

STONEBRIDGE **World School**



English Language Learner Program

Plan of Service

2017-2018

Stonebridge World School - English Language Learner Program

Plan of Service

Table of Contents

Description of School3

Mission and Vision:3

Legal Rights of Families and Students3

Purpose of ELL Program..... 4

Program Models Used 4

Entrance Criteria5

Exit Criteria 6

Description of ELL Levels and Service..... 6

Suggested Instructional Strategies 9

Accountability Measures10

Program Procedures10

Department Responsibilities11

References13

Description of School

Stonebridge World School (SBWS) is a K-6 public charter school located in Minneapolis, MN, going into its 11th year of operation serving approximately 293 students. The school is authorized by Pillsbury United Communities and has been serving the South Minneapolis, North Minneapolis, and Richfield areas since its existence.

SBWS serves a diverse population, with 95.9% being students of color and 24.6% of those qualifying for ELL services in the 2016-2017 school year. Specifically, the school is made up of 59% African American students, 29.1% Latino students, 4.1% Caucasian students, 3.3% American Indian/Alaska Native, 4.1% Two or More Races, and 0.4% Asian students. In total, the school's population is 90.6% Free and Reduced Lunch. The homeless/mobile population percentage was at 10.2% and the Special Education population was at 17.2%.

The English Language Learner population is made up of mostly students who speak Spanish as their native language, plus a few students who speak other languages such as Telugu, Ewe, and French. The majority of ELL students come from the United States and Central America, while the remainder come from South America, Africa, and Asia.

To meet the needs of the population, SBWS provides an ELL program that specifically works with non-native English speakers to provide support and scaffolding for their language abilities so they can better engage in the mainstream classroom. In addition to this program, SBWS provides on-site social work services, access to bilingual staff, Student Advocates, a Student Support Coordinator, an Outreach and Engagement Coordinator and many additional resources meant for families in need. SBWS also collaborates with organizations from the community to provide additional resources to families such as Kids in Need, Ready Set Smile Dentistry, Sheridan Story, Good Samaritan Church, Heart of the Dance, Hope Worldwide Church, and Turnaround Arts.

Mission and Vision:

Our mission is to create an environment with a global perspective that prepares students to excel academically.

Our vision is to develop motivated and principled global citizens for lifelong learning and productive citizenship.

Legal Rights of Families and Students

The Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in all federally assisted programs, including public schools. This means that non-native English speaking students must be given access to all student activities including, but not limited to, the curriculum, special programs, and services. The Civil Rights Act also states that non-native English speaking families must be given information regarding all school activities in a medium and language they can understand.

In the 1974 case, *Lau v. Nichols*, the United States Supreme Court ruled that identical education is not equal education under the Civil Rights Act. They stated that schools must take “affirmative steps” to overcome educational barriers faced by non-native English speaking students. This means that eligible students have

the right to receive additional language instruction. Because of the Supreme Court ruling, Congress passed the Equal Education Opportunity Act extending these rights in all states.

In 1980, Minnesota passed the Minnesota Education for Limited English Proficiency Act which states that all students residing in a district have the right to access all services for which s/he is eligible in that district, including English Language Learner and bilingual education services. At any time, a student's guardian may refuse any support services for which s/he is eligible.

The Privacy Act of 1972 states that a school cannot ask for or keep record of a student's social security number. In conjunction with this act, the United States Supreme Court ruled in the case *Phyller v. Doe* in 1982 that legal US residency is not a requirement for enrollment in public school. This means that schools cannot refuse a student enrollment based on their residency status and cannot explicitly nor implicitly ask for any information of documents related to residency including, but not limited to, social security numbers, passports, birth certificates, visas, residency or green cards. In tandem, schools are not obligated to provide United States Citizenship and Immigration Services (USCIS) with any information regarding residency status of students or families.

Purpose of ELL Program

The purpose of the English Language Learner (ELL) program is to give non-native English-speaking students additional instruction, support, and resources for acquiring English so that they:

- Can communicate within the English-speaking community in linguistically, socially, and culturally appropriate ways;
- Can access the academic content and meet the literacy demands of their mainstream classes through the domains of listening, speaking, reading, and writing;
- Can have the skills and strategies to be independent lifelong learners and participating global citizens.

Program Models Used

At all grade levels, the ELL program model is one based on a mixture of both teacher collaboration and the Sheltered Instruction Observation Protocol (SIOP) model through both pull-out and push-in services.

SIOP

The Sheltered Instruction Observation Protocol (SIOP) is a scientifically-based model for sheltered instruction for ELLs created by Echevarria, Vogt, and Short. This model promotes language acquisition through content learning. Thus, language objectives are closely connected to the content being taught in the mainstream classroom and are present throughout the lesson planning and implementation process. See **Instructional Strategies** for more information.

