
**English Learner (EL)
Language Instruction
Educational Program
(LIEP)**



Twin Lakes
STEM ACADEMY

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Minnesota Statute 124D.61: General Requirements for Programs requires a district enrolling one or more English learners to implement an educational program that includes “a written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to English learners through an educational program for English learners.

Purpose of the Twin Lakes STEM Academy LIEP

Our English Learner (EL) Program at Tesfa International School is designed to support our scholars to excel in English in all aspects of their lives. Using a mixture of language development strategies, our main focus is on developing strong foundational skills in reading, writing, speaking, and listening in the English language for our multilingual community. The perspective of Twin Lakes STEM Academy is that our scholars are often multilingual, and they bring with them an incredible wealth of knowledge. This knowledge comes in the form of linguistic depth, social and cultural experiences, and a higher value placed on community. We place much emphasis on these gifts and incorporate them into our classrooms. Our ultimate goal is to guide our multilingual learners or (MLs) to be lifelong multilingual members of the community.

EL (English Learner) Acronyms

ACCESS: WIDA ACCESS for ELs; annual assessment of English language development for English learners.

EL: English Learner. Students identified as English Learners in the state of Minnesota.

ELD: English language development

ELP: English language proficiency

L1- First language, the language a student learned/used first

LIEP: Language Instruction Educational Plan. Formerly known as EL Plan of Service, it defines the language program of a school/district

MARSS: Minnesota Automated Reporting Student System

MDE: Minnesota Department of Education

ML: Multilingual learner, any student who uses more than one language, not always identified as an English Learner.

MNLS: Minnesota Language Survey. Formerly known as the Home Language Questionnaire. Document completed by all parents in a school/district to determine languages spoken in addition to English of a student; used in determining EL eligibility.

W-APT: WIDA Access Proficiency Test. Assessment used in Kindergarten through first semester first grade to determine EL eligibility.

WIDA: Minnesota's ELD standards. Also author of the annual test of ELD progress and proficiency, the WIDA ACCESS for ELLs test

Critical Element 1: Student Identification, Program Entrance, and Program Exit.

MDE standardized EL procedures

To be eligible for EL (English Learner) services, a student must meet the entrance criteria as follows:

1. The family must fill out a Minnesota Home Language Survey (MNLS) required for all students prior to starting school (See Appendix B). The student's MNLS indicates:
 - a. The language the student learned first;
 - b. The language the student speaks
 - c. The language the student understands
 - d. The language the student has consistent interactions in
 - e. **NOTE: All students must have an MNLS in their CUM folder**
2. If the language indicated for one or more questions is listed as any language other than English (See Appendix C: MNLS Decision Tree), that student will automatically be screened for EL services.
3. Once the student has been **identified** as potentially qualifying for EL services based on the parent/guardian's report of a language other than English used by the student, the student will take the
 - a. WIDA Screener for Kindergarten (kindergarten and first semester 1st grade only)* Students with an overall score of 29 or 30 *do not qualify* for EL services.
OR
 - b. WIDA Screener (second semester 1st grade through grade 6) to determine their eligibility for entrance into the EL Program If the student scores 4.5 with all language domains above 4.0, the student *does not qualify* for EL services but may still need learning supports in the classroom.

*The only reason why the student would NOT take this test at the beginning of the school year would be that the student has WIDA Screener or ACCESS test results on file from a previous school where they attended recently. In that scenario, the EL teachers and office staff would work to obtain a copy of the past test results as early as possible. If the test results are not obtained by the date the student is scheduled for their Screener testing, the student will take the WIDA Screener.

4. If a student enters Twin Lakes STEM Academy after the initial 30 days of school, they will follow the same guidelines for taking the WIDA Screener. This test is issued within 10 days of when they enter the school.

5. Following the WIDA Screener, the student will be **entered** into the EL program. For placement purposes, the WIDA screener results, the opinions of the parents, classroom teachers, EL teachers, will be taken into consideration based on the observed proficiency of the student's language skills in reading, writing, listening, and speaking.
6. If a student transfers into Twin Lakes STEM Academy with current ACCESS and/or WIDA Screener scores, the student will not need to be rescreened to determine program eligibility.

