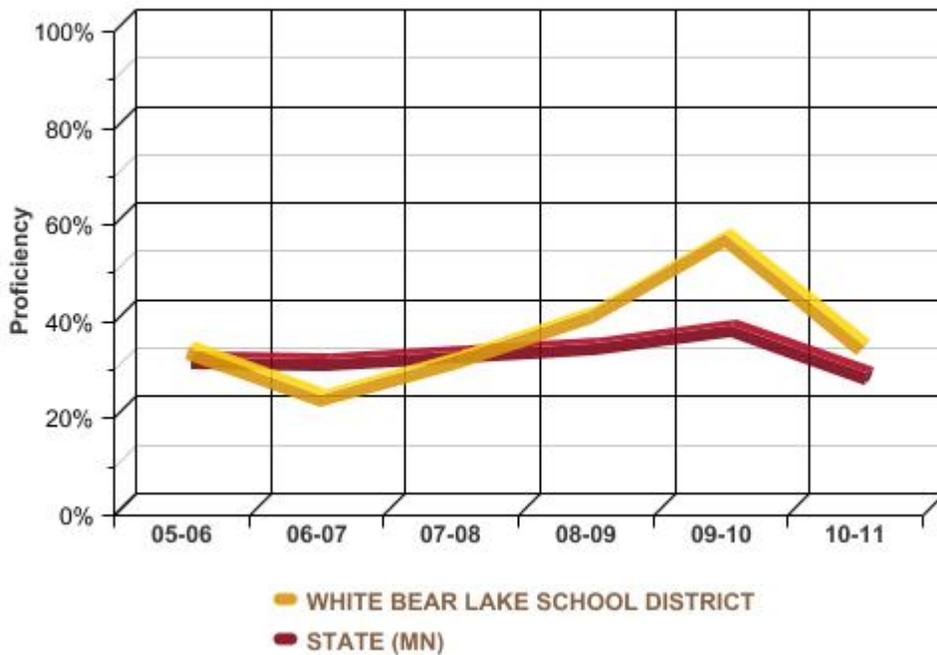
This includes:

- Any staff paid out of federal funds must document appropriate time distribution or time and effort record-keeping.
- Personal Activity Reports, (PAR) must be completed for any staff paid in part or whole using Federal dollars.

### Evidence of Program Effectiveness

MCA Content Testing Results (Source MDE School Accountability Calculator)

**MCA Math Six Year Trend for EL Students and as Compared to the State**



MCA Reading Six Year Trend for EL Students and as Compared to the State