Collaboration

The collaboration model at SBWS consists of the ELL teachers and the mainstream teachers consistently collaborating on how to incorporate the appropriate amounts and types of scaffolding necessary to promote the most growth in a student's English Language Development. The ELL teachers provide ongoing feedback and suggestions to help the mainstream teachers best teach their ELL students within the classroom. Mainstream teachers will also provide ongoing feedback

and suggestions to the ELL teachers to properly inform them on how the student is progressing and specific areas of improvement needed.

Together, the ELL teachers and mainstream teachers meet at least once a month to provide a status update, share specific student information, and collaborate on the lessons ahead so that the content being taught in the student's main classroom is aligned with ELL best practices.

Additionally, the ELL teachers and mainstream teachers will use data and assessment to brainstorm solutions to better assist the learning of ELL students and work towards student-by-student growth throughout the year, adjusting as needed.

The ELL teachers will provide both push-in and pull-out services based on the students' needs and overall scheduling limitations of the school. The ELL teachers will use best practices based on the SIOP model to guide their teaching whether inside or outside of the mainstream classroom.

Entrance Criteria

To be eligible for ELL services, a student must meet the entrance criteria as follows:

1. The family must fill out a MN Language Survey (required for all students) prior to starting school (See Appendix A). The student's MNLS indicates:
 - a. The language(s) the student learned first,
 - b. The language(s) the student speaks,
 - c. The language(s) the student understands, and
 - d. The language(s) the student has the most consistent interaction in.
2. If the language indicated for one or more question is listed as any language other than English, that student will automatically be *considered* for ELL services. The ELL teachers will use a variety of sources to decide on whether this student qualifies for ELL such as:
 - a. Does this student have a history of being in ELL?
 - b. Does the student's previous teacher see an obvious need for ELL services?
 - c. Did the parent/guardian specifically request ELL services at registration?

AND

3. Once the student has been identified as qualifying for ELL services, the student will take the WIDA ACCESS Placement Test (W-APT)* or the WIDA Screener Test to determine their entrance level of English into the ELL Program and *must have an overall score of 1, 2, 3, 4, or 5.*

*The only reason why the student would NOT take this test at the beginning of the school year would be that the student already has the W-APT, WIDA Screener, or ACCESS test results on file from a previous school where s/he attended recently. In that scenario, the ELL 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 her/his testing, the student will take the test.

4. If a student enters SBWS after the initial 30 days of school, s/he will follow the same guidelines for taking the W-APT/WIDA Screener. This test is issued within 10 days of mid-year enrollment regardless of when the student enters the school.

AND

5. Following the W-APT/WIDA Screener, the opinions of the Parents, ELL teachers, mainstream teachers, and Academic Director will also be taken into consideration to determine if this student would benefit from ELL services based on the observed proficiency of the student's language skills in reading, writing, listening, and speaking.

Exit Criteria

To be eligible to exit the ELL program, a student must meet the exit criteria as follows:

1. The parent requests the student be withdrawn from the ELL Program;

OR

2. The student scores a 3.5 or higher in ¾ of the language domains (Reading, Writing, Listening, Speaking) on the ACCESS Test **AND** an overall composite score of 4.5 or higher;

* All former ELL students will continue to be monitored for up to 2 years upon exiting the program to ensure the student is fully proficient in English and is functioning at a reasonable level with their grade level peers.

Description of ELL Levels and Service

The descriptions of the students in these levels are based off the WIDA ELL Proficiency Standards for ELLs K-12.

Newcomer

Newcomer Student: New-to-Country and has been enrolled academically in the USA for less than 1 year.

ACCESS Composite Score: 1

Student: These students are often non-native speakers who are new to the United States. Typically, they have had less than one year of schooling in a US school. They range from having no English to a mastery of only a few words or phrases. Their English listening and speaking skills are extremely limited and they may have no English literacy skills. This low development of their English language skills makes even the most basic conversations and interactions difficult for the student. They may or may not have literacy skills in another language based on their educational history before arrival in the US. Entering ELLs benefit from intensive English instruction and native-language-supported instruction covering vocabulary, simple grammar, conversational language and introductory literacy skills to be able to participate in the wider school community.

Service: Entering ELLs receive daily classes of intensive English instruction, totaling at least 60 minutes per school day. Students also receive native language support through multiple methods including having literature available in the student's native language, teaching ELL classes in native language as able, etc. ELL teachers and mainstream teachers collaborate to best address the levels of understanding and specific needs of the Entering student and must work within scheduling constraints.