Placement if Eligible for EL services

1. If an EL student is identified as eligible for EL services, proficiency level scores from the WIDA Screener can be used by educators to plan differentiated levels of support for each child.
 - a. The English language proficiency (ELP) levels from the WIDA Screener can be used to inform initial placement, as can ACCESS scores, with the ongoing professional judgment of licensed EL teachers.
 - b. Additional information can also be used to inform placement decisions, including: ELs' time in U.S. schools, prior education history, proficiency and literacy level in L1(first language).
2. If a student meets the entrance requirements for the EL program, the EL staff will send a notification letter (in a language and format accessible to the family) to the parents within ten (10) days of enrollment in the LIEP of their child's eligibility to receive EL support. The letter will explain:
 - a. Which assessment was used
 - b. Description of how scores informed placement
 - c. Where to access written policies and procedures/information
 - d. What services their child is eligible for. If parents or guardians choose to decline EL services for their student, they must decline in writing.
3. If the parents are in agreement with EL services, the school will begin EL services and enter the student into MARSS as EL-Y. Although at Twin Lakes STEM Academy the terminology used is ML (Multilingual Learner) to describe students learning multiple languages, the state still uses EL (English Learner) to identify students in the MARSS system.

Ongoing Identification/Placement

1. Transitioning students from one year to the next: The EL teachers will evaluate ACCESS data as it becomes available in the summer to determine each EL's eligibility for ongoing language instruction. When a student meets the required exit criteria, they will be reclassified by the beginning of the upcoming school year and will no longer receive language instruction. Parents are notified annually within 30 calendar days after beginning the school year or within two weeks after the enrollment of a child in a program after the first 30 days of the school year. Annually, all students identified as EL will take the ACCESS 2.0 assessment. The results of the ACCESS for EL language assessment are used to:
 - a. Determine the range and order of the EL program for each EL student
 - b. Determine which language domains need additional instruction
 - c. Measure language growth over time
 - d. Determine exit from the EL program
 - e. Determine continuation in the EL program
2. Annually, EL teachers will complete all online training and quizzes to administer the WIDA Screener and ACCESS 2.0.

Transition and Exit Criteria

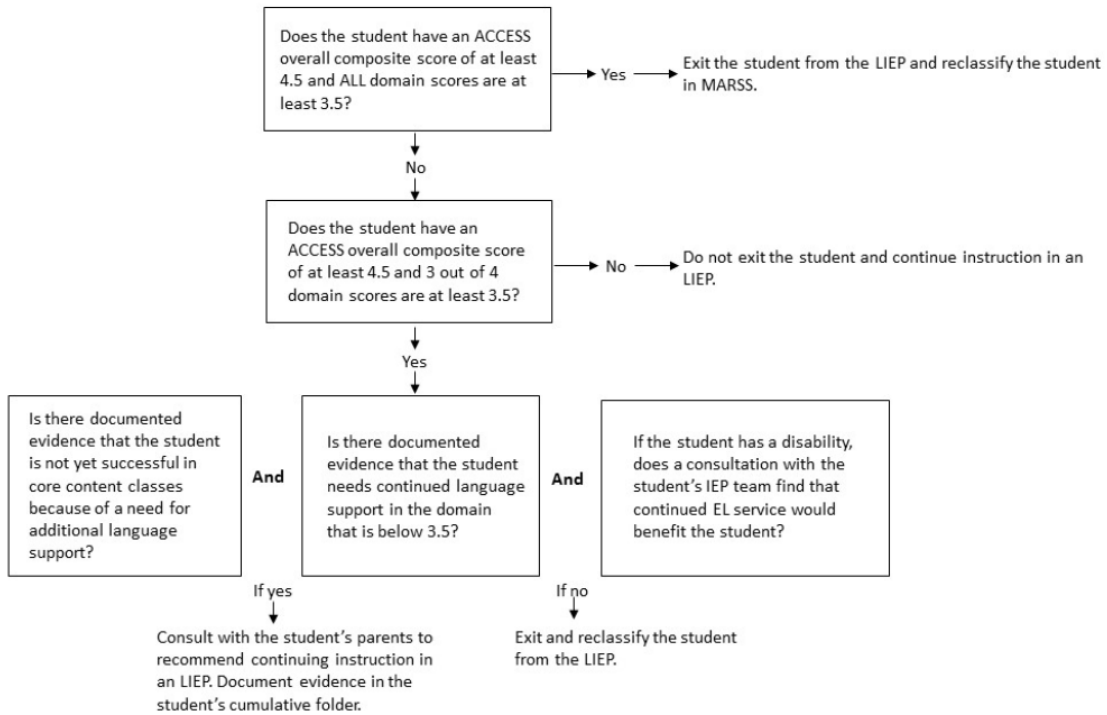
The goal of the program is to transition EL students out of the EL program so that they can successfully compete academically with their same-grade peers in the mainstream classroom without EL support. Students will qualify for the EL Program until they meet the State of Minnesota exit criteria for English proficiency on the ACCESS test. The ACCESS test is a language proficiency assessment that measures the domains of listening, speaking, reading and writing skills of ELs. The ACCESS test assigns scores based on a 1 – 6 scoring scale. Students need to attain an overall score of 4.5 with a minimum of 3.5 in three of the four domains. If students have a composite score of 4.5, but one domain has a score lower than 3.5, EL and classroom teachers must establish additional criteria to justify a student's exit. The following additional criteria may be used:

