



**Educating the Children of Today to Become the Global
Innovators and Leaders of Tomorrow**

**Gateway STEM Academy
ELD Program Plan**

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Mission Statement

The mission of Gateway STEM Academy is to be a K-8 Charter school that prepares a diverse community of students for academic success by providing an enriching and focused learning environment in science, technology, engineering and math.

Our goal is to emphasize the use of technology and STEM learning for our students and to maximize individual potential to ensure students reach academic and career success. We will provide a high-quality academic environment in the 21st century school setting which creates and improves student learning, closes the achievement gap and partners directly with students and their families.

Goals for the ELL Program

Gateway STEM Academy, in an effort to best serve its ELL students, outlines the following goals for the English Language Learner Program. In addition, the section details the collaborative approach that all District professionals will take to achieve and measure these goals. District professionals include members of the ELL Department, District teachers, and District administration.

Goal 1: ELL students will develop and maintain listening, speaking, reading and writing competency in English as outlined in the WIDA (World-class Instructional Design and Assessment) standards and measured by the ACCESS for ELLs assessment.

Approach: Data from the ACCESS for ELLs assessment in conjunction with the district ELL report card will be used to determine students' exact competency in each of the four areas. Working in collaboration, regular education teachers will design units and lessons to meet the needs of ELL students using the framework of district benchmarks and WIDA standards. Additional resource support for pre-teaching and post-teaching students will help to achieve this goal.

Goal 2: ELL students will demonstrate proficiency according to state and district benchmarks as measured by state standardized assessments and curriculum-based measures such as formative and summative assessments.

Approach: Regular education teachers, in cooperation with ELL staff, will monitor student proficiency on grade level expectations and give feedback to students and families.

Assessments are modified and accommodated to best meet student needs and reflect what students have learned.

Goal 3: ELL students will develop and apply academic language as measured by curriculum-based assessments.

Approach: Academic language development within vocabulary-rich environments will be provided to students within the general education classroom. For students who need more individualized instruction, language development and vocabulary instruction will also occur during the supplemental support services they receive.

Goal 4: ELL students and families will be members of and participate in the school community.

Approach: The district will provide opportunities for school, family, and community partnerships to support families so they can be actively involved in their child's educational experiences. The added benefit is an increased staff capacity to work effectively with families and the community. Co-curricular activities, such as clubs and athletics, will be accessible to all ELL students.

Goal 5: School District staff will work cooperatively with ELL staff through both collaboration and resources to maintain best practice in order to build capacity for educating English Language Learners.

Approach: Through job-embedded and additional professional development opportunities, school personnel will receive training and coaching in cultural competency strategies and approaches aligned with best practice for English Language Learners.

Legal Foundation

A number of documents detail the federal requirements for the education of LEP students. Brief summaries or excerpts from key documents are listed.

Title VI, Civil Rights Act, 1964

No person in the United States shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity receiving federal financial assistance from the Department of Health, Education, and Welfare.

The Bilingual Education Act, 1968 (Amended in 1974 and 1978)

In order to establish equal educational opportunity for all children, Congress declared that the policy of the United States would be as follows: (a) to encourage the establishment and

operation, where appropriate, of educational programs that use Bilingual educational practices, techniques, and methods; and (b) for that purpose, to provide financial assistance to local education agencies, and state education agencies for certain purposes.

Equal Education Opportunities Act of 1974

This law requires that students not be denied access to educational opportunities based on race, color, sex, or national origin. The need for agencies to address language barriers is discussed specifically.

Lau v. Nichols, 1974

This class action suit was brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. The Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking students.

Castenada v. Pickard, 1981

The major outcome of this case was a set of three guidelines to use to evaluate programming for English Language Learners (ELLs): (1) Is the program theoretically sound or experimentally appropriate? (2) Is the program set up in a way that allows this theory to be put into practice? (3) Is the program regularly evaluated and adjusted to ensure that it is meeting the linguistic needs of the students it serves?

Phyller v. Doe, 1982

The Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status.

The No Child Left Behind Act of 2001 (NCLB) (a reauthorization of the Elementary and Secondary Education Act of 1965)

Title III: Language Instruction for Limited English Proficient and Immigrant Students This portion of NCLB mandates English language proficiency testing of ELLs, discusses a number of issues related to programming for ELLs, and outlines ELL-specific parent notifications, in addition to addressing a number of other related issues.

The Every Student Succeeds Act (ESSA) of 2015

Advances equity by upholding critical protections for America's disadvantaged and high-need students. Requires that all students in America be taught to high academic standards that will prepare them to succeed in college and careers. Ensures that vital

information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards. Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools.

Professional Development (Legislative Requirement 2006)

Professional development for all staff working with English learners is guided by MN Statue 124D.61, Section 3. General Requirements for LEP Programs. "Districts with children of limited English proficiency must provide professional development opportunities for ESL, bilingual education, mainstream, and all staff working with children of limited English proficiency that is (i) coordinated with the district's professional development activities; (ii) related to the needs of children of limited English proficiency; and (iii) ongoing."

Program Revenue

Primary responsibility in meeting the needs of ELs lies in the local school district. Additionally, a variety of state and federal resources are available to supplement (but not supplant) local resources. Funding sources that can be used for quality EL programming include: general education revenue, state LEP funding, compensatory funding, transition revenue and Title I. Title III, a component of the No Child Left Behind Act of 2001, is another source of funding to supplement the resources of a local school district in providing quality education to English learners (ELs) and immigrant students. The purpose of the Title III program is to ensure that EL and immigrant students attain English proficiency in order to fully access the curriculum taught in English and improve academic achievement in the core academic subjects.

Related State Law

Who is an EL? (MN Statute 124D.59 DEFINITIONS)

Subd. 2. "Pupil of limited English proficiency" means a pupil in kindergarten through grade 12 who meets the following requirements: (1) the pupil, as declared by a parent or guardian first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and (2) the pupil is determined by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English

What does the home language questionnaire identify? (MN Statute 124D.59 DEFINITIONS)

Subd. 6. The home language questionnaire (HLQ) identifies primary language, which is the language most frequently spoken in the child's home environment, first learned by the child, and most commonly used by the child. In some cases, these three languages may differ. What is an ESL or bilingual education program.

What is an ESL or bilingual education program? (MN Statute 124D.59 DEFINITIONS)

Subd. 4. English as a second language program. "English as a second language program" means a program for the instruction of pupils of limited English proficiency in the following English language skills: reading, writing, listening and speaking.

Subd. 5. Bilingual education program. "Bilingual education program" means an educational program in which instruction is given in both English and the primary language of the pupil of limited English proficiency to the extent necessary to allow the pupil to progress effectively through the educational system and to attain the basic skills of reading, writing, listening, and speaking in the English language so that the pupil will be able to perform ordinary classwork successfully in English.

Subd. 8. Educational program for pupils of limited English proficiency. "Educational program for pupils of limited English proficiency" means an English as a second language program, bilingual education program, or both an English as a second language and a bilingual education program.

What are the general requirements for ESL or bilingual education (BE) programs? (MN Statute 124D.61 GENERAL REQUIREMENTS FOR PROGRAMS)

A district that enrolls one or more children of limited English proficiency must implement an educational program that includes at a minimum the following requirements: (1) identification and reclassification criteria for children of limited English proficiency and program entrance and exit criteria for children with limited English proficiency must be documented by the district, applied uniformly to children of limited English proficiency, and made available to parents and other stakeholders upon request; (2) 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 children of limited English proficiency through an educational program for children of limited English proficiency; (3) professional development opportunities for ESL, bilingual education, mainstream, and all staff working with children of limited English proficiency which are: (i) coordinated with the district's professional development activities; (ii) related to the needs of children of limited English proficiency; and (iii) ongoing (4) to the extent possible, avoid isolating children of limited English proficiency for a substantial part of the school day; and (5) in predominantly nonverbal subjects, such as art, music, and physical education, permit pupils of limited English proficiency to participate fully and on an equal basis with their contemporaries in public school classes provided for these

subjects. To the extent possible, the district must assure to pupils enrolled in a program for limited English proficient students an equal and meaningful opportunity to participate fully with other pupils in all extracurricular activities.