Entering

Entering Student: Have been enrolled academically in the USA for less than 1 year.

ACCESS Composite Score: 1

Student: These students typically have had less than one year of schooling in a US school. They range from having no English to a mastery of only a few words or phrases. Their English listening and speaking skills are extremely limited and they may have no English literacy skills. This low development of their English language skills makes even the most basic conversations and interactions difficult for the student. They may or may not have literacy skills in another language based on their educational history before arrival in the US. Entering ELLs benefit from intensive English instruction and native-language-supported instruction covering vocabulary, simple grammar, conversational language, and introductory literacy skills to be able to participate in the wider school community.

Service: Entering ELLs receive daily classes of intensive English instruction, totaling at least 30 minutes per school day. Students also receive native language support through multiple methods including having literature available in the student's native language, teaching ELL classes in native language as able, etc. ELL teachers and mainstream teachers collaborate to best address the levels of understanding and specific needs of the Entering student and must work within scheduling constraints.

Beginning

ACCESS Composite Score: 2 and has attended a US school for at least one academic year

Student: Beginning ELLs demonstrate a minimal understanding and use of the English language. Their comprehension is limited to simple language containing mostly high frequency words and simple grammatical patterns. These learners use many nonverbal clues to assist them in their daily tasks and routines, and can benefit greatly from repetition, rephrasing and a clear, slower rate of speech. Beginners can express their personal needs and generally communicate about familiar topics related to personal experience. Errors are frequent, expected, and characteristic of language production at this stage. With appropriate instructional strategies and scaffolding of materials, these learners can benefit from age-appropriate academic content in English.

Services: Beginners receive intensive English instruction in the form of a mix of both push-in and pull-out classes for a minimum of 30 minutes 3 or more times a week. Generally, these classes consist of multileveled groups where students have many opportunities to practice their language with the teacher and with each other. This instruction is focused on explicitly teaching the structural elements of the English language to better support the learning that the student is expected to do in their mainstream classroom. In addition, the ELL teachers and mainstream teachers collaborate every 3 weeks or more frequently as needed so that the concepts being taught in the classroom are being directly reinforced in ELL class.

Developing

ACCESS Composite Score: 3

Student: Developing students process, understand, produce, and use general and some specific language of the content areas in English. They use expanded sentences in oral interaction or written paragraphs. When presented with oral, written, narrative, or expository descriptions with supports, their oral and written language has phonological, syntactic, or semantic errors that may impede communication, but

retain meaning. With appropriate instructional strategies and scaffolding of materials, these learners can benefit from age-appropriate academic content in English.

Services: Developing ELLs receive weak-domain-focused English instruction in the form of pull-out or push-in classes for a minimum of 30 minutes 3 or more times a week. Generally, these classes consist of multileveled groups where students have many opportunities to practice their language with the teacher and with each other. The groups are focused on the specific language domains where most of the group is the weakest to better support the learning that the student is expected to do in their mainstream classroom. Differentiation occurs to best support each student's learning needs as well. In addition, the ELL teachers and mainstream teachers collaborate every 3 weeks or more frequently as needed so that the concepts being taught in the classroom are being directly reinforced in ELL class.

Expanding

ACCESS Composite Score: 4

Students: Expanding ELLs process, understand, produce, and use specific and some technical language of the content areas. They use a variety of sentence lengths of varying linguistic complexity in oral discourse, or multiple, related sentences or paragraphs. In academic settings, they produce and understand oral and written language with few phonological, syntactic, or semantic errors that do not interfere with overall meaning of communication. With appropriate instructional strategies and scaffolding of materials, these learners can benefit from age-appropriate academic content in English.

Services: Expanding ELLs receive weak-domain-focused English instruction in the form of pull-out or push-in classes for a minimum of 30 minutes 2 or more times a week. Generally, these classes consist of multileveled groups where students have many opportunities to practice their language with the teacher and with each other and the groups are focused on the specific language domains where most the group is the weakest to better support the learning that the student is expected to do in their mainstream classroom. Differentiation occurs to best support each student's learning needs as well. In addition, the ELL teachers and mainstream teachers collaborate every 3 weeks or more frequently as needed so that the concepts being taught in the classroom are being directly reinforced in ELL class.

Bridging

ACCESS: 5 within one year of testing

Student: Bridging ELLs process, understand, produce, and use general and some specific language of the content areas in English. They use expanded sentences in oral interaction and written discourse. When presented with grade level material, the student's oral or written language is approaching comparability to that of English-proficient peers. With appropriate instructional strategies and scaffolding of materials, these learners can benefit from age-appropriate academic content in English.

