



Written Plan of EL Services at North Lakes Academy

Program Description

The English Learner (EL) program at North Lakes Academy supports learners in acquiring the English needed to succeed in the classroom, in accordance with the State of Minnesota Guidelines and English Language Proficiency Standards. Instruction in speaking, listening, reading and writing is provided by licensed EL instructors for students whose first language is not American English. Classroom teachers also support classroom instruction for ELL students.

PART I: ENGLISH LEARNER IDENTIFICATION CRITERIA AND PROCEDURES

In Minnesota, an EL is defined as a learner who:

- first learned a language other than English, comes from a home where a language other than English is usually spoken, or does not use English as a primary language;
- lacks the necessary English skills to fully participate in classes taught in English.

Part (a) is measured by a home language questionnaire (HLQ) which must be given to every student entering the district for the first time. Part (b) is determined by developmentally appropriate measures and practices, which include observations, teacher judgment, parent recommendations, and the WIDA-ACCESS Placement Test (W-APT).

The W-APT is a comprehensive assessment aligned to English Language Proficiency (ELP) Standards which gives educators and parents information about the ELP level of ELs in the areas of listening, speaking, reading and writing.

All EL students are assessed on an annual basis using the ACCESS for ELs assessment to determine growth and progress toward proficiency.

Identification, Entrance and Exit Procedures

*All procedures are posted on the district's website.

Step 1: Identification

The Home Language Questionnaire or teacher referral indicates possible EL status. If there is no ACCESS test data in the student's cumulative record, the W-APT assessment is administered by a licensed EL instructor or other trained assessor.

Step 2: Program Entrance

If the student is not proficient in all areas of the ACCESS or W-APT assessment, he/she meets state criteria for ELL service. Proficiency is determined by scoring at a level six in each of the modalities of listening, speaking reading and writing.

Step 3: Parent Notification

Parents are notified of student placement in EL services within 10 days of enrollment. Phone or face-to-face conversation, translated if necessary, from the EL or classroom teacher is the initial form of



contact. EL programming and support services are explained, and teachers are able to answer questions and receive parental input. A follow-up letter from the EL instructor or other designated school staff states the reasons for identification, student proficiency levels in listening, speaking, reading and writing, the amount of time and type of EL services, and exit requirements. Parents retain the right to refuse service.

Step 4: Service

EL services support the student in listening, speaking, reading and writing in the following five areas:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Step 5: Annual Progress Evaluations

Ongoing assessment will determine continued EL services. ELs participate in statewide English language proficiency assessments (ACCESS), MN Comprehensive Assessments in Reading and Mathematics (MCAs), district achievement assessments (MAP) as well as classroom assessments in English language development, reading, math, science and social studies. All student data is reviewed yearly by a licensed EL instructor or other designated school staff.

Step 6: Program Exit

When the student scores proficient in listening, speaking, reading and writing of English on the state assessment (ACCESS), he/she is monitored and exited from EL service. Proficiency is determined by scoring a composite score of 5.0 or greater with no domains below a 4.0 on the ACCESS test.

Step 7: Reclassification as no longer LEP

A student is reclassified as no longer LEP after exiting EL programming.

PART II: ENGLISH LEARNER PROGRAMS

North Lakes Academy's EL Department offers content-based EL instructional programs which promote students' English Language Proficiency and build academic content knowledge by integrating subject areas with language acquisition strategies. EL students acquire English through participation in age-appropriate instruction aligned to district content standards as well as English language proficiency standards. The primary objective of teaching language through content is to make the curriculum available to students at all levels of English proficiency.

Instruction for ELs at North Lakes Academy takes many forms. EL teachers, along with classroom teachers, 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, and pullouts by EL teachers are some of the instructional approaches which 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, 1979), 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, 1981).

Classroom and EL teachers collaborate on instruction designed to meet content and language objectives for ELs in the mainstream (Echevarria, Vogt and Short, 2009). Content-based instruction is a major force in ESL pedagogy today where teachers infuse purposeful language instruction that prioritizes explicit instruction in discipline-specific language (Schleppegrell & deOliveira, 2006).

This content-based EL instruction is critical because without this instruction it is not unusual for adolescent English Learners to understand subject matter, but lack sufficient command of vocabulary and sentence structure to summarize or discuss proficiently (Dutro & Levy, 2011).

A well-designed program for EL's includes systematic instruction in the conventions of standard English, along with explicit instruction in discipline-specific language of core classes (Dutro & Levy, 2011).

At the middle level, general education and EL licensed teachers collaborate to teach language through content using district curriculum supported by second language acquisition strategies. The EL teacher provides support primarily in language arts, science, math, and/or history, but may provide additional support in other content areas.

At a secondary level, students receive needs-based EL services. These services are provided by a licensed EL teacher.

Teachers provide linguistic, graphic, visual, kinesthetic, interactive and emotional supports to make content standards and curriculum accessible for ELs at all levels of proficiency. This is a collaborative effort between content teachers and the EL teacher.

The plan in Appendix A describes the amount and scope of service students at each grade level and at all levels of English language proficiency.

PART III: ENGLISH LEARNER EXIT CRITERIA AND RECLASSIFICATION PROCEDURES

Students exited from direct service English language instruction programming should be able to perform in the general education program without significant barriers primarily caused by limited English proficiency. All students are evaluated on an individual basis. Students will be exited from EL programming if and when they meet the following criteria:



1. Performing at or above grade level in reading as measured by MAP and/or MCA assessments.
2. At the Middle School level, maintaining a letter grade of C or higher in majority of mainstream classes. At the High School level, maintaining a 2.0 in majority of mainstream classes.
3. Composite score of 5 with no domain (reading, writing, listening, speaking) less than 4 as measured by the ACCESS.
- 4.

Parents are notified by letter when students are exited from EL programming.



Appendix A

North Lakes Academy EL Service Matrix

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Middle School (Grades 5-8)	Pull-out EL instruction 44 minutes 2x/week	Pull-out EL instruction 44 minutes 2x/week	Pull-out EL instruction 44 minutes 2x/week	Pull-out EL instruction 44 minutes 2x/week	Pull-out EL instruction 44 minutes 2x/week	Students are exited who have met the exit criteria
	Students are enrolled in an English Language Plus course (44 minutes 5x bi-weekly) with a reading teacher (non ESL licensed) to pre-teach vocabulary, facilitate the completion of assessments and to modify content area materials. Students are also placed in an advisory period with a teacher advocate.					
Upper School (Grades 9-12)	Pull-out EL instruction 80 minutes 5x bi-weekly	Pull-out EL instruction 80 minutes 5x bi-weekly	Pull-out EL instruction 80 minutes 5x bi-weekly	Pull-out EL instruction 80 minutes 5x bi-weekly	Pull-out EL instruction 80 minutes 5x bi-weekly	Students are exited who have met the exit criteria