Improper classification of pupils (MN Statute 123B.30 IMPROPER CLASSIFICATION OF PUPILS.)

No district shall classify its pupils with reference to race, color, social position, or nationality, nor separate its pupils into different schools or departments upon any of such grounds. Any district so classifying or separating any of its pupils, or denying school privileges to any of its pupils upon any such ground shall forfeit its share in all apportioned school funds for any apportionment period in which such classification, separation, or exclusion shall occur or continue. The state commissioner upon notice to the offending district and upon proof of the violation of the provisions of this section, shall withhold in the semiannual apportionment the share of such district and the county auditor shall thereupon exclude such district from the apportionment for such period.

Educational Rationale

The legal rationale provides only part of the reason that special instructional programs for English language learners (ELLs) are necessary. Equally important is the fact that Gateway STEM Academy's ELL program is consistent with best educational practices.

General Considerations

ELLs need not give up their first language to learn a second language.

The development and maintenance of skills and proficiency in the first language enhance acquisition of a second language. Compared to students who are not proficient in their first language, those who are first language proficient will acquire English more quickly, and will learn to read faster and more easily. It is, therefore, neither useful nor practical, and in many ways counterproductive, to discourage parents of ELLs from speaking their first language with their children at home. Parents can provide much support in the first language and should be encouraged to speak and read to their children in any language that is comfortable for them to use. The school and parents together can plan for additional rich and pleasant experiences for ELLs in English, both in and out of school.

Lack of English proficiency does not in itself qualify a student for Special Education services.

A student who lacks English language skills is different from an individual with a language disorder. A student from another culture may have learning styles and concepts of appropriate

school and classroom behavior that, while they may differ from the American mainstream perception of the same, may be appropriate to that student's cultural background and experiences. In the course of normal second language acquisition, a student may not be able to perceive or pronounce certain sounds that do not exist in his or her first language, or that are not used in the same position. Normal sound patterns and interference from the first language may lead students to fail to discriminate sounds in the second language. This is not a learning, speech, or hearing disorder. In addition, a student may acquire oral and written skills in English at different rates. Oral fluency in English may not be an indication of the overall English language skills necessary for academic achievement. Therefore, before a student can be served in Special Education, he or she should be assessed in the first language to determine whether the suspected condition exists in the language and cultural context with which the student is most familiar and comfortable. A suspected speech disorder, for example, that does not appear in the first language can be assumed to be a natural characteristic of second-language acquisition. Consequently, the student should be referred for English as a second language instruction.

It may take a long time for a student to learn English well enough to participate fully in an all-English language mainstream classroom.

Researchers have concluded that it may take from three to ten years to master sophisticated English in the four skill areas (listening, speaking, reading, writing) required for full participation and learning in an academic setting (Cummins, 1991; Hakuta, Butler, & Witt, 2000; Thomas & Collier, 2002). The amount of time will vary with each student's background, age, experience, and first-language literacy, as well as with the amount of support provided by the school and parents. It is important to note that the oral language needed for basic survival, while acquired relatively quickly (1 to 3 years), by itself is not sufficient for students to perform well in the classroom. Early acquisition of basic, predictable oral language—or even slang—may lead mainstream teachers to believe that an English language learner is reasonably proficient in English. Yet, the student actually may not know enough English to fully participate academically in an English-medium mainstream classroom. The acquisition of these Basic Interpersonal Communicative Skills (BICS) (Cummins, 1979, 1981) is an important first step in learning English. BICS alone, however, are not sufficient to enable English language learners to take advantage of the educational opportunities offered in the all-English mainstream classroom. First-language content instruction, as well as English as a Second Language (ESL) instruction, will provide both academic and linguistic support for the English language learner until Cognitive Academic Language Proficiency (CALP) (Cummins, 1979, 1981) can be reached and the student is able to actively and fully achieve academic success.

Linguistic term	Informal term	Approximate length of time needed to become fluent
Basic Interpersonal Communication Skills (BICS)	social, conversational, or "playground" language	1 to 3 years
Cognitive Academic Language Proficiency (CALP)	academic language	5 to 10+ years

Some factors that affect the length of time it takes to become proficient in CALP (5-10 years or longer) are:

- the student's previous education background
- the degree of literacy in her or his first language
- the degree of English language proficiency
- the effectiveness of the ESL instruction
- the availability and effectiveness of other related interventions

Most experts on the subject agree that ELs should remain in ESL programs as long as is necessary, rather than for a predetermined amount of time. (In Minnesota, funding may be provided for ELs for five school years.) The philosophy of GSA is to build language proficiency and strong foundations in literacy to achieve proficiency in both BICS and CALP.

Program Procedures

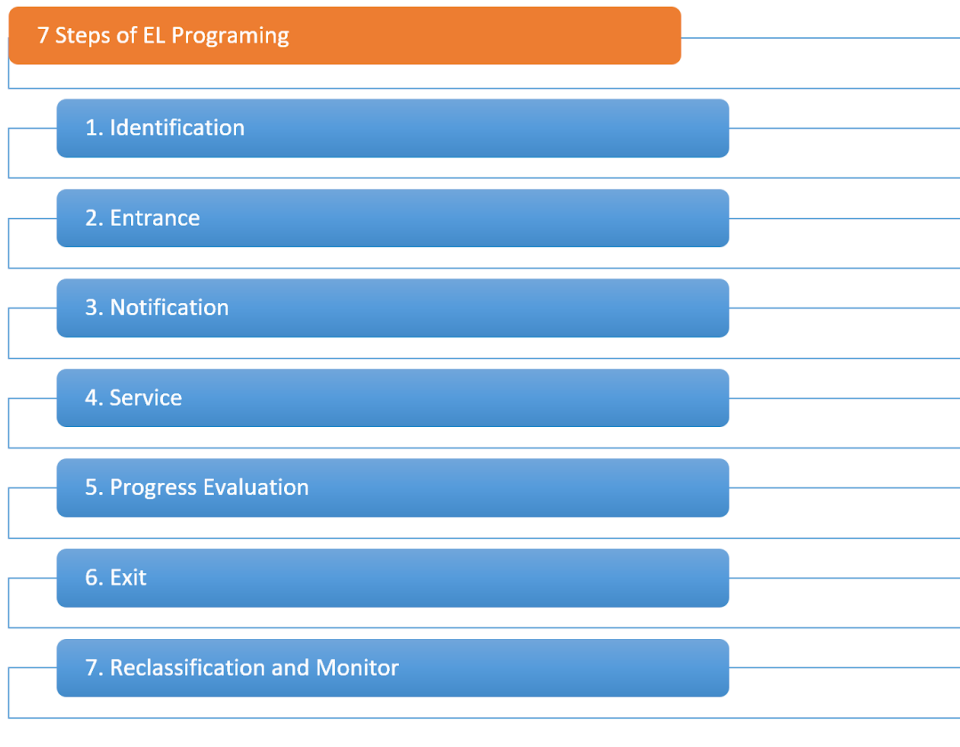
All districts and charter schools must use the Minnesota standardized EL procedures and criteria. Therefore, Gateway STEM Academy utilizes the Minnesota Standardized English Language Learners Procedures manual for the identification, entrance, and exit of English learners (ELs) as illustrated in Appendix B of the Minnesota State Every Student Succeeds Act Plan.

Legislation enacted in 2006 sets forth the minimum program requirements for a district that enrolls one or more children of limited English proficiency. Following is an outline of these requirements:

- Identification, reclassification, and exit criteria must be documented, applied uniformly, and made available to parents and other stakeholders upon request;
- A written plan of services that describes programming by English proficiency level made available to parents upon request (components of the plan are specified); Professional development opportunities for ESL, mainstream, and all staff working with children of limited English proficiency.

The following pages outline the steps that Gateway STEM Academy follows in order to effectively identify, place, and serve learners that need English language development, as well as to meet the Critical Elements of ESL programming laid out by the MDE.