Services: Bridging students who receive a 4.5 Composite Score on the ACCESS Test and 3.5 or above in 3 of the 4 language domains are qualified to start the exit process. See **Exit Criteria** for further details as well as **The Transitional/Monitoring Process** below.

The Transitional/Monitoring Process

Students: Students in transition out of the ELL program will still benefit from ELL support, but they understand most standard oral and written language in a variety of settings. These learners are approaching fluency for language in all content areas. While their language is not error-free, the errors they make do not interfere with the intent of the message. These students receive ELL support on a case-by-case basis.

Services: All former ELL students will continue to be monitored for up to 2 years upon exiting the program to ensure the student is fully proficient in English and is functioning at a reasonable level with their grade level peers.

Suggested Instructional Strategies

SIOP: The SIOP model incorporates eight effective ELL teaching strategies:

1. **Lesson Preparation:** this includes content and language objectives, adjusting content to the language levels present, providing supplementary materials and using meaningful activities in teaching the content.
2. **Building Background:** this includes linking students' personal histories to the learning as well as making connections with previous learning.
3. **Comprehensible Input:** using a variety of techniques, teacher speech should be appropriate for students to understand the lesson based on their level.
4. **Strategies:** this includes space within the lesson for students to be testing strategies, asking and answering a variety of questions, and the appropriate level of scaffolding to aid in understanding.
5. **Interaction:** this includes providing opportunities for students to interact in a variety of groupings, using the students' native language to clarify, and plenty of wait time.
6. **Practice/Application:** this includes hands-on materials, activities which help scaffold the lesson, and chances for multiple language domains to be practiced.
7. **Lesson Delivery:** using the appropriate pace, students are engaged 90-100% of the lesson and the objectives are being clearly stated throughout.
8. **Review/Assessment:** each lesson reviews key vocabulary and concepts, providing regular feedback on students' output, and ongoing assessment, whether formal or informal.

Specific teacher Strategies for Working with ELL Students

1. Provide real world applications for learning throughout content.
2. Always provide context for instruction.
3. Explicitly teach ELL students the strategies, grammar, and other elements that generally assumed to be understood among native English speakers.
4. Provide many opportunities for students to work in a cooperative learning environment since ELL students are more willing to talk when they are placed in small groups.
5. Use direct language and simple structures when explaining/giving instructions.
6. Use the students' native language to provide clarity in directions, but try to maintain most content in English (minus those who are newcomers).
7. Keep in mind that ELL students may lack background experience with certain practices in U.S. classrooms and provide time to teach these life skills.
8. Use as many visuals as possible and give information in multiple ways – written, oral and visual. Realia, manipulatives, media, technology all help with this.
9. Use alternative assessment tools (i.e. use pictures to show what they know; give answers orally; or use their native language where appropriate).
10. Explain larger words with smaller words as often as possible.
11. Speak slowly and clearly, but don't make the student feel dumb.
12. Write clearly on the board, and write often!
13. Repeat answers and questions in the classroom from students.

14. Give students adequate time to complete work and adequate warning for tests.
15. Check in with students during work time to see if they have any questions.
16. Stand near students when they are required to answer a question.
17. Be aware of jokes that exclude ELLs and enforce consequences when other students laugh at a student's English skills.
18. Maintain high expectations for all students, no matter their background.

Accountability Measures

To monitor student progress in English language proficiency, the ELL teacher will maintain a student assessment portfolio to reflect each students' progress in the domains of Listening, Speaking, Reading, and Writing. The portfolio will include both formal and informal assessments (see below), legal documentation of services, and teacher feedback/additions as available. These portfolios are housed in the ELL classroom and are available for review upon request. Elements to be included in the portfolio:

| Document Title | Document Purpose |
|--|--|
| Copy of MN Language Survey | To identify if the student qualifies for ELL services |
| Date of Notification Letter | One per year to parents |
| ACCESS Test Results (Individual Reports as available) | One per year, received in July for the prior year of testing |
| Kindergarten W-APT Test Results OR WIDA Screener Results (1-12) | Placement test for entrance into ELL program (new students without prior test scores only) |
| Test Results from Previous Schools | As available |
| Copy of IEP | If applicable |
| Additional Supporting ELL Documentation | (Optional) May include writing samples, goal setting sheets, etc. |

Program Procedures

Language Proficiency Assessments

English language proficiency assessments will be administered to each student whose MNLS warrants it (see **Entrance Criteria**). For those who qualify, they will be assessed annually in the spring using the WIDA ACCESS Test and their qualification for ELL services will be re-evaluated upon receipt of these test results.

