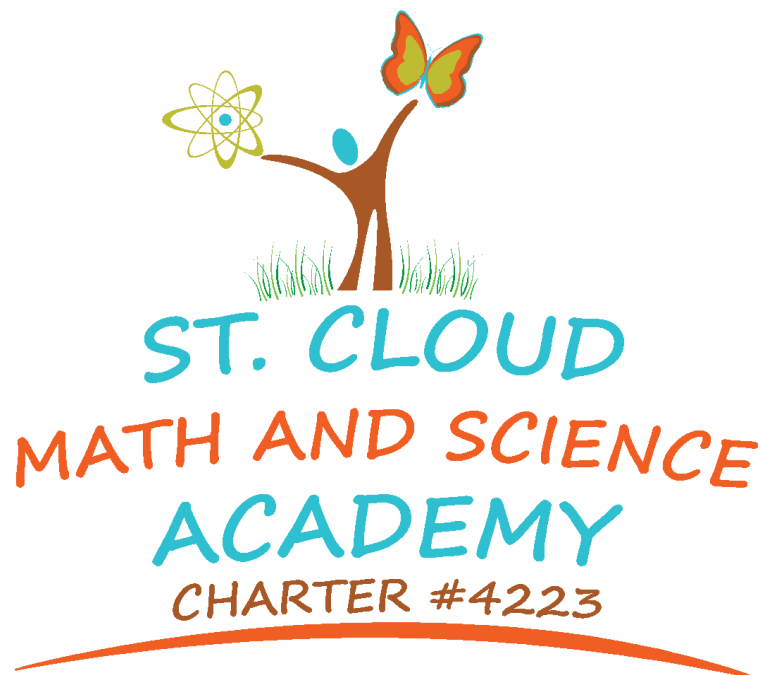


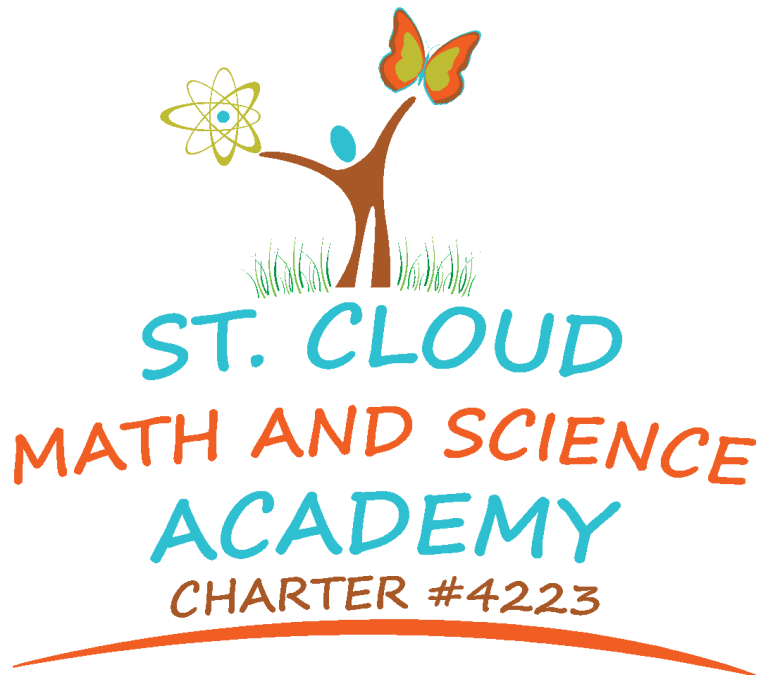
St. Cloud Math and Science Academy Charter District 4223

English Learner (EL) Program Description & Implementation Guide Revised 8/30/2021

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“Great Teaching in a Kind Place”



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2021-2022

English Learner Written Plan of Service

Date of Revision:	8/30/2021
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Introduction/School Information

The purpose of this document is to outline the critical elements of the St. Cloud Math and Science Academy English Learner (EL) program, in accordance with the suggested elements for effective EL programming. Resources are provided by the Minnesota Department of Education (MDE). The English Learner plan of service is also available for parents and stakeholders on our school website.