Gateway's 7 Steps of EL Programming



Critical Element 1: Identification, Placement and Program Exit *Districts must establish identification criteria and procedures as the first step in serving ELL. Identification consists of two parts. The first part is determining the home language of the student. The second part is determining students proficiency in English based on developmentally appropriate measures.*

1. Identification ELs are identified through a three-step process:

- 1) identification of primary language using responses from parents or guardians on the Minnesota Language Survey (MNLS) completed upon enrollment and
- 2) review of academic records
- 3) screening for English language ability using a state-approved language proficiency assessment.

Minnesota Language Survey

All students enrolling in Gateway must have a parent or guardian complete the MNLS. This survey is available in English in the enrollment packet and can be made available to families in

their preferred language at the time of enrollment by the enrollment officer from TransAct Portal. If the parent or guardian refuses to complete the MNLS, the enrollment officer will discuss with the parent the reason behind the use of the MNLS and its ability to provide assistance in recognizing students who might qualify for English language services; therefore, better serving the student and their needs. If the parent still refuses to complete the MNLS, the enrollment officer will document the refusal and place it in the student's cumulative folder. Based upon the results of the MNLS, the enrollment officer at Gateway will communicate to the ELL department that a potential English learner has been identified. The identification process occurs within 30 calendar days of enrollment at the beginning of a new school year. If enrollment occurs after the beginning of the school year, Gateway has 2 weeks to complete the following process and notify the parents.

Review of Records

When a language other than English is identified on the Minnesota Language Survey, ELL staff review the student's previous school documents to determine if a student was classified as an English learner. Depending upon the grade level (grades 1-8) of the student enrolling, and if the student is transferring from another Minnesota district having completed spring semester, the student should have an ACCESS 2.0 score report. The ELL department will use the results of the score to determine English language program placement. If the student is transferring from a school out of state or country or does not have an ELL assessment report the student will be screened for English language proficiency. If the student had not been enrolled in a Minnesota public school, and has a language use other than English, the student will go through the process of Identification of an English learner. If a student is new to the country, and based upon the MNLS, the student will be screened for English language proficiency.

Grade Level	Qualifying ACCESS Score
1st Grade - 8th Grade	An overall composite score of at least 4.5 and three out of four domain scores (listening, speaking, reading, and writing) of at least 3.5, that student has met the ACCESS proficiency score. If a student has not met the ACCESS proficiency score, the student must continue to receive instruction in an LIEP.

Screening

The purpose of the screener is to accurately verify if the student has sufficient proficiency in English to meaningfully access the grade-level curriculum in English without English language development (ELD) instruction and other support. The screener also helps identify students who

will benefit from a Language Instruction Educational Program. For students in grades Kindergarten through the first semester of first grade who are enrolling in school for the first time, the WiDA Model Screener is used. Minnesota guidelines require only the administration of the listening and speaking sections of the WiDA Model screener for identification of ELs. During the screening process the trained screener uses his/her professional discretion to determine whether the reading and writing domains of the screener are needed for identification. Students beyond the first semester of first grade through eighth grade who are enrolling in school for the first time are screened using the WiDA online Screener. A student's score on one of these screeners will determine his/her need for inclusion in the school's ELL program and his/her need for services. The results of this screener will indicate an overall raw score as well as an English proficiency level of 1 through 6 in the four domains of language.

Grade Level	Qualifying Score
Students 2nd Semester Pre-Kindergarten to 1st Semester Kindergarten	<p>The student is identified as an English Learner if any of the statements below are true:</p> <ol style="list-style-type: none"> 1. Overall composite score is below 5.0. 2. Any domain score is below 4.0. 3. Composite score is below 28 <p>Assessment: Kindergarten WiDA Model (Listening and Speaking only)</p>
Students 2nd Semester Kindergarten to 1st Semester 1st Grade	<p>The student is identified as an English Learner if any of the statements below are true:</p> <ol style="list-style-type: none"> 1. Overall composite score is below 5.0. 2. Any domain score is below 4.0. <p>Assessment: Kindergarten WiDA Model</p>
Students 2nd Semester 1st Grade to 2nd Semester 12th Grade	<p>The student is identified as an English Learner if either of the statements below are true:</p> <ol style="list-style-type: none"> 1. Overall composite is below 4.5. 2. Any domain score is below 4.0. <p>Assessment: WiDA online or paper screener</p>

2. Entrance

There will be cases where the MNLS indicates a need for screening by the MODEL, yet the child scores at a level higher than that which qualifies him/her for services. When this occurs, the student most likely does not need ELL services from the district and is not Limited English Proficient (LEP). Following determination of student eligibility, the ESL teacher follows district protocol to designate the student as an EL in JMC and notify appropriate school personnel of the designation. The screener results and corresponding decision will be reported and placed in the student's Cumulative folder.

The ELL teacher will indicate the student's English language proficiency levels on the Individual English Language Development Plan (IELDP); the ELL teacher will then distribute this ILP to the necessary stakeholders, such as the regular education teacher(s), guidance counselor, parents, and the school principal. In addition, the screener will be placed in the student's Cumulative folder.

3. Notification

After initial identification as an English learner, and determining any additional services the student is eligible for, the student must be placed in a Language Instruction Educational Program (LIEP) the student is only considered enrolled in a LIEP if the student receives instruction from a teacher who has a license or a variance in ESL.

The student's parent or guardian is provided written notification of the screener results and program placement. At this time the parent or guardian must be notified of service within 30 calendar days. As mentioned previously, if enrollment occurs after the beginning of the school year, Gateway has 2 weeks to complete the following process and notify the parent or guardian. Then the parent or guardian must approve or refuse entrance for the student before the student can be enrolled in a LIEP. Approval or refusal is documented in the students cumulative folder and parent refusal will be noted in MARSS. The ELL teacher will contact the parents of the ELL student to obtain written permission for placement into the district's ELL Program. The teacher will attempt to contact the parent(s) at least three times; each attempt will be documented. If no parent contact can be made, the student is automatically placed in the ELL Program. Parents who were not successfully contacted will be invited to attend a conference in November where the school will explain the ELL Program and the services the child will be receiving.

Each identified English language learner will have the following documents in an ELL record file stored in the student's cumulative folder regardless of enrollment in a LIEP.

- Home Language Survey
- Parent Permission to Serve Letter
- Screener Result
- ACCESS Report(s)

- ELL Report Card(s)
- Exit Form
- Individualized English Language Learner Plan
- Monitoring Form

Critical Element 2: Appropriate Programs *The LEA has in place a written plan of services that describes the amount, scope and sequence specific to each level of English language proficiency*

4. Service

Once a student has been identified he/she is placed in an appropriate LIEP. Such a program includes standards-based ELD instruction that is aligned with the grade-level content area standards in order to support growth in the four language domains and full proficiency in social, instructional and academic language across the content areas. The program may also include primary language instruction and support.

School districts have discretion in selecting appropriate language programs but the program chosen should be considered sound by experts in the field. Gateway STEM Academy implements an appropriate language program that is designed to meet and support the WiDA Performance Definitions in the four domains of language across the six levels of English proficiency. In partnership with EL teachers and special education teachers, classroom teachers use a variety of instructional approaches to meet the learning needs of EL students. Co-Teaching models including team teaching, parallel/side-by-side teaching and station teaching are also utilized. The program provides students at the beginning levels of English proficiency with more intensive service than students at the transitional levels. There are two levels of service in Gateway's LIEP: direct and indirect.

Direct Service

ELs are considered to be receiving direct service when they receive ESL programming specifically designed to meet their language, academic, and social needs. A start date for ELs receiving direct service is entered in MARSS.

Pull-out Model: In this model, students leave their general education classroom and are taught by an ESL teacher. Pull-out instruction is focused on both content-based learning and English language skills.

Push-in Model: In this model, the ESL teacher and the general education teacher work together or separately in the general education classroom to provide content and language instruction.

Indirect Service

ELs are considered to be receiving indirect service when they are not enrolled in programs specifically designed for ELs, but are receiving instruction in the general education setting and are checking in with ESL staff from time to time. A start date for ELs receiving indirect service is not entered in MARSS.