Parent/Guardian Notification of ELL Services

Once students have been identified as ELL, their families will be notified that they qualify to receive services and will be in ELL classes for the school year unless the parent/guardian chooses to voluntarily withdraw them. Start of the school year notification letters will be sent out no later than by October 1st, or within 10 days of the student's official first day of class at the school. Letters are available in English and Spanish, and these letters will be translated into additional languages whenever necessary, to the ELL teacher's best ability.

Teacher Notification

Within the first three weeks of school the teachers who have ELL students in their classrooms will be notified via email from the ELL teachers about the status of having said student(s) in their class. By the first collaboration meeting of the year, the ELL teacher will give each teacher a report on the language levels of their individual ELL students as well as any additional resources they might need to help them in addressing differentiation needs for the ELL population in their classroom.

Scheduling

Those who qualify for ELL services will be added to the ELL teachers' rosters within the first 10 days of assessment. Classes with the student will begin as soon as possible.

MARSS Identification

Within 10 days of completing the entrance into the ELL program, the ELL teachers will notify the MARSS coordinator at SBWS that the student has EL status. All students who qualify for ELL will receive a "Yes" designation as ELL in the JMC database. All students who have been found to not qualify for ELL services will receive a "No" designation for ELL in the JMC database. For students who have recently exited the program and are continuing to be monitored, they will no longer be listed as LEP in the JMC database as monitoring is an informal procedure (see **Transitional/Monitoring Process**). The MARSS coordinator will then upload JMC data to the state informational site for official ELL numbers for the school year.

Student Progress Reporting

After each academic year, the ELL teachers will write individual student profiles to be given to the students, teachers, and parents/guardians (if so desired) which document each student's growth in their English Language Development from the beginning of the year to the end (see Appendix C). The ELL Coordinator will also write an annual progress report which documents the overall school progress as connected to ELL for that given school year.

Timeline

All processes will follow the SBWS ELL Timeline (see Appendix D) to everyone's best ability.

Program Evaluation

To ensure SBWS's ELL program meets the requirements outlined by Title I through the Every Student Succeeds Act, the Academic Director in collaboration with the ELL teachers will complete and submit all required documents to MDE per request.

Department Responsibilities

Student Assessment

The ELL department is responsible for:

- Assessing the English language proficiency of all new students who enroll at SBWS and qualify based on the Entrance Criteria.
- Determining each ELL student's English proficiency and the services s/he will thus require.
- Assessing students' ongoing language needs through formal and informal assessment as well as collaboration with the classroom teachers.
- Compiling individual student profiles and the overall school progress report in ELL.

Scheduling

The ELL department is responsible for determining its own instructional schedules while taking the following elements into account:

1. Each student's minimum required amount of service time.
2. The least intrusive time during the academic day in which classes can afford that the student is pulled out for a portion of in-class time or the ELL teacher's push-in support would be most helpful, preferably during Literacy Block OR Social Studies, per MDE recommendations. It is less preferable to pull during Math or Science. ELL students *cannot* be pulled during Specials.
3. Convenience for students.
4. Recommendations/preferences from teachers.
5. The availability of the ELL teachers.

At all times, the highest priority in scheduling will be to provide the students with the best and most meaningful academic support in the least restrictive environment, however, the above availability of resources must be considered as well. The ELL teachers will work with the classroom teachers to reach the best possible agreement, and if at any time the schedule needs to be changed, there will be a collaborative effort to do so. At any time, an adequate level of service must be maintained.

Record Keeping

The ELL teacher maintains a set of confidential records in the ELL classroom which must remain locked at all times and contain the above listed documents (See **Accountability Measures**).

Communication

The ELL department is responsible for maintaining adequate and comprehensive communication with the following stakeholders: students, parents/guardians, teachers, paraprofessionals, specialists, SPED department, Board of Directors, administrators, staff, community members, and state and federal agencies. The ELL department will use the utmost discretion in maintaining individual student privacy.

The ELL department is responsible for disclosing to the general public information regarding the ELL program including its design, curriculum, general enrollment data, day-to-day instruction, assessments given, general assessment results, and legal rights of students and families.

The ELL department is also responsible for communicating the above information and individual student data when appropriate to the aforementioned privileged stakeholders as necessary.

Advocacy

The ELL department is responsible for being a student's advocate by working closely with school administrators, teachers, specialists, families, and community members to protect their rights, provide a safe and challenging learning environment, and give them access to the curriculum and services for which they are eligible.

The ELL department is also responsible for being an advocate for the families who have children enrolled at SBWS by informing them of their rights, giving them access to adequate data regarding the school and their child's progress so that they can make informed decisions as well as welcoming their insight and involvement in the school.

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