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Student identification, program entrance and exit requirements

Minnesota law requires that school districts identify whether students are English Language Learners (ELLs). The law requires a language instruction program for ELLs with limited English proficiency. The identification process and placement of children in a language instruction educational program follows this procedure:

When parents wish to enroll their children at Saint Cloud Math and Science Academy (SCMSA), they will complete the enrollment form (See Appendix A). The enrollment form will serve also as the Home Language Questionnaire. This is completed by the parents of all new students. If the parent needs assistance in completing the form in English, they will have a translator to assist them.

- A parent or guardian indicates on the Home Language Questionnaire (HLQ), if their child has either 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, a copy of the HLQ is given to the EL teachers.

All students who have any language other than English noted on their HLQ will have their English proficiency assessed. The District Minnesota Automated Reporting Student System (MARSS) Coordinator will notify the building principal along with the EL teachers, who will administer the World-Class Instructional Design and Assessment (WIDA) placement test to the student. Kindergarten students will be assessed by an EL teacher using the WIDA Access Placement Test (W-APT) assessment screener.

- A district must begin the process of identification within 10 days of enrollment. As mentioned above, all newly enrolling students must have a completed MNLS in their cumulative folder. Annually, within 30 calendar days after the beginning of a new school year, the district must have completed the identification process; both the completion of the MNLS and the English language proficiency assessment. A student's parent or guardian will be notified of service within 30 calendar days. If enrollment occurs after the beginning of the school year (in the middle or end) of the school year, the district has two weeks to complete the process and notify the parents.

The decision to identify a student as EL should be based on the following Flow Chart from MN

Annual Assessment

- As required by law, all students labeled as Limited English Proficient (LEP) in MARSS are assessed annually using the Assessing Comprehension and Communication in English State-to-State (ACCESS) test. The assessment is conducted with the assistance of various personnel including classroom teachers, EL teachers and our district assessment coordinator. EL teachers are the main test administrators, with others helping support the testing process by monitoring student progress. Anyone helping with the test administration is required to pass the WIDA training in group administration each year. The speaking portion of the assessment is administered by a licensed EL teacher only. All licensed EL teachers are required to complete the WIDA training each year in group administration, as well as the administration of the W-APT screener for kindergartners and 1st semester first graders. The training of the alternate ACCESS for ELLs is required for those administering the alternate assessment. Once the district has received the test scores, parents are notified of those scores and of their student's need to continue in or exit the EL program.

Program Entrance

- All English Learning identified students are eligible for EL services. If a student qualifies for EL services, their MARSS status will be updated by the District MARSS Coordinator to indicate LEP (Limited English Proficiency; State and Federal identification term).
- After the WIDA Assessment is administered, and it is determined that the student will be receiving EL services, parents will be notified with a letter in the mail. See information contained in the letter in Step 5, parental notification.
- Parents/Guardians have the right to refuse EL services even when their child has been identified as an EL. A parent's decision to refuse EL services does not change the MARSS identification of an English Learner, but no EL (LEP) service start date will be entered MARSS. Students who do not receive EL services will still be scheduled to take the annual ACCESS English Language Proficiency (ELP) assessment.
- When a student begins receiving EL services, a start date of services will be entered the individual's record in MARSS by the MARSS Coordinator. If the student begins receiving service, but after parent notification (see below) is then withdrawn from services, the start date in MARSS should be removed. A start date for all EL students receiving EL services must be entered MARSS annually.
- District EL teachers will forward qualifying EL student's placement information to the District MARSS Coordinator and designated EL administration.

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

Data Element	Input Type
Home Language Code	Enter a numerical code indicating Home Primary Language (in MARSS manual)
EL (LEP) Identified	Enter a Y for YES or N for NO indicating classification based on developmentally appropriate measures.
EL (LEP) Start Date	Enter the date the student begins EL service each school year. If parents decline service, do not enter a start date.