The table below indicates the recommended service minutes provided to Gateway STEM EL students based on WIDA performance definitions.

Recommended Minutes	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Monitor Year 1 & 2
Elementary	40 minutes per day	30 minute; minimum 3 times per week	30 minutes; minimum 2 times per week	30 minutes' minimum 1 time per week	Service as needed based on consult 15-20 minutes each month	Student Monitoring Form: Completed by ELL & classroom teacher 2x per year
Middle	160 minutes per day	160 minutes per day	100 minutes per day	54 minutes per day	Indirect Service	Student Monitoring Form: Completed by ELL & classroom teacher 2x per year

Gateway has a growing population of EL learners; particularly at WiDA proficiency levels 1-3. For this reason, each year we examine our program to ensure we are providing appropriate service for our students. Gateway enrollment department utilizes individuals who are fluent in English, Somali, and Arabic; which represent our three most frequently identified home languages. When appropriate, documents are translated in these languages. Interpreters are used for conferences, special education meetings, and other meetings.

Critical Element 5: Accountability Requirements: *LEAs must adhere to state and federal accountability requirements*

5. Progress Evaluation

Annual Assessment

Ongoing assessment will determine continued LEP identification and movement from level to level within the LIEP. ELs participate in statewide English language proficiency assessments including the ACCESS, MCA III assessments, and district achievement assessments as well as classroom assessments in English language development/ESL, reading, math, science, and social studies.

ELL Report Card

ELL and classroom teachers work collaboratively to assess and track the progress of student language development through the 6 levels of WIDA language performance definitions throughout the course of the year by utilizing the English Language Development Report Grades K-8. This report is provided to parents or guardians along with the classroom report card at the end of each grading period and the report is kept in the student's cumulative folder.

All ELs at GSA are administered the ACCESS test annually to determine their English language proficiency, as well as content area assessments such as the MCA II and III (with appropriate modifications and accommodations where permitted).

Ongoing assessment will determine continued LEP identification and movement from level to level within the ESL or bilingual education program. ELs participate in statewide English language proficiency assessments including the ACCESS, MCA III assessments, and district achievement assessments as well as classroom assessments in English language development/ESL, reading, math, science, and social studies.

6. Exit

GSA uses tiered exiting protocol based on the EL student's grade level. At each grade span the decision to exit a student from service is based on triangulated data points including the ACCESS & Minnesota Comprehensive Assessments, classroom work samples, ELD progress as indicated on the ELD progress report and teacher input. Please see table below for specific exiting procedures.

Gateway STEM Academy English Learner Program Exit Criteria
<p>Grades Kindergarten - 2: K-2nd grade students must meet at least 2 of the following criteria to exit service:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ACCESS composite score of 4.5 or higher <input type="checkbox"/> ACCESS proficiency level of 3.5 or higher in each domain <input type="checkbox"/> Student scores in the 40th percentile or higher on the iReady assessment for reading and math <input type="checkbox"/> Clear evidence of academic success on EL and classroom content <input type="checkbox"/> EL & classroom teacher recommendation
<p>Grades 3-8: 3rd - 6th grade students must meet at least 2 of the following criteria to exit service:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ACCESS composite score of 4.5 or higher <input type="checkbox"/> ACCESS proficiency level of 3.5 or higher in each domain <input type="checkbox"/> Student scores in the 40th percentile or higher on the iReady assessment for reading and math <input type="checkbox"/> Meets or Exceeds Standard on MCA Reading, Math and/or Science <input type="checkbox"/> Clear evidence of academic success on EL and content classroom level assessments <input type="checkbox"/> EL & classroom teacher recommendation

7. Re classification and Monitoring

Under NCLB, the term “monitoring” currently refers to the two-year period after the student has been reclassified as non-LEP. This is tracked through the MDE Accountability Gateway as LEP+2. For AYP accountability purposes, this group of students is included in the LEP subgroup. The LEP+2 students are not currently LEP identified in MARSS and are not served in a program for ELs. Student progress is documented during this time collaboratively by the ELL and classroom teacher(s) using the Student Monitoring Form found in Appendix I. A student is reclassified in MARSS as no longer LEP using district-established criteria based on developmentally appropriate measures as discussed in the exit section above.

Staff and Professional Development

Critical Element 3: Appropriate Staff and Professional Development: *LEAs must utilize appropriate staff to serve ELs.*

3.1 *The LEA assures that teachers are licensed and highly qualified in their teaching assignment.*

3.2 *The LEA assures that all teachers in any language instruction education program for English learners are fluent in English and in any other language used for instruction, including having written and oral communication skills.*

3.3 The LEA assures that instructional paraprofessionals work under the supervision of a certified or licensed teacher including individuals employed in the language instruction education program. 3

3.4 Professional Development

Every GSA teacher must hold a teaching license that aligns with their elementary or secondary teaching assignment. All GSA EL teachers must hold a teaching license with a K-12 ESL designation and all teachers in any language instruction education program for English learners are fluent in English and in any other language used for instruction, including having written and oral communication skills. GSA assures that instructional paraprofessionals work under the supervision of a certified or licensed teacher including individuals employed in the language instruction education program.

Professional development for all staff working with English learners is guided by MN Statute 124D.61, Section 3. General Requirements for LEP Programs. "Districts with children of limited English proficiency must provide professional development opportunities for ESL, bilingual education, mainstream, and all staff working with children of limited English proficiency that is (i) coordinated with the district's professional development activities; (ii) related to the needs of children of limited English proficiency; and (iii) ongoing."

Parent Involvement

Critical Element 4: Parent Involvement: LEAs must involve parents and community in the planning, development and implementation of the language instruction education program.

4.1 The LEA has implemented an effective means of outreach to parents of limited English proficient children to inform such parents how they can:

- a. Be involved in the education of their children.*
- b. Be active participants in assisting their children to learn English and achieve high levels in core academic subjects; meet the same state academic standards as all children are expected to achieve.*
- c. Access school and district EL program information.*

4.2 The LEA holds regular meetings and sends parents of English learners, notices of such meetings for the purpose of formulating and responding to recommendations from parents.

4.3 The LEA promotes parental and community participation in the planning, development and implementation of the parent involvement program and programs for English learners.

Interpretation and Translation Services

ESL instructors have been provided with the names of approved interpreters and translators and a procedure to secure their services. Acting in compliance with No Child Left Behind (NCLB)

guidelines, using these translation services ensure that families for whom English is not their first language are given every opportunity to participate actively in their children's education.

Program Evaluation

5.1 *The LEA ensures that all English learners are annually assessed and assessment is in accordance with state and federal requirements.* All ELs in the Lakeville Area Public Schools are administered the ACCESS test annually to determine their English language proficiency, as well as content area assessments such as the MCA II and III (with appropriate modifications and accommodations where permitted).

5.2 *The LEA has met the three required Annual Measurable Achievement Objectives or has implemented improvement planning accordingly.*

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

Program Assessment

ELs in districts that receive Title III funds must meet annual measurable achievement objectives (AMAO) set forth by the Minnesota Department of Education. Annual measurable achievement objectives assess the development and attainment of English proficiency (in reading, writing, listening, speaking and comprehension) and challenging State academic content and student academic achievement standards

ELs, based on the length of time in Minnesota schools, are organized into three cohorts, 0-2.99 years; 3-5.99 years; and 6+ years. The AMAO establish performance goals each Title III district and consortium is expected to meet as follows:

1. at a minimum, simple annual increases in the number or percentage of children making progress in learning English;
2. at a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year; and
3. adequate yearly progress for EL in math and in reading/language arts.

English language proficiency is assessed by the ACCESS tests. The MMR and AYP scores in math and reading/language arts are measured by MCA.

To satisfy the NCLB requirements, a district must meet the AMAO goals in:

1. each of the 3 cohorts under progress in English proficiency;

2. each of the 3 cohorts under attainment of English proficiency; and
3. the LEP subgroup for AYP at the district level and MMR at the school level in math and reading.

A district must have at least 20 ELs in a cohort to register a score for that cohort under language proficiency, and 40 ELs in a cohort under AYP. ELs new to the country, according to their official designation in the Minnesota Automated Reporting Student System (MARRS), are not included in calculations of proficiency for any subgroup. However, they are included in the participation calculation. In addition, former ELs, who were LEP identified in MARRS in any of the two years prior to the year of assessment, are included in the calculations of AYP in math and reading/language arts.

Consequences

MDE holds school districts receiving Title III funds accountable for meeting the AMAO goals, including making adequate yearly progress for EL. If MDE determines, based on the annual measurable achievement objectives, that a school district has failed to meet such objectives for two consecutive years, the department will require the district to develop an improvement plan that will ensure that the district meets such objectives. The improvement plan needs to specifically address the factors that prevented the district from achieving such objectives.

Furthermore, if MDE finds that the district has failed to meet the AMAO goals for four consecutive years, the department will:

1. require the district to modify its curriculum, program, and method of instruction; or
2. make a determination whether the district will continue to receive funds related to its failure to meet such objectives; and
3. require the district to replace educational personnel relevant to its failure to meet such objectives.

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 on Language development four times a year via the English Language Development Report which is sent home with student report cards. In addition, EL teachers participate in parent-teacher conferences. Interpreters are used at conference to ensure that information is accurately communicated. In conjunction with state and federal requirements, GSA provides the following communication, which is translated in the student's home language to the extent practicable.

State:

- A letter of notification to families within 10 days of entering the EL program
- Parents or guardians are notified of the option to waive/decline EL service
- Annual notification of ACCESS and MCA III assessment scores

Federal:

- Families are notified within 30 days of entering a LEIP
- Annual notifications of continued LEIP placement
- Program description
- Parent notification of option to waive/decline services
- Results of most recent language proficiency assessment(s)
- Average number of years that a student has been enrolled in the district LEIP

Critical Element 6 – Fiscal Requirements: *LEAs must adhere to state and federal fiduciary requirements.*

6.1 *The LEA can demonstrate that it is not using Title III funds to provide services that are required to make available under state or local laws or other federal laws; and it is not using Title III funds to provide services that it provided in the previous year with state, local or other federal funds.*

6.2 *Fiscal management procedures ensure state and federal requirements including appropriate time and effort record keeping, evidence of two percent (2%) administrative cap, and evidence that purchased equipment is properly labeled and inventoried.*

Appendix A: Minnesota Home 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 students 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: (First, Last, Middle)	Birthdate or Student ID:

	Check the phrase that best describes your student:	Indicate the language(s) other than English in the 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 along 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.

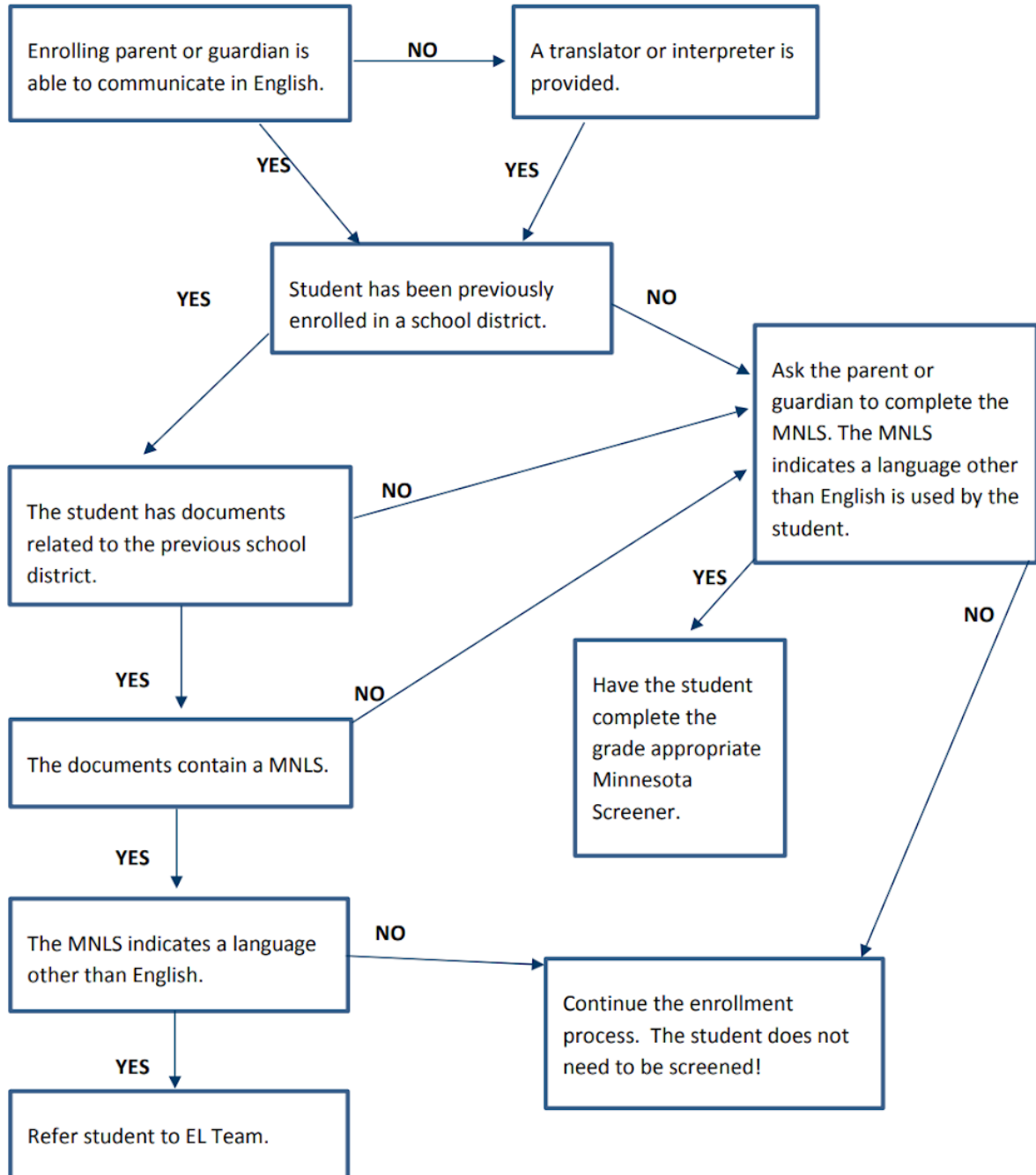
Parent/ Guardian Information	
Parent/ Guardian Name (printed):	
Parent/ Guardian Signature:	Date:

* 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.



Minnesota Language Survey Decision Tree

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



<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcy/~edisp/mde072042.pdf>

Appendix B: Parental Approval/ Refusal Form for LIEP



Date: _____

Name: _____

Grade: _____

Your child is eligible to receive services from the English Language Learner Program. This program teaches your child the English skills needed to do well in school and provides content-based language instruction within the mainstream classroom. With the help of targeted academic language instruction, your child will have the skills necessary for academic success in the mainstream classroom.

Based on information provided by the Home Language Survey, we learned that your child speaks another language other than English. Your child's English language proficiency has been assessed. His/her level is _____. Please review a description of your child's proficiency level included in this letter.

By state law, all English Language Learners must be assessed using a state approved test. Our district uses the ACCESS for ELLs proficiency assessment. This test is given each year between December and February. You will receive a copy of the results in September. When your child reaches full English proficiency, he or she will be exited from the program. Your child is eligible for exit with a composite score of 4.5 or higher and ACCESS proficiency level of 3.5 or higher in each language domain or when your student meets at least 2 of the exit criteria listed in the ELD Program Plan.

We believe that your child would benefit from the English Language Learner Program. Given your permission, we would like to serve your child through this program. Upon enrollment, if you would like to remove your child from the services provided in the program, please contact your child's ELL Teacher.

- ☐ I want my child to receive services through the Gateway STEM Academy LIEP Program.
- ☐ I do not want my child to receive services from the Gateway STEM Academy LIEP Program. I understand that the ACCESS test is federally mandated and that my child will participate in this testing.

Parent Signature

Date

ELL Teacher/ School Representative

Description of English Language Proficiency Levels

Proficiency Level	Description
1: Entering	Knows and uses minimal social language and minimal academic language with visual support
2: Beginning	Knows and uses some social English and general academic language with visual support
3: Developing	Knows and uses social English and some specific academic language with visual support
4: Expanding	Knows and uses social English and some technical academic language
5: Bridging	Knows and uses social and academic language working with grade level material
6: Reaching	Knows and uses social and academic language at the highest level measured by this test

Source: www.wida.us/assessment/ACCESS/ScoreReports/ACCESS_Interpretive_Guide11.pdf

Appendix C: Sample Access Score Report



WIDA™

ACCESS for ELLs 2.0*
English Language Proficiency Test

Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXX
School: sample school
District: sample district
State: sample state

Individual Student Report 20XX

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening				4.0						368		
Speaking		2.2							320			
Reading			3.4						356			
Writing			3.5						355			
Oral Language 50% Listening + 50% Speaking		3.2							344			
Literacy 50% Reading + 50% Writing			3.5						356			
Comprehension 70% Reading + 30% Listening			3.7						360			
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking			3.4						352			

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...	
Listening	4	understand oral language in English related to specific topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> • Exchange information and ideas with others • Connect people and events based on oral information 	<ul style="list-style-type: none"> • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: <ul style="list-style-type: none"> • Share about what, when, or where something happened • Compare objects, people, pictures, events 	<ul style="list-style-type: none"> • Describe steps in cycles or processes • Express opinions
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> • Classify main ideas and examples in written information • Identify main information that tells who, what, when or where something happened 	<ul style="list-style-type: none"> • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence
Writing	3	communicate in writing in English using language related to common topics in school, for example: <ul style="list-style-type: none"> • Describe familiar issues and events • Create stories or short narratives 	<ul style="list-style-type: none"> • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences

Appendix D: Letter to Accompany ACCESS Parent/Guardian Score Report

Date

Dear Parent or Guardian,

This past winter, English Language Learner (ELL) students in grades kindergarten through sixth grade participated in the administration of the ACCESS for ELLs® language proficiency test. ACCESS provides a standardized measurement of academic language proficiency for ELL students throughout the state of Minnesota and in other states. With this information, we will be able to monitor individual ELL student progress on an annual basis.

Enclosed you will find your child's results on ACCESS. The Parent/Guardian Report provides information about your child's English Language Proficiency Level. This information is for you to review and keep.

If you have any questions regarding this test or the information that is being sent to you about how your child performed on this test, please contact me, your child's ELL teacher, or the school principal.

Sincerely,

Jennifer Starkey
Dean of Students
ELL Coordinator
Gateway STEM Academy
starkeyj@gatewaystemacademy.org
952.206.4050

Ed Fellows
Principal
Gateway STEM Academy
fellowse@gatewaystemacademy.org
952.206.4050

Appendix E Individual English Language Development Plan



Individual English Language Development Plan

Student Name (Last, First, Middle)	Grade	Age	Date

ACCESS for ELLs Test Results			
Previous Year: Composite Score			
Listening	Speaking	Reading	Writing
This Year: Composite Score			
Listening	Speaking	Reading	Writing

State Assessment Results (grades 4-8)					
Previous Year			Current Year		
Reading	Math	Science	Reading	Math	Science

Achievement Levels 1=Does not Meet, 2=Partially Meets, 3=Meets, 4=Exceeds



Individual English Language Development Plan

Section 1: Instruction Program

I. Language Objectives: In this area, list the language objectives for the student for grade appropriate content attainment.

Listening	Speaking	Reading	Writing

II. Content Areas Objectives: In this area list the academic content learning to be addressed (e.g. algebraic expressions in math, etc.)

Math	Science	Social Studies	English Language Arts/ Reading



Individual English Language Development Plan

III. Academic content support for the student: In this area, list the tailored academic supports, modifications, instructional accommodations, etc. that support the attainment of the above objectives.

Math	Science	Social Studies	English Language Arts/ Reading

Section 2: Assessment and Instructional Accommodations

In this area, list the assessment accommodations for the student (e.g. simplified language, alternate mode, modified tests, written/ oral alternatives, extended time, chunking, etc)

Summative (ACCESS, MCA, iReady, F&P)	Formative (unit test, quiz, iReady)
1.	1.
2.	2.
3.	3.



Individual English Language Development Plan

Section 3: Parent/ Guardian Notifications

The ELL teacher will initial next to each to indicate that the parent/ guardian has been provided with the following notifications.

Program Placement _____	Promotion: _____
Program Exit Criteria: _____	ELL Report Card: _____
IEP/ IELDP coordination of goals _____	Rights to decline ELD services: _____

Section 4: Signatures

Teacher:	Title:	Date:
Teacher:	Title:	Date:
Parent Signature:		Date:
Student Signature:		Date:
Additional Comments:		
Next Review Date:		

Appendix F: ELD Report



English Language Development Report Grades K-8

Student Name:			Grade:	ID::	
Classroom Teacher:			ELL Teacher:		
WIDA Model / ACCESS SCore	Comp.	Speaking	Listening	Reading	Writing

Key: + Mastered / In Progress					
LEVEL	MP1	MP2	MP3	MP4	LISTENING
1 ENTERING					Follows one-step oral directions
					Sequences pictures, events, and processes
					Points to stated pictures and words
2 BEGINNING					Follows two-step oral directions
					Matches information from previously introduced oral descriptions
3 DEVELOPING					Follows multi-step directions
					Sorts or sequences oral information using pictures, tables, charts, or objects
4 EXPANDING					Compares and contrasts using oral information
					Analyzes and applies oral information
					Identifies cause and effect from oral discourse
5 BRIDGING					Draws conclusions and inferences from oral information independently
					Constructs model based on oral discourse independently
					Makes connections between topics and ideas based on oral discourse independently
LEVEL	MP1	MP2	MP3	MP4	SPEAKING
1 ENTERING					Names previously introduced objects, people, pictures
					Answers wh- (who, what, when) or choice questions
					Repeats previously introduced words, phrases, and memorized expressions
2 BEGINNING					Asks simple wh- or choice questions on a specific topic
					Uses simple phrases to describe using previously taught information (events, object, people)
					Restates facts or statements
3 DEVELOPING					Makes predictions using a sentence starter
					Describes processes with a word bank
					Retells stories using sequence words
4 EXPANDING					Discusses stories, topics, issues, concepts using varied language structures and vocabulary
					Gives oral reports and speeches with support
					Makes inferences based on text
5 BRIDGING					Uses academic vocabulary and/or multiple meaning words appropriately, analyzes literary elements
					Speaking is similar to a native speaker of English at the same grade level



English Language Development Report Grades K-8

LEVEL	MP1	MP2	MP3	MP4	READING
1 ENTERING					Reads introduced simple sentences and high frequency words
					Identifies introduced sound symbol relationships
					Matches pictures to introduced words, phrases, or environmental print
2 BEGINNING					Locates and classifies information in introduced text
					Previews text using visual support
					Identifies introduced language patterns associated with facts
3 DEVELOPING					Matches and/or sequences pictures, events, processes
					Identifies main ideas in introduced chunked text
					Uses context clues to determine the meaning of words
4 EXPANDING					Interprets information in previewed text and/or locates details to support main ideas
					Identifies introduced word families/roots and figures of speech
5 BRIDGING					Comprehends and analyzes introduced grade level text, using multiple genres independently
LEVEL	MP1	MP2	MP3	MP4	WRITING
1 ENTERING					Writes symbols or high frequency words
					Labels pictures and graphs/copies notes
					Creates lists of words from previously taught concepts
2 BEGINNING					Completes pattern sentences
					Writes simple sentences
					Completes graphic organizers forms with personal information
3 DEVELOPING					Writes short paragraphs to describe, compare and contrast, explain steps, and state opinions
					Paraphrases and summarizes information from graphics, notes and chunked text
					Draws conclusions, citing evidence from text
4 EXPANDING					Summarizes information from notes and graphics and edits/revises own writing
					Uses original ideas or detailed writing when responding to a prompt or topic
5 BRIDGING					Composes multiple forms of grade level writing independently with a graphic organizer

Appendix G Exit Letter



Name: _____ ID: _____ Grade: _____

This document confirms that your child has met the state and district required criteria to be officially exited from the Gateway STEM Academy Language Instruction Educational Program (LIEP). Your child's academic and linguistic progress will continue to be monitored for the next two years by the ELL department

Gateway STEM Academy English Learner Program Exit Criteria

The items checked below are evidence that the student has met the state and district requirements to be exited from the LIEP. Copies of this evidence can be found in the student's cumulative file.

Grades Kindergarten - 2: K-2nd grade students must meet at least 2 of the following criteria to exit service:

- ☐ ACCESS composite score of 4.5 or higher
- ☐ ACCESS proficiency level of 3.5 or higher in each domain
- ☐ Student scores in the 40th percentile or higher on the iReady assessment for reading and math (Not administered in kindergarten)
- ☐ Clear evidence of academic success on EL and content classroom level assessments
- ☐ EL & classroom teacher recommendation

Grades 3-8: 3rd - 6th grade students must meet at least 2 of the following criteria to exit service:

- ☐ ACCESS composite score of 4.5 or higher
- ☐ ACCESS proficiency level of 3.5 or higher in each domain
- ☐ Meets or Exceeds Standard on MCA Reading, Math and/or Science

Parent/ Guardian Signature

Date

StudentSignature

Date

Administrator Signature

Date

ELL Teacher Signature

Date

General Education Teacher Signature

Date

Appendix H Post-Exit Monitoring Form



Post-Exit ELL Monitoring Form

Pages 1,3 to be completed by the appropriate ELL Staff. Page 2 to be completed by the classroom teacher(s).

Student Name			
Grade in 1st year of monitoring		Academic Year	
Classroom teacher (1st year of monitoring)		Responsible for completing this form at semester intervals and returning it to the ELL teacher for review.	
Classroom teacher (2nd year of monitoring)			
ELL Teacher (1st year of monitoring)		Responsible for reviewing this form each time that it is completed by the classroom teacher.	
ELL Teacher (2nd year of monitoring)			
ELL Coordinator		Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record	

Exiting ACCESS for ELLs Results:							
Composite	Listening	Speaking	Reading	Writing	Oral Lang.	Literacy	Comp.

MCA Results (1=Does not Meet, 2=Partially Meets, 3=Meets, 4=Exceeds):			F & P (Record the actual score over the goal, eg. Score/Goal)		
	Reading	Math	Fall	Spring	Winter
1st Monitor year			/	/	/
2nd Monitor year			/	/	/

iReady								
Reading	Overall Score	Overall Grade	PA	P	HFW	V	C:L	C:IT
1st Monitor year								
2nd Monitor year								
Math	Overall Score	Overall Grade	NO	AA	MD	G		
1st Monitor year								

2nd Monitor year							
-------------------------	--	--	--	--	--	--	--

Circle No or Yes to indicate whether student is receiving special services.		1st Monitor year		2nd Monitor year	
Is the student receiving any special services? (any academic services/programs in addition to the standard academic program)		No	Yes	No	Yes
If yes, describe the services (1st year):					
If yes, describe the services (2nd year):					

Post-Exit ELL Monitoring Form

Student Name	
---------------------	--

1st Monitor Year	Teacher's Initials:		Semester	
	1st Semester	2nd Semester		
Rate the student's performance in each of the following areas: 1 = never 2 = seldom 3 = sometimes 4 = often 5 = always			1st	2nd
1. The student completes assignments on-time.....				
2. The student communicates effectively with teacher.....				
3. The student participates effectively in class projects.....				
4. The student participates effectively in class discussions.....				
5. The student is able to work independently.....				
6. The student attends class regularly.....				
7. The student displays effort and enthusiasm in class.....				
8. The student requires additional assistance with assignments.....				
9. The student shows evidence of difficulty with language.....				
10. The student has behavioral problems that interfere with his/her academic progress.....				
Have ELL strategies been implemented to respond to the language needs of this student?	Yes	No	Yes	No
Do you recommend that this student be considered for reclassification as an ELL?	Yes	No	Yes	No
2nd Monitor Year	Teacher's Initials:		Semester	
	1st Semester	2nd Semester		
Rate the student's performance in each of the following areas: 1 = never 2 = seldom 3 = sometimes 4 = often 5 = always			1st	2nd
1. The student completes assignments on-time.....				
2. The student communicates effectively with teacher.....				
3. The student participates effectively in class projects.....				
4. The student participates effectively in class discussions.....				
5. The student is able to work independently.....				
6. The student attends class regularly.....				
7. The student displays effort and enthusiasm in class.....				

8. The student requires additional assistance with assignments.....		
9. The student shows evidence of difficulty with language.....		
10. The student has behavioral problems that interfere with his/her academic progress.....		
Have ELL strategies been implemented to respond to the language needs of this student?	Yes No	Yes No
Do you recommend that this student be considered for reclassification as an ELL?	Yes No	Yes No

Post-Exit ELL Monitoring Form

Student Name	
---------------------	--

1st Monitor Year	Semester	
	1st	2nd
I received and reviewed this form. (ESL staff member initials)		

Complete the following items only if the information on this form indicates that the student is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the student. (if yes, describe the collaboration in the comments section)		
1st	Yes No	Comments:
2nd	Yes No	Comments:

RECLASSIFICATION:			
NOTE: A student may not be recommended for reclassification if collaboration between the ELL and classroom teacher has not taken place.		1st	2nd
I recommend that this student be reclassified as an ELL.		Yes No	Yes No
If a recommendation is made to reclassify, have the parents/guardians been notified?		Yes No	Yes No

2nd Monitor Year	Semester	
	1st	2nd
I received and reviewed this form. (ESL staff member initials)		

Complete the following items only if the information on this form indicates that the student is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the student. (if yes, describe the collaboration in the comments section)		
1st	Yes No	Comments:
2nd	Yes No	Comments:

RECLASSIFICATION:			
NOTE: A student may not be recommended for reclassification if collaboration between the ELL and classroom teacher has not taken place.		1st	2nd

I recommend that this student be reclassified as an ELL.	Yes No	Yes No
If a recommendation is made to reclassify, have the parents/guardians been notified?	Yes No	Yes No

Appendix I

Program Evaluation: School Improvement Planning Checklist

Date _____

We must ensure that our programs whether small or large are in fact effective since school districts are being held accountable for their language acquisition (Annual Measurable Achievement Objectives (AMAOs) and knowledge of academic content area (Adequately Yearly Progress (AYP), how do we help students meet the language **and** academic requirements at the same time?

As we assess our programming for ELL students, it is important to remember 3 main points:

1. It takes the whole school, including administrators to address the ELL students. ELL students are within the school and school system, not just in a “program”.
2. It takes willing and able teachers to give differentiated instruction to meet the needs of ELL students. ELL students are required to have content area instruction and are in regular classrooms in most districts.
3. All students will succeed if kept to high expectations. ELL students are not necessarily limited in education.

Gateway STEM Academy use the following questions below to evaluate our programs and services for ELL students. It is essential that GSA keep accurate and up-to-date data for each ELL student. ELL student growth should be measured through language proficiency testing, as well as academic content testing and classroom grades. Also, please align your practices to the recently published information pertaining to English Learner Education in Minnesota <https://education.mn.gov/MDE/dse/el/>, and Title III-Related ESEA Information Update <https://education.mn.gov/MDE/dse/ESEA/t3/index.htm>

Initial Questions	Yes	No	Comments
IDENTIFICATION and ASSESSMENT			
Is the school aware of the District’s ELL Plan? Is the ELL Plan being implemented within the school?			
Is the school administration aware of the legal requirements pertaining to identifying and placing ELL students? Does every student have a Home Language Survey (HLS) on file?			
Are all possible new ELL students being first screened using the WIDA screener, and if identified as possible ELL, then given the ACCESS Test in the fall/spring?			