- Speaking: Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM)

- Writing: Test of Emerging Academic English (TEAE) Writing Rubric

- Teacher feedback and student work samples

Additional EL Exit Criteria Decision Tree



*If schools and districts are unable to or fail to document a continuing need for language support, they may not retain a student in an LIEP.

ELs who reach a level of English proficiency that allows them to fully access the grade level curriculum are exited from the EL program and reclassified as EL-N in MARRS. If classroom teachers observe that exited students are unable to perform grade level tasks without EL support, they will consult with EL teacher to determine if the student needs to be re-evaluated for EL services.

Monitoring former ELs. Students who are exited from EL services will be monitored for 2 years following their exit. If, at any point during this 2 years, it is decided by a team which includes, at a minimum, a core teacher, EL teacher, the student and student's parents, and administrative representation, that the student should again receive EL services, based on data/evidence of an ELD need, the district can rescreen a student utilizing the WIDA Screener. The results of the Screener will be analyzed similarly to a new student and, if the student is found to be eligible for services based upon those scores, they may receive EL services again. See MDE Guidance on [Monitoring Former ELs](#).

If a student has not been initially identified as EL or did not qualify but begins to demonstrate language and/or academic concerns, the EL teacher will review the Minnesota English Language survey on file and evaluate all assessment (Screener or ACCESS) data. If a language other than English is indicated on the MNLS, and if previous ACCESS or Screener scores show the student's ineligibility, the needs of the student may be academic and not language related. The EL teacher may collaborate with the classroom teacher to determine language supports that will be helpful for the student within the classroom.

If a student meets the exit requirements for the EL program, the EL staff will send a notification letter (in a language and format accessible to the family) to the parents. The letter will explain:

- Which assessment was used
- Description of how scores informed placement
- Where to access written policies and procedures/information
- The student will also be reclassified in MARSS as EL-N.

* Click here to see MDE procedure for EL students to exit the program:

<http://education.state.mn.us/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcy/~edisp/mde072039.pdf>

Critical Element 2: Appropriate Programs: The LEA (school) must implement high-quality language instruction educational programs for English Language Learners and evaluate their effectiveness.

The English Learner (EL) Program is an instructional program to develop English language proficiency. After initial placement, a student's English language proficiency level determines his/her participation in the program. The goal of the program is to develop English communication and academic language skills so that students can successfully compete academically with their same grade peers in the mainstream classroom without EL support. Methods of instruction in the EL Program are research-based and are taught by Highly Qualified, certified EL teachers and classroom teachers. .

Twin Lakes STEM Academy's program provides formal EL instruction which may include using co-teaching models, whole group EL instructions, pull-out models, and appropriate EL instructional materials. EL students will participate as much as possible in the mainstream curriculum while receiving support from the EL Program.. The EL teachers may participate in mainstream curriculum planning with a focus on language scaffolding and assistance. EL students also have complete access to all programs in the school and work on the same grade level skills as all mainstream students with scaffolding. Instruction focuses on developing English communication and academic language skills through listening, speaking, reading, and writing for success in school. The general educational curriculum will be integrated through the WIDA language proficiency standards.

Classroom teachers have primary responsibility for all students, including those with English language learning needs. Staff will be trained in the alignment of ELD (English language development) and content standards through professional development offered and supported by the EL staff. 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/content area teachers and student support staff, to succeed academically based on each student’s English language learning needs when EL teachers are not in the classroom.

*Click to see the proficiency level descriptions

<https://wida.wisc.edu/resources/performance-definitions-expressive-domains>

<https://wida.wisc.edu/resources/performance-definitions-receptive-domain>

Service Minutes

For WIDA English proficiency levels 1-4, students in K-6 will typically receive 30-45 minutes of direct instruction from an EL teacher Monday through Thursday. This could be in whole group class instruction or small group stations within the mainstream class.

English Proficiency Level

<i>Grade Level</i>	Low	Mid	High
Kindergarten			

English Proficiency Level

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding
<i>Grade Level</i>				
1				

2				
3				
4				
5				
6				

Special Education

The EL Team and the Special Education Team together review special needs referrals. Students are assessed in compliance with state and district guidelines. The EL program does not substitute for other educational services for which a student may qualify. Likewise, special education or Title I cannot substitute for EL services. If a student is found to qualify for both EL and Special Education services, the teams will collaborate in all stages of the process and programming.

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

Twin Lakes STEM Academy employs 1 EL teachers for approximately 120 EL students. All EL teachers hold a current tiered Minnesota teaching licensure in the area of K-12 ESL. Ongoing professional development is required of all EL teachers and content teachers. All licensed staff at Twin Lakes STEM Academy will have completed sufficient training in teaching EL students. Teachers are responsible for designing and delivering instruction that meets the needs of all students, including EL students.

Job Description for Elementary English Language Learner/EL Teacher

QUALIFICATIONS: Bachelor's Degree, MN Certification in ESL, and fluency in English

PERFORMANCE RESPONSIBILITIES:

Curriculum and Instruction:

- Know and observe the curriculum guides of the district and school
- Maintain a plan of daily instruction based on district curriculum guides and provide emergency plans in the event of illness
- Establish and communicate to students well-defined objectives for each lesson, including related projects and activities
- Maintain responsibility for an instructional program and the utilization of teaching methods which consider the individual needs, interests, abilities and maturity levels of the students
- Coordinate professional development for general teachers
- Collaborate with classroom teachers
- Teach EL students using either the pull-out or push-in approaches using one-on-one or small group setting
- Be familiar with the languages and cultures of ELs
- Consult with classroom teachers and, if needed, assist them in:
 - Choosing and adapting materials for proficiency and reading levels of ELs
 - Using buddies in the classroom
 - Using cooperative learning to provide more interaction
 - Providing opportunities for ELs to participate successfully at their proficiency level
 - Modifying assignments and assessments

- Learning about ELs' cultures, traditions and languages
- Communicating with parents
- Recognizing ELs' knowledge and background
- Appreciating and celebrating the diversity ELs bring to the classroom

Professional Duties

- Attend meetings involving ELs and EL instructors
- Attend staff meetings and district in-service programs
- Serve on committees as requested
- Maintain responsibility for discharging instructional and non-instructional school related duties as assigned
- Supervise, evaluate, and provide work assignments to assigned instructional assistants/tutors and student teachers
- Administer language proficiency assessments of new ELs
- Administer the annual required state assessment of ELs and analyze the results
- Assist families of ELs when possible
- Evaluate individual student progress on a periodic basis and maintain required records
- Develop, record and implement the individual program recommendations for English proficiency for each student including yearly goals and objectives
- Maintain files on EL students
- Write periodic reports to be sent home to parents and maintained in each student's cum file
- Justify promotions, retentions and special program recommendations
- Identify and refer unusual student behavior to appropriate specialists
- Maintain responsibility for enforcing the building approved discipline plan
- Maintain responsibility for supervision of students being serviced at all times during EL instruction
- Monitor progress of students exited from the program for 4 years
- Implement accommodations for standardized tests Administrative Operations
- Know and observe Board policies and regulations
- Account for school, district, and Title III property as required

- Complete periodic reports on the progress of EL students
- Ensure that all district paperwork in EL files and student cum files meets state mandates
- Ensure that all program requirements for documentation with mainstream teachers and EL parents are met
- Participate in events promoting inclusion of ML and celebrating their cultural diversity

Critical Element 4: Parent and Community Involvement

Twin Lakes STEM Academy implements a variety of strategies to involve parents in the education of their children. These are outlined in both the Parent/Teacher Compact and the Parent Involvement Plan which is available on the school website.