Parental Notification

- Parents will be notified by mail of their child's placement in the EL program.
- Letters of notification are to be sent home by the EL teacher in both English and the family's home language.
- Initial EL program placement notification will occur within 10 school days of enrollment into EL programming to meet State required notification procedures.
- The Federal program requires that parents be notified of the child's participation in Title III programming within 30 days of the beginning of the school year, or within two weeks if the child enters the district during the middle of the school year.
- Initial EL program placement notification letters include:
 - Reasons for EL identification and LEP classification
 - Assessment tools used to measure language proficiency
 - Assessment scores and/or levels for each skill tested
 - A simple, nontechnical description of the purpose, method, and content of the EL program
 - Information on Parental Rights pertaining to EL programming
 - Exit requirements of EL programming

Personal Contact with Parent/Guardian of EL Student:

If a parent/guardian refuses services, interpretive services may be provided to ensure that the parent/guardian understands their child will not receive EL services. Parents have the right to withdraw their child from the program at any time by providing written notice of this intent. If the parent or guardian refuses to complete the Minnesota Language Survey (MLS), the district should document the refusal and place it in the student's cumulative folder.

Communication of identification criteria, plan of service and exit procedures to other stakeholders:

Communication of the EL Plan of service and the exit criteria procedures will be communicated to all staff during staff development in August before school is in session. Communication of the EL plan of service and the exit criteria procedures will be communicated to the Board of Education each year in September during the regular board meeting. Program information is also available on the school website or available upon request in the school office.

Exit and MARSS Reclassification Procedures

EL students who reach a level of proficiency which allows them to fully access the curriculum of St. Cloud Math and Science Academy District will be exited from the EL program.

The following data is considered when determining exiting a student:

- Achieving an overall language proficiency score of 4.5 on the ACCESS with at least 3 domains above 3.5. (reading, writing, listening, speaking)

MARSS Reclassification: Students exited from the EL program at the end of a school year will not be assigned a start date for services in MARSS at the beginning of the following year. The LEP identifier remains Y for YES during the school year in which the student is reclassified. Enter an N for NO indicating reclassification based on developmentally appropriate measures for the student the following school year, when the student is no longer classified as LEP.

Parents are notified of the discontinuation of services by the building principal via the mail. They will receive a copy of the exit form based on data, and a copy of the exit form will be placed in the student's cumulative file.

System to monitor student progress of students that have Exited the EL program

- EL teachers will add students who have been exited from the EL program to a monitor status list to be monitored for at least two years.
- Monitoring status is to ensure that students have not been exited too early and that any academic deficits incurred as a result of participating in the EL program have been remedied. Monitoring also needs to assess if students are meaningfully participating in the standard program of instruction comparable to their never-EL peers.
- Each quarter for two school years after the exit date, EL teachers will meet with mainstream teachers to discuss progress of the exited student.
- After 2 years, if the student continues to show growth and/or proficiency, they will be taken off the monitor status list
- If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, our EL teachers will re-test the students with a valid, reliable, and

grade-appropriate ELP test to see if the student must be offered additional language assistance services. If the student is reentered into EL services, the EL teacher will document the reasons why and the parent's consent to reentry.

- MARSS coordinator will report on the number and percentage of former ELs meeting state academic standards for four years.

For Title III Immigrant Children and youth, the LEA has a data collection procedure to ensure that the immigrant student count is submitted to MDE by June 15th annually via the SSDC system. The District MARSS coordinator will document all students that meet the criteria and will report this to MDE.

The documentation includes only eligible immigrant students that may or may not be English Learners.

Immigrant children and youth are defined as individuals who are:

- The student is age 3 – 21.
- The student was not born in any state; and
- The student has not been attending one or more schools in any one or more states for more than 3 full academic years (on a cumulative basis)

Language Instruction Educational Program (LIEP)

Guiding principles of SCMSA's ELL program model are as follows:

- All classroom instruction is primarily in English
- ELLs may be served by other programs such as Title 1 and/or Special Education
- ELL student involvement in other programs does not replace ELL services
- All SCMSA teachers are dedicated to servicing the needs of ELLs and all SCMSA students. We encourage our students to value their primary language(s), in addition to academic English.

Classroom Teacher Responsibilities:

Classroom teachers have primary responsibility for all students, including those who are learning the English language. Students requiring more time and assistance in the core areas receive additional interventions throughout the school day, in the area of need, by a licensed intervention teacher. Classroom teachers collaborate with ELL teachers on a weekly basis regarding the levels of their students and the language we use to support the students in the EL program. At the beginning of the school year, and continuing through the yearly academic calendar, teachers are trained in effectively incorporating the WIDA Can Do descriptors, as well as the English Language Development (ELD) standards into their lesson planning. Teachers use these English Language proficiency standards as a guide when they monitor student progress and to help determine that student language proficiency levels are increasing.

During our staff development and faculty meetings throughout the school year, we are working on integrating the five English language proficiency (ELD) standards with the grade level content standards. The five ELD standards are

- Social and Instructional Language
- The Language of Language Arts
- The Language of Mathematics
- The Language of Science
- The Language of Social Studies

Programs for English Learners address English Language development standards.

Programs for English learners address English Language development standards.

The following curriculums are used in mainstream classrooms: Everyday Math, Inspire Science, McGraw-Hill Wonders curriculum, and the Steve Dunn writing program. Steve Dunn Curriculum is built around the premise that we need daily, repetitive, intentional focus lessons to accelerate writing development in the early years. Many Social studies and Science standards are integrated within the Wonders reading curriculum. All the curriculum mentioned are aligned with Minnesota State standards. In addition to alignment, teachers plan content and language objectives based on the standards for all content area lessons and Sheltered Instruction Observation Protocol (SIOP) lesson components. Content and language objectives will be posted and referred to during instruction in

every classroom as well as printed in lesson plans.

English Second Language (ESL) Licensed Teacher Responsibilities:

- Our ESL licensed educator/s provide/s services for students who are identified to receive EL instruction. The EL curriculum and programming is aligned to the State adopted WIDA English Language Development Standards in conjunction with St. Cloud Math and Science Academy curriculum. The goal of the EL program is to provide differentiated content-based instruction so that students can become fully proficient in the English language and gain the background knowledge necessary to meet the Minnesota Academic Standards.
- **ESL licensed teacher/s provide/s:**
 - Direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing.
 - Consultation support to administration, classroom teachers, and student support staff, based on each student's English language learning needs.
 - Assist with Staff development so teachers are trained in providing
- Responsibilities of the ESL teacher extend beyond direct instruction, consultation and scheduling. Those responsibilities include:
 - **Testing:**
 - Administration of WIDA screener to all new students and evaluation of the entrance and exit criteria.
 - Administration of W-APT screener to all kindergarten students
 - Administration of all state and federal mandated tests – ACCESS for ELLs.
 - **Communication**
 - Communication with classroom teachers and families.
 - Attendance as needed at parent/teacher conferences.
 - Coordination of parent communication regarding student placement, program updates and changes.
 - Provision of cultural and linguistic information and support to teachers and administrators as needed.

Program Model

The high percentage of LEP- identified students requires that SCMSA provide a comprehensive program of collaboration.

Services for kindergarten students who need extra academic language support, will be provided in a collaborative push-in/pull-out model between the classroom teacher and an ELL teacher. This collaborative model uses shared planning time, content support, small group work, SIOP coaching, specialized support for individual students as needed,

and professional development. All students will either be served in the classroom, or will be pulled-out for specialized language learning.

Students in grades 1 or 2 who continue to qualify for EL services will be taught in a collaborative push-in/pull-out model. This model uses shared planning time, content support, small group work, SIOP coaching, specialized support for individual students as needed, and continued professional development. Students who have Access scores of 2.0 or lower, and need additional academic support, will receive pull-out services which focus on language literacy. Pull-out group sessions will last 60 minutes. Classroom teachers will use SIOP teaching methods in their grade level lesson planning. Students who have a composite score of 2.0 or higher will be served in a push-in model, where the ELL teacher works closely with the classroom teacher to make the classroom content more accessible.

Students in grades 3-5 who have Access scores between 1 and 2.0 will receive services through a pull-out language block for 60 minutes each session, which will focus on language literacy. The ELL teacher will collaborate with the classroom teacher and help with lesson planning. Classroom teachers will use SIOP teaching methods within their grade level instruction, will participate in peer observations, and will receive specific and continuous support from ELL teachers on staff. Students who have a composite score of 2.0 or higher will be served in a push-in model, where the ELL teacher works closely with the classroom teacher to make content more accessible.

SCMSA utilizes the SIOP model in classroom teaching. Teachers use simplified language, visual and graphic supports, hands on activities, and generally strive to make classroom content more comprehensible. Mainstream teachers receive training in the SIOP teaching model at the beginning of the school year, which then continues throughout the academic calendar.