Is the school administration aware of the requirement to address the individual needs of each ELL student?			
Do ELL students have an Educational Learning Plan (ELP), inclusive of language goals and benchmarks, if they are given accommodations or adaptations within the classroom and subsequently on assessments?			
Is the school using both formative and summative assessment and language proficiency assessment data to guide instruction for individual students?			
PROGRAMMING and EDUCATIONAL APPROACHES			
Is the program addressing the needs of ELL students within each content area (i.e. Math, Science, as well as language acquisition)?			
Is the entire faculty and administration aware of the ELL students and their needs within the school?			
Are all teachers utilizing the English Language Proficiency Standards (ELP) as a tool and entry point in teaching ELL students?			
Are the ELL students placed in pull out ESL classrooms? If so, are they learning content area vocabulary and skills?			
Are ELL students being served within the regular classroom? If ELL students are taught within the classroom, are they receiving additional assistance with language instruction?			
Are ELL students learning content knowledge and skills, as well as making progress in learning the English language?			
Is the curriculum for ELL students challenging and academically based?			
Does the district have a content-based ELL Plan in place? How will the ELL students learn throughout their content classes?			
Is your school/district providing before/after or summer school programs for ELL students?			
Do the district and school make it a priority to			

allocate district funding to serve ELL students?			
STAFFING and PROFESSIONAL DEVELOPMENT			
Do regular classroom teachers have the resources, skills and knowledge to address the needs of ELL students in their classroom?			
Are content teachers trained in specific methodologies to target ELL students?			
If ELL teachers are teaching content area, do they have certification in the specific content area, as well as their ELL certification?			
Are middle school ELL students receiving specific attention in each class?			
Is there an accountability plan in place for all teachers to take ownership of the ELL students in their classroom and serve them with effective instructional practices?			
Is the administration of the school encouraging of all teachers to implement best & effective teaching practices to ELL students?			
Does the school have mainly paraprofessionals serving the ELL students? Why?			
Is the main service for ELL students just translating? Is there academic learning in the translation?			
PARENT/ GUARDIAN/ FAMILY INVOLVEMENT			
Are parents of ELL students given notifications in their home language?			
Are parents of ELL students included in decisions within the school?			
Are parents informed and given educational information regarding the school system and how to help their children at home?			
PROGRAM EVALUATION and REVIEW			
Is the school keeping complete data for each student in order to calculate growth in language proficiency			

from year to year?			
Is the school evaluating the programs and services annually?			
Who is responsible for monitoring services and determine if they are effective and make changes, if necessary?			
EXITING STUDENTS			
Is the school creating a data system to track the achievement of Former ELL students (FLEP)?			
Is the school in agreement to the elements of data to include in the monitoring criteria for Former ELL students?			
Is the school, at least annually, monitoring the progress of Former ELL students (FLEP)?			
SPECIAL EDUCATION & TALENTED/GIFTED			
Does the district/school ensures that ELL students are not overrepresented in special education? How?			
Does the district/school ensures that ELL students are not underrepresented in gifted/talented (G/T) education? How?			
DESCRIPTION OF PROGRESS MADE BY ELLs			
Describe the progress made by ELL students in learning English and meeting academic standards.			
Describe the progress made by ELL students in meeting State academic content and student achievement standards for each of the two years after they no longer receive ESL services.			
Describe the district/school monitoring process.			
Describe the parent involvement activities conducted by the district/school. Address specifically in this description the process used by the district/school to notify parents of ELL students about: school required and optional activities; language acquisition program placement; and failure of the school to meet AMAOs.			

STATE TECHNICAL ASSISTANCE			
Did the state offer technical assistance in regards to instructional programs and curricula for ELLs?			
Did the state assist in developing improvement plans and other technical assistance to districts/schools failing to meet AMAOs for two or more consecutive years?			

***Appendix J* MARSS Technical Information**

Minnesota Automated Reporting Student System (MARSS) Data Entry

There are three fields in MARSS specifically pertaining to EL status:

1. Home Language
2. LEP Identified and LEP Start Date
3. LEP End Date.

First, primary home language data for all students is required. No student with a primary language of English (MARSS language code 11) or Sign Language (MARSS language code 42) will be considered EL. Parents who report their children's primary language as English but who may actually be referring to a variety of English that is significantly different from American English, should be encouraged to specify the type of English. For example, Liberian English or Nigerian English may well be different enough from Midwestern US English to warrant ESL services. These languages may be coded as English Creolized (MARSS language code 57).

Second, the start date for a student is entered in MARSS once a student is identified as LEP and begins services. The start date should be the first day upon which the student received instruction in an ESL program. Each year the date of the beginning of the school year is entered.

Third, an end date of the last day of school is entered when a student is reclassified as no longer needing services and is able to access the district curriculum.

MARSS Data Elements for EL Programs

Data Element	Input Type
Home Language Code	Enter a numerical code indicating Home Primary Language LEP Identified and LEP
Start Date	Identification is based on developmentally appropriate measures. Enter the date that the student begins EL service each school year. If the parent refuses service, do not enter a start date.
LEP End Date	When a student is reclassified as no longer needing services and is able to access the district curriculum, an End Date of the last day of school is entered.

For information regarding student information input in JMC, please refer to the JMC help page or the ELL program coordinator.

Glossary of Terms

Acronym	Term	Definition
AMAO	Annual Measurable Achievement of Objectives	Title III Accountability Measure that rates ELs' language progress, proficiency, and content achievement.
AYP	Adequate Yearly Progress	The annual progress made by a group of students whose district receives federal Title funds.
BE	Bilingual Education	An instructional model that uses both the native (primary) language of the student and English to teach LEP students.
BICS	Basic Interpersonal Communication Skills	Sometimes referred to as "playground" language, BICS are the social words that a child learns first, usually becoming proficient in 2-5 years.
CALP	Cognitive Academic Language Proficiency	The academic skills and language needed to be successful in school. Depending on a number of factors, proficiency can take from 5 to 10 or more years.
ELDK	English Language Development Kindergarten	Intense, academic language acquisition instruction for ELs in kindergarten provided by an ESL teacher.
EL	English Learner	A more positive way to describe students who need to develop English language skills.
ESL	English as a Second Language	An instructional program provided to ELs.
GSA	Gateway STEM Academy	Minnesota independent school district 4264-07 located in Burnsville and established in 2018.
IELLP	Individual English Language Development Plan	An individualized plan of instruction for English language learners developed collaboratively by the ELL and classroom teacher(s).
LEP	Limited English Proficient	Term used in state and federal laws and funding to describe students; can be viewed as a negative description of what students cannot do.
LIEP	Language Instruction Educational Program	A program that serves EL students in order to provide support for EL students to access academic content and English Language Development.
L1	First Language	The language first spoken by a student; the home language.

L2	Second Language	The second language learned by a student; English is commonly referred to as L2 even though it actually could be the student's 3rd or 4th language.
MARSS	Minnesota Automated Reporting Student System	Students are identified as LEP and have a program start date in order to receive LEP funding.
MMR	Multiple Measurement Rating	System of measuring school progress used by the Minnesota Department of Education.
MNLS	Minnesota Language Survey	Minnesota state mandated survey that is used to establish the identification of an incoming student's primary language using responses from parents or guardians which is completed upon enrollment.
SIOP	Sheltered Instruction Observation Protocol	A scientifically validated model of sheltered instruction designed to make grade-level academic content understandable for ELs while at the same time developing their English language. The protocol and lesson planning guide ensure that teachers are consistently implementing practices known to be effective for ELs.
SLIFE	Students with Limited or Interrupted Formal Education	Students who have not had an opportunity to go to school in their own country due to war, lack of infrastructure, etc.
TESOL	Teachers of English to Students of Other Languages	A national organization for ESL teachers; sometimes also used to refer to an instructional program.