**KIPP MINNESOTA**

**ENGLISH LANGUAGE LEARNER PROGRAM OVERVIEW**

**Summary**

The enrollment of our EL students is continuing to rise along with the growth of KIPP Minnesota; however, our percentage of students receiving services has remained fairly stagnant. The percent of students identified as an English Language Learner in the 2019-2020 school year was 1-2%

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

• Direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing based on student's English language learning needs;

• 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 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. KIPP Minnesota Schools offers the following EL program models depending on student need:

• Pullout English Instruction; Indirect services; Co-teaching provided by ESL licensed teacher and paraprofessionals working under their guidance.

• SIOP Model professional development for all staff working with EL students.

**Definitions**

*EL English Learner:*This is the term most frequently used in reference to the learner, instructional program, and instructional expertise.

*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 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.

*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).

*WIDA Screener (grades 1-12) and W-APT (Kinder):* 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.

*MAP Measures of Academic Progress:*A collection of nationally normed computerized adaptive tests.

*MCA Minnesota Comprehensive Assessment:* These are tests Minnesota schools give every year to measure student performance on our state standards.

**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.*

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

 “A ‘pupil of limited English proficiency’ means a pupil in any of the grades of Kindergarten through Grade 12 who meet the following requirements:

• 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 the United States of America

**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 WIDA Screener 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
* 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

• Minnesota Comprehensive Assessments (MCA) for Reading, Mathematics and Science. To qualify, students either “Do Not Meet, or “Partially Meet” the MN State Standards.

• 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*

STEP 1: Family completes enrollment paperwork which includes Home Language Survey.

STEP 2: If “yes” is indicated on the Home Language Survey, one of two steps are taken.

* If the student is new to MN, a screener (W-APT for Kinder and WIDA Screener for 1st-12th grades) will be administered to determine eligibility.
* If the student is not new to MN, school records will be analyzed to determine eligibility. This will be based on the most recent WIDA Access scores as well as other academic indicators.

STEP 3: Once a student has been identified as an English Language Learner, their programming is determined by the grade level team which will include the ESL certified teacher.

STEP 4: Parents/Guardians are notified of the service start date within 30 calendar days of enrollment.

*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, and MAP among its multiple measures.

**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 1-2*

|  |  |  |  |
| --- | --- | --- | --- |
| Grade(s) | Service Model Options | Description of Service | Recommended Times |
| K-8 | Direct Language InstructionIndirect ServicesCo-teaching | Direct: Small group, targeted language instruction. Indirect: * Collaboration between ELL and GenEd teachers to modify materials or presentation.
* Training in SIOP Model

Co-teaching of Literacy and Math instructional blocks (ELL and GenEd teacher) – in whole or part.  | Direct:3-5 times per week for 30-60 minutes/dayCo-teaching: 3-5 times per week of blocksIndirect: Weekly |

*WIDA Level 3-5*

|  |  |  |  |
| --- | --- | --- | --- |
| Grade(s) | Service Model Options | Description of Service | Recommended Times |
| K-8 | Direct Language InstructionIndirect Services | Direct: Small group, targeted, language instruction. Indirect: * Collaboration between ELL and GenEd teachers to modify materials or presentation.
* Training in SIOP Model for staff
 | Direct: 2-3 times per week for 30-45 minutes / day. Indirect: Monthly |

**Instruction**

Instruction for ELs in KIPP Minnesota takes many forms. EL teachers, along with classroom teachers, paraprofessionals, special education staff, home/school liaisons, and volunteers all provide instruction to EL students. Most 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 co-teaching of literacy and math blocks are some of the instructional approaches that support the learning of EL students. EL teachers focus instruction on language acquisition. Pullout (from the general education classroom) models allow for EL Beginners to practice using English in situations where they are comfortable. Classroom and EL teachers collaborate on instruction designed to meet content and language objectives for ELs in the mainstream. General education teachers utilize the SIOP instruction method.

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.*

KIPP Minnesota 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.

Much of the instructional materials used in the classes implementing the SIOP method are teacher-created or modified to meet student needs and instructional standards.

EL teachers have a variety of curricula for EL instruction in the pullout model. These include, but are not limited to: Guided Reading and Leveled Literacy Intervention

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

Not applicable

**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 hold current Minnesota teaching licenses, and some hold other relevant licensures, such as Reading licensures, for example. Ongoing professional development is required of all EL teachers, teachers implementing SIOP model, and paraprofessionals who work with EL students.

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 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.*

KIPP Minnesota seeks to hire staff that share the linguistic background of our families. When it is determined a family needs interpretation services, bilingual staff are called in to assist with the registration process. Bilingual staff also go with the families to the schools to give a brief tour and tell families about school procedures. Contracted translators are also made available for conferences and school events.

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

Our Parent Advisory Committee reviews the KIPP Minnesota ELL program plan annually and provides feedback.

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

All critical school documents, including invitations to school events are sent home in all home languages of our students.

*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 staff are utilized to facilitate ongoing communication. KIPP Minnesota ELL program plan document is available to school visitors and this includes a description of the district’s communication process with appropriate timeline as it relates to LEP notification.

State Requirements:

• 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.

KIPP Minnesota 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, KIPP Minnesota 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, a language assessment test is administered to the student to decide placement in classes with the appropriate EL level using the W-APT or WIDA Screener.

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.*

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.