Pull-out Instruction:

SCMSA provides pullout instruction for English Language Learners in individual 60-minute sessions. ELL groups are clustered according to their grade and their WIDA Level Access scores. Each ELL teacher pulls out a group of students from each grade who have been sorted according to their composite ACCESS scores. One ELL teacher takes the group with higher composite scores, and one teacher takes the group who has lower composite scores. Each pull out session provides intensive language instruction, in all four language domains (Reading, Writing, Listening, and Speaking).

Pull-out English language instruction that is provided is catered to the grade level cluster of the students as well as their individual language abilities, what WIDA calls “Can Do” descriptors, within that grade cluster. Depending on the language needs of individual groups who are being serviced at the time, the ELL teacher works on building and strengthening the foundations of the English language. This has a different look and feel depending on the pull-out group’s grade level cluster and WIDA level, but because most of the students being served in pull-out sessions fall in the WIDA level 1 - 2.0 range, the language toolbox is full. ELL teachers use supplemental materials from the current curriculum in the mainstream classroom and curriculum specifically designed for English Language development. When using language development specific curriculum, the ELL teacher will use a unit that corresponds to the classroom’s core curriculum content. ELL teachers also build their lessons around phonics, fluency building, letter-sound correspondence, beginning and ending sounds, long and short vowels, consonant blends, CVC and rhyming words, and other foundations of early language learning, to foster the development of Kindergarten and 1st grade ELLs.

Many of these same elements of ELL pedagogy are of course still utilized in teaching grade clusters 2, 3, 4, and 5, but the students in these pullout groups also focus on language readiness. These grade cluster pullout groups are also sorted according to their ACCESS scores. Vocabulary, in the form of high frequency sight words, plays a key part of language instruction at SCMSA. Building sight word knowledge helps these same students as they navigate sentence structure and learn the parts of speech of the English language.

Pull-out group size is usually between 4 – 8 students which often helps ELL teachers provide more individualized support for their students at SCMSA. We have one ELL paraprofessional that has a split schedule between both ELL teachers. Our Pull-out ELL groups are taught for 60 minutes in a low risk setting, where they are away from the pressures of their classroom peers. Each ELL room is dedicated to their language development and is filled with educational tools and material support. This environment also allows for the ELL teacher to closely monitor student progress.

Push- In Instruction:

Students are served in the mainstream classroom through language modeling, scaffolding and direct academic English Language instruction. The students are instructed with the combined, or singular support of the ELL teacher, the classroom teacher and paraprofessionals. Students receive 60 minutes of developmentally appropriate push-in support for social and academic language in the four domains of speaking, listening, reading, and writing following WIDA standards and essential outcomes.

Collaborative Teaching: The ELL teachers strategize and assist classroom teachers in modifying curriculum taught throughout the day, to meet the ELL student in their zone of Proximal language development. This is accomplished in part through regular, bi-monthly, collaborative meetings between the classroom teacher and the ELL teacher. During these sessions the teachers plan the following 2 weeks' worth of lessons. The modifications are designed to adapt to the students' language needs.

Monitor Status: This is to monitor the progress of students that have been exited from the EL program. Students attend mainstream classes throughout the school day. Students do not receive regularly scheduled pullout or push-in instruction. The students' ELL teacher will monitor them by collaborating with the classroom teacher each quarter for two years. Collaboration will include monitoring the student's academic progress, observing the student, surveying their academic work, and conducting student interviews. After 2 years, if the student continues to show growth and/or proficiency, they will be taken off the monitor status list. If during the 2 years, the student has decreased in performance of their English Language skills, the student will be reassessed following our exit plan and if the student is reentered into EL services, the EL teacher will document the reasons why and the parent's consent to reentry.

Evaluation of Effectiveness.

As part of the school's Comprehensive Needs Assessment in alignment with the school's Annual Report, Authorizer Contract, and our World's Best Workforce plan, all EL programs and activities, including service models and staffing needs are evaluated annually through data analysis and staff feedback, staff surveys and parent surveys to determine effectiveness.

Staff feedback is collected through professional development activities throughout the school year and during the end of the school year program summary feedback. Data is analyzed with the needs' assessment team during the summer and reviewed and analyzed as a school staff during August workshop week where data is reviewed at each grade level classroom and individual student levels. The needs assessment also creates annual goals required for the Title III application and reviews school World's Best Workforce and Authorizers goals pertaining to EL students.

Coordination of Resources:

Due to the makeup of SCMSA students, EL students make up 80% of the school's population. The majority of the remaining twenty percent are students who have been exited and reclassified in MARSS as no longer needing those services. Therefore, all school services and programs are coordinated with other relevant programs such as Gifted and Talented service, Special Education, Title I and Title II.

Programs for immigrant and refugee students are done on an as-needed basis. We have procedures in place for immigrant status.

Staffing and Professional Development

The St. Cloud Math and Science Academy ensures that only qualified teachers with a valid K-12 English as a Second Language licensure are employed at SCMSA. All classroom teachers at SCMSA are qualified and hold the approved specific license for their teaching area. SCMSA will send a group of staff each year to the Minnesota Department of Education ACCESS and WIDA training and other EL related workshops.

For all teachers, we follow a complete application and interview process to make sure all teachers have positive references and are qualified for the position they teach. One of our EL teachers has a MA in English, and both EL teachers are in the final stages of completing their MA's in TESL.

Our EL paraprofessional is assigned to assist the EL teachers in their pull out or push in service. EL paraprofessionals work with all grades K-5 and meet the above criteria for having at least two years of study at an institution of higher education.

Professional Development

SCMSA provides the following professional development for staff;

- 1) New staff members are required to attend a cultural training during workshop week focused on the primary backgrounds of our SCMSA students
- 2) Two staff members were sent to a responsive classroom workshop and brought information back to all licensed staff, in order to utilize responsive classroom strategies in each classroom. Responsive classroom is a strategy that assists teachers in effective instruction by building a positive community, engaging academics, and effective management while utilizing skills in developmental awareness.
- 3) Staff development in SIOP is introduced at the beginning of the school year, and given periodically throughout the academic calendar.
- 4) Continuous SIOP training and reviews of SIOP components through staff meeting times. These reviews will be done through small groups, peer observations, EL teacher-led workshops and coaching walk-throughs.
- 5) New teacher SIOP Seminar, which is taught in an after school, extended time session covering components of the SIOP model within the first year of employment at SCMSA.
- 6) All additional staff development training and workshops are blended into the SIOP strategies with a focus on literacy for ELL students.
- 7) Staff Development in Steve Dunn Writing training has occurred for all licensed teachers 4 times per year during the last two school years. Steve Dunn Writing has been successful with giving all staff a school wide strategy to assist our students with increasing their proficiency in their writing, speaking and listening language objectives. This curriculum will continue to be utilized during classroom writing blocks.
- 8) Access training for all staff including all proctors will complete the necessary training modules before test administration

- 9) All New staff attended the Ignite New Teacher Training at SCSU the past two years
- 10) During faculty meetings we have continuous training of the WIDA Can Do booklet and collaboration on how to develop language objectives for lesson planning
- 11) During faculty meetings and throughout the school year, we are working on integrating the five English Language proficiency (ELP) standards with the grade level content standards.
- 12) Staff members will attend Minnesota English Learner Education Conference (MELEd) in November to access external professional development and training sessions.

Parent, Family and Community Engagement

The school has a written parent involvement policy, a schedule of events for parent involvement, and a list of members on the Parent Engagement Committee. All three of these documents are found in the parent corner on the school website at:

https://docs.wixstatic.com/ugd/7af9d5_f80df16f2c82410fbfd48adb729e5f44.pdf

SCMSA believes that involvement by parents and family members in education is very important to the success of our students. We encourage family visits to our schools as we strive to create a stimulating, family friendly environment. Student work is evident throughout the hallways and classrooms as well as framed pictures and displays of our students and staff. SCMSA outreach methods consist of: using our student announcement system to make phone calls and text messages in English and Somali, school Facebook notifications, school website notifications, and both mailed and student delivered notices to families. All mailed notices are translated into the home language of the student. Our school website has a page in which all parents can access each classroom teacher's expectations for their classroom including the teacher schedule and important events and routines throughout the year. The PowerPoint is written in English for our families who read in English and it is orally read in the Somali home language to accommodate 97% of our families.

Parents receive letters in their preferred language when we need to inform them of important meetings and dates. Parents receive a calendar with important dates at the beginning of the school year. This calendar is available on our school website and in the school office. In addition to the letters sent home, phone calls are made in English and Somali to remind parents of meetings and family engagement events. Bilingual language support is available to parents immediately upon entering the office. Notices are also posted to the SCMSA website and Facebook website. Bilingual Educational Assistants and the Assistant Director of SCMSA are available to families by phone at their convenience.

SCMSA holds a kindergarten orientation and a school-wide open house at the start of each school year as well as

parent nights throughout the year. During these orientations, educational curriculum, programming and school expectations for students is reviewed with all parents. At our open house a presentation to help parents understand the state academic standards and assessments will be provided as well as how to engage in their child's education.

The presentation also includes information about the EL program and how to access the program. Copies of the EL plan of service will be available at open house and in the front office. In addition to our open house, we have four STEM nights throughout the school year. These family nights are to help families be involved in hands-on STEM activities with their children and to have a chance to talk with school staff and teachers. Two sessions of parent meetings will be held during STEM night to allow for flexibility. A PowerPoint will be prepared for the parent meeting. The presentation will be written in English and orally presented by the Director and Assistant director in English and Somali. Transportation and childcare are provided for these parent meetings. The presentation contains suggestions for ways parents can become a part of their child's educational process. Suggestions for how to help children with academics and behavior in the home setting are given as well during the meetings. In addition to the large group parent meetings, parents have opportunities to meet two times per year during parent-teacher conferences. During all meetings, parents receive training on how to access the school website and Facebook page for important communication. Parents are also made aware of Annual meetings, Advisory council meetings and monthly school board meetings. We follow our Annual meeting election process to get nominations for school board positions and to invite all of our parents to the annual meeting.

This school year was our first annual 6-week training for parents to learn the importance of the close relationship between schools and home in order to support the academic success of their children. Each of the six sessions was held at the school from 4:30-7:00. All participants received a voicemail and text message in their preferred language reminding them of the training. Transportation via taxi was provided for families that needed assistance in that area. Each session included a light meal before the training where parents and staff could socialize and get to know each other better. Daycare was also provided during the training at each session. Each session included four or five objectives of what would be learned and discussed at each session. Each participant received a copy of the training materials in English or Somali and received notebooks for taking notes and any other materials that were given at the training. One session, each participant received a packet of free flashcards with reading words and math facts and free books for their children to read at home. Parents discussed how to increase the goals with their children who attend our school. Goals included the percent of homework turned in each week, the percent of reading logs turned in each week, an increase in proficiency of basic math facts, an increase of letter recognition and sight word fluency.

Our school has the following committees that allow parents to be involved in our school planning and development of programs for English Learners. We have a parent/family engagement committee and an advisory committee. The parent/family engagement committee meets to discuss events that will be

offered for families each school year. The advisory council is a committee made up of parents, bilingual staff and one teacher. This council meets with parents at parent meetings and at Parent education sessions to explain the role of the committee and to invite parents to contact the committee if they have concerns they want to discuss with a committee before bringing concerns to administration.

In November each year, parents are invited to attend the annual World's best work force meeting to discuss plans in the area of academic achievement for the upcoming school year.

In May, all parents are invited to our annual meeting to be involved in our school board election process and to hear

During fall parent conferences, a satisfaction survey is given to find out how parents feel the school is doing in areas of school climate.

During spring parent conferences, a survey is conducted to address the following topics;

- Identify barriers and the needs of parents and family members that prevent or hinder them from participating in their child's education. This is especially important for the parents that are economically disadvantaged, disabled, limited English proficiency or any racial or ethnic minority.
- The survey will also identify what training and information the parents and family members need in order to adequately assist the learning of their children in the home environment.
- The last component is to identify barriers that exist hindering the parents in communicating with teachers and school staff.
- Identify strategies to support school and family interactions.

The survey also asks questions of all parents having a child in the EL program as a way to assess how parents feel the program is helping their child grow in their reading, writing, listening and speaking ability.

The district's World's Best WorkForce (WBWF) committee shall pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults. SCMSA World's Best Workforce plan addresses the needs of English Learners through Component 3: Closing the Achievement Gap among all groups and among the EL focus group.

The primary planning, development and implementation of the EL program is done in a cooperative effort between the EL teachers, assessment director, instructional leaders, director and school board. The school board is composed of classroom teachers, parents, and community members.

Accountability Requirements

SCMSA has a written policy and procedure handout for all staff members that are involved in the testing process. SCMSA has a process for providing technical assistance and training on how to administer English language proficiency assessments and statewide assessments with accommodations.

- All entering students take the W-APT placement test when they qualify based on the HLQ.
- All entering Kindergarteners who qualify based on the HLQ take the Kindergarten W-APT
- The ELL teachers administer the W-APT.
- All ELL students take the ACCESS test.
- All students at SCMSA grades 3-5 take the MCA reading assessment, except those who have resided in the US for less than one year
- All students at SCMSA grades 3-5 take the MCA math assessment
- The DAC and grade level teachers administer the MCA reading and math tests.
- All assessment results are analyzed for meeting benchmark standards and for student growth. All assessments listed above provide strand and sub strand data, which is analyzed during school wide data meetings and weekly grade level team planning. Programming decisions are made by the team of teachers working with the student based on the student's individual data.

SCMSA analysis of English language proficiency:

- Results of the ACCESS tests-
- North Star Report
- ACCESS scores are analyzed in May when preliminary results arrive. SCMSA strives to have every student in EL program to increase at least 1.0 on ACCESS score from previous year
- Daily formative assessment by ELL teachers during small group instruction
- Collaboration between regular education and EL teachers regarding student proficiency in all areas (Reading, Writing, Speaking, and Listening)

SCMSA analysis of student academic achievement:

- Monthly report to school board
- Weekly progress monitoring data
- SCMSA authorizer academic goals (NEO)
- North Star Report
- Fall, Winter, Spring Benchmark analysis

Fiscal Requirements

Our Title application is approved to be spent in three areas: professional development for staff, parent, family and community engagement and the language instruction educational program. Based on SCMSA's CNA – given the fact that nearly 85% of the students are ELL and only 3.4% of the students score

in the 5th and 6th levels on WIDA ACCESS and based on Minnesota Comprehensive Assessment (MCA) scores in reading are 8.7% proficient and math 10.3 % proficient; SCMSA has some major challenges. Although there is progress, a lot more needs to be done in English language development in the upcoming years. Therefore, SCMSA has dedicated \$11.5K to a year-long workshop for teachers on teaching writing to ELL students. The writing program will be combined with our existing reading, writing, speaking and listening programs to increase proficiency for our EL students.

In the area of educational assistants, SCMSA has paid 25% of the ELL paraprofessional salary out of EL funds in order to assist ELL teachers in the classroom and work one on one with students or assist in small groups inside the EL classroom. This money is directly related to our language instruction educational program. With our teachers and paras working collaboratively in the development of SCMSA's Language Instructional Educational Program (LIEP) our hope is that all EL students' proficiency levels will improve.

In the area of parent/family and community engagement, SCMSA has paid for interpreters each week to help the director and assistant director communicate the parent engagement objectives with all participants. We feel it is very important to have our parents educated in the importance of being involved in their child's education. Other money to support the parent/family and community engagement program will come out of the general education fund. Money was used to pay for supplies for all the participants, transportation, lite meals and childcare.

Personnel Activity Reports (PARS) as well as payroll statements from any personnel paid through Title III funds are kept in order to identify funds from Title III. These time and effort sheets are available to auditors on an annual basis.

Our school follows our purchasing, procurement and contracting policy in order to have prior authorization for purchases as well as following a purchase method (purchase orders, purchasing card, internet site from reputable companies, employee reimbursement etc.) and purchase process in order to have a sound fiscal system.

Our school follows our maintenance of an inventory of fixed assets and a fixed asset accounting system policy. Any purchased equipment or books are labeled with a school stamp and sticker identifying the item was purchased through Title III funds and the year it was purchased. Inventories are kept as well as thorough copies of school orders and purchase orders. Our school follows our capitalization procedures