The Parent Teacher Compact is between Tesfa International School and the parents/guardians of students who attend the school. The compact is published annually in the school newsletter for everyone in the community to see and will be available in English/Somali/Arabic/Oromo . The terms of the Parent/Teacher Compact are

1. The school will provide high quality curriculum and instruction in a supportive and effective learning environment.
2. Parents are encouraged to be a part of their child’s education through school visits, parent teacher conferences, and volunteering
3. Parents will support their child’s education by helping w/ homework as they are able to, attending parent/teacher/student conferences, and contacting the school to discuss concerns

Each year the school holds an annual meeting to discuss the Title 1 Program and the Parent/Teacher Compact with interested parents.

Twin Lakes STEM Academy sends parents of ELs notices of meetings such as parent-teacher conferences through flyers written in English (Somali, Arabic, and Oromo). Dates and information for these events are also available in English (Somali, Arabic, and Oromo) on the school website. Parents may call the school and request interpretation for these messages. Tesfa has an established system for parents to request interpretation services if necessary.

Twin Lakes engages all families in educational programs and opportunities through events such as STEM night, and Family Nights. Twin Lake’s literacy night is a chance for families to come and learn about different practices they can implement at home to develop their child’s literacy in English and their home language. Cultural night allows families and the community to come

together and share their culture through food, presentations, and activities. All cultures and languages of the Twin Lakes community are represented at this event. It is organized and presented by a variety of Twin Lakes families, staff, and community members.

Twin Lakes solicits input from families as part of our annual survey of families. Additionally, Twin Lakes examines progress of English Learners and includes English Language programming as part of its annual World's Best Workforce plan.

Critical Element 5: Accountability Requirements

Students at Twin Lakes STEM Academy are assessed annually to ensure appropriate EL services are being provided. These assessments primarily include ACCESS testing, which is given each spring to all EL students. Additionally, if necessary the EL teacher utilizes the WIDA Online Screener to progress monitor academic language growth in all four language domains. In using this data, teachers make an informed decision on how to best serve the EL students at Twin Lakes STEM Academy. Data which is collected from each student is confidential and any data collected is for our information regarding demographics. There are no questions asked which might reveal the immigration status of a student.

Critical Element 6: Fiscal Requirements

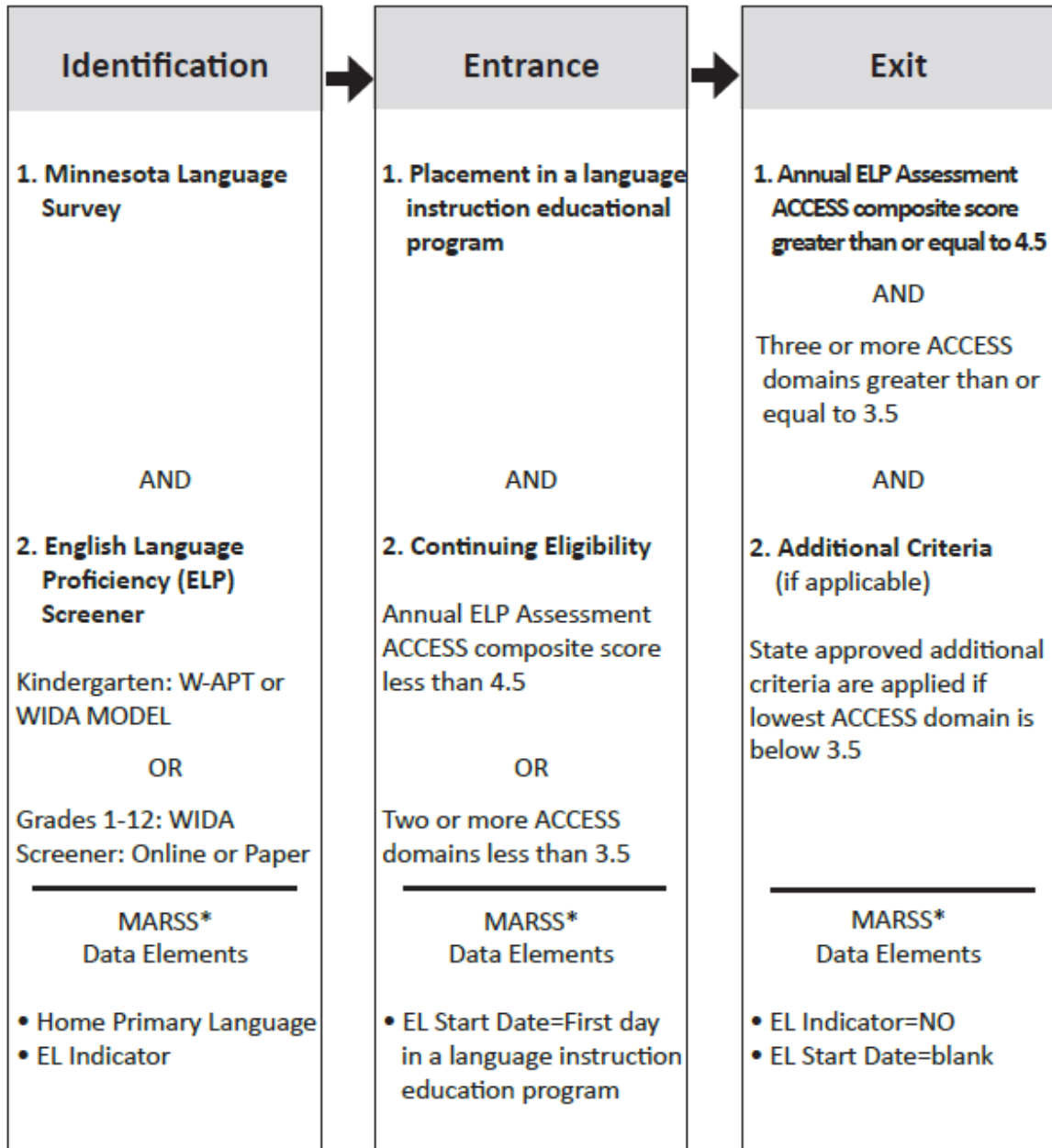
A critical element of any instructional program is the revenues and expenditures to support systemic planning and instruction. Minnesota is one of the few states to dedicate some state funding for the sole purpose of educating students who speak a language other than English. Currently, the state of Minnesota pays districts an additional \$700 per year for every EL-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.

Appendix A: MDE Identification, Entrance and Exit Procedures

**Minnesota Standardized
English Learner Procedures**



Identification, Entrance and Exit



*Minnesota Automated Reporting Student System

Updated July 2017

Appendix B: Minnesota Language Survey

Minnesota Language Survey

Minnesota is home to speakers of more than 100 different languages. The ability to speak and understand multiple languages is valued. The information you provide will be used by the school district to see if your student is multilingual. In Minnesota, students who are multilingual may qualify for a Multilingual Seal upon further assessment. Additionally, the information you provide will determine if your student should take an English proficiency test. Based upon the results of the test, your student may be entitled to English language development instruction. Access to instruction is required by federal and state law. As a parent or guardian, you have the right to decline English Learner instruction at any time. Every enrolling student must be provided with the Minnesota Language Survey during enrollment. Information requested on this form is important to us to be able to serve your student. Your assistance in completing the Minnesota Language Survey is greatly appreciated.

Student Information	
Student's Full Name: (Last, First, Middle)	Birthdate or Student ID:

	Check the phrase that best describes your student:	Indicate the language(s) other than English in space provided:
1. My student first learned:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
2. My student speaks:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
3. My student understands:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
4. My student has consistent interaction in:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	

Language use alone does not identify your student as an English learner. If a language other than English is indicated, your student will be screened for English language proficiency.

Parent/ Guardian Information	
Parent/Guardian Name (printed):	
Parent/Guardian Signature:	Date:

* All data on this form is private. It will only be shared with district staff who need the information to best serve your student and for legally required reporting about home language and service eligibility to the Minnesota Department of Education. At the district and at the Minnesota Department of Education, this information will not be shared with other individuals or entities, except if they are authorized by state or federal law to access the information. Compliance with this request for information is voluntary.

Appendix C: MNLS Decision Tree

Purpose: Identify a student who should be screened for English language proficiency.

