



Language Access Plan of Service

Program Goals

- To provide equitable linguistic access to all students and families by engaging in relevant academic instruction and modeling core Hennepin values to fully integrate in today's society.

Program Objectives

- To increase English language skills of students with Limited English Proficiency (LEP) in areas of reading, writing, speaking, and listening.
- To increase the academic achievement of limited-English proficient students in the core academic subjects.

Description of EL program

Currently, 62 percent of the students enrolled in Hennepin Schools are identified as English Language Learners. These students are served by 2.5 ELL teachers who do target time pull outs and one ELL teacher who works in collaboration with classroom and content area teachers. The ESL program at Hennepin School offers a combination of individual or small group pull-out and push-in instruction to support English language development. Depending upon the grade level and the language proficiency level of the individual students, ESL services are provided to meet specific needs. ESL push-in and pull-out services are a part of the school-wide schedule, implemented to provide extra intervention support in addition to grade-level classroom instructional time. The English language teachers and the classroom teachers work closely together to plan an instructional program that is most beneficial for the language and academic needs of each student. Additionally, the ELL teacher works with students in the mainstream classroom to support their learning in a content or mainstream class. Consistent quiz data informs these collaborative sessions.

A combination of strategies is used to teach English: whole language, phonics, oral language skills, cooperative learning, and integrated reading. Emphasis is placed on the development of the four domains: listening, speaking, reading, and writing that align with WIDA Standards and Can Do descriptors.

HS newcomer students are growing in numbers. It will be essential to identify students' native language literacy skills and educational experiences and to assess English language proficiency. The goal of the newcomer program would be to create paths to grade level content by teaching ELLs the language of content and literacy (Science, Math, Writing, and Reading). All ELL students are required to take the annual ACCESS test that measures students' language development in reading, writing,

speaking, and listening in English. ELL students who have been exited from the program do not take the ACCESS test.

Table 1– Description of EL Program		
ELL Level	Grades K-4	Grades 5-8
1-1.9	Students receive services for 45 minutes a day, 4 days a week and up to 50 minutes 3 days a week, push in and pull out	Students receive push-in or pull-out services at least 60 minutes a day, 4 days a week
2-4.4	Students receive up to 75 minutes, 4 days a week, push in and pull out	Students receive services up to 50 minutes of push-in or pull-out services at least 1x a week
4.5	Students exit according to the established criteria	Students exit according to the established criteria

As described in Table 1 above, students’ language proficiency scores will inform the amount of ELL services received. Teachers will do any/all of the following during the ELL lesson delivery: build background knowledge/vocabulary, use simple and direct language, develop highly structured and scaffolded lessons to ensure a gradual release of responsibility, use non-linguistic supports: pictures, video clips, and hands-on activities to present lessons. The primary focus of collaborative initiatives between ESL and classroom teachers is on reading, writer’s workshop, and math content language. Guided reading provides an opportunity to implement habits of discussion that benefits the students in developing academic language across disciplines and skills needed to conduct academic conversations with peers and teachers.

Assessment and Ongoing Identification Procedures

EL Identification and Placement Procedures

Hennepin School uses a uniform ESL identification process to identify ELL students. This is done through a Home Language Questionnaire and developmentally appropriate assessment practices. A student will be tested for ELL identification and services if:

- the student first learned a language other than English, or
- comes from a home where a language other than English is spoken, or
- does not use English as a primary language.

Program Entrance Screening Method:

Upon enrollment in Hennepin School during any point in the year, all families complete a Minnesota Language Survey within the application form. This form is available in English, Somali, and Spanish languages. If a language other than English is stated in the Home Language Questionnaire, the office staff will notify the ESL teachers, and they will test the student with developmentally appropriate measures within 10 days of student enrollment.

Initial Language Proficiency Assessment:

The English Language Proficiency (ELP) WIDA Screener test is the primary tool used for initial placement purposes. ELP is a detailed assessment of English language proficiency in the four domains of speaking, listening, reading, and writing. The test also assesses the students' social and instructional language, the language of language arts, the language of mathematics, the language of science, and the language of social studies. New to the school students who have a home language other than English are tested using the ELP test. New students identified as ELL in another district are automatically entered into ELL services. Students with a composite score between 1.0 – 4.4 on the ELP are served according to Table I on page 3.

Program Exit Criteria and Reclassification

ELL students receive ongoing assessments to ensure progress, to determine the level of service and to inform whether the student is ready to be exited from the ESL program. The primary exit measure is the annual ACCESS test or the ELP test. Students exit from the ESL program based on proficiency in all areas of language – listening, speaking, reading, and writing; proficiency constitutes an overall score of 4.5 with no domain below 3.5 (a composite score of 4.5 with none of the modalities: reading, writing, speaking, and listening, below 3.5).

Other formal measures are considered to inform exit decisions. They include but are not limited to:

- Grade level proficiency on the MCA III test in Reading;
- Teacher judgment;
- Parent input;
- NWEA (Measure of Academic Progress) reading scores; and
- Writing samples.

Reclassification of exited students in MARSS happens at the beginning of the next school year, after the student has been exited from service the previous school year. The names of exited students are emailed to the MARSS coordinator who inputs the changes into MARSS. Reclassification determines the change of students' status from LEP-Y to LEP-N.

Family and Community Communication Procedures

Families will receive notification of ELL program enrollment, program type, and exit criteria/requirements within 30 days of student enrollment at the beginning of the year and two weeks after the enrollment of the student in a program during the middle of the school year using the English Learner Placement Letter. Parents reserve the right to refuse ELL services for their child through written notification of the school. Students can be re-enrolled in an educational program for ELs at any time during the school year upon parent request. State and Federal assessment results are sent home to families within 14 days of receipt by the district.

Students with a language other than English on the HLQ and who have been identified as English Language Learners (ELL), will be coded in MARSS as LEP-Y. The ELL team will send this information to the MARSS coordinator as soon as assessments are complete. A student with an Individual Education Plan who also qualifies for EL services may receive both sets of services during the instructional day.

Further, families will be provided with interpreters during conferences and other school-related academic events so that they fully understand the academic placements, supports, progress and outcomes related to their student(s) learning and academic growth.

Professional Development

It is important for all classroom staff to be aware of how to best scaffold their lessons and provide comprehensible input for all students. Classroom teachers and support staff receive training on language acquisition and strategies for English language learners from the ESL teachers and/or coordinator and have the option to attend seminars on best practices for teaching English Language Learners throughout the year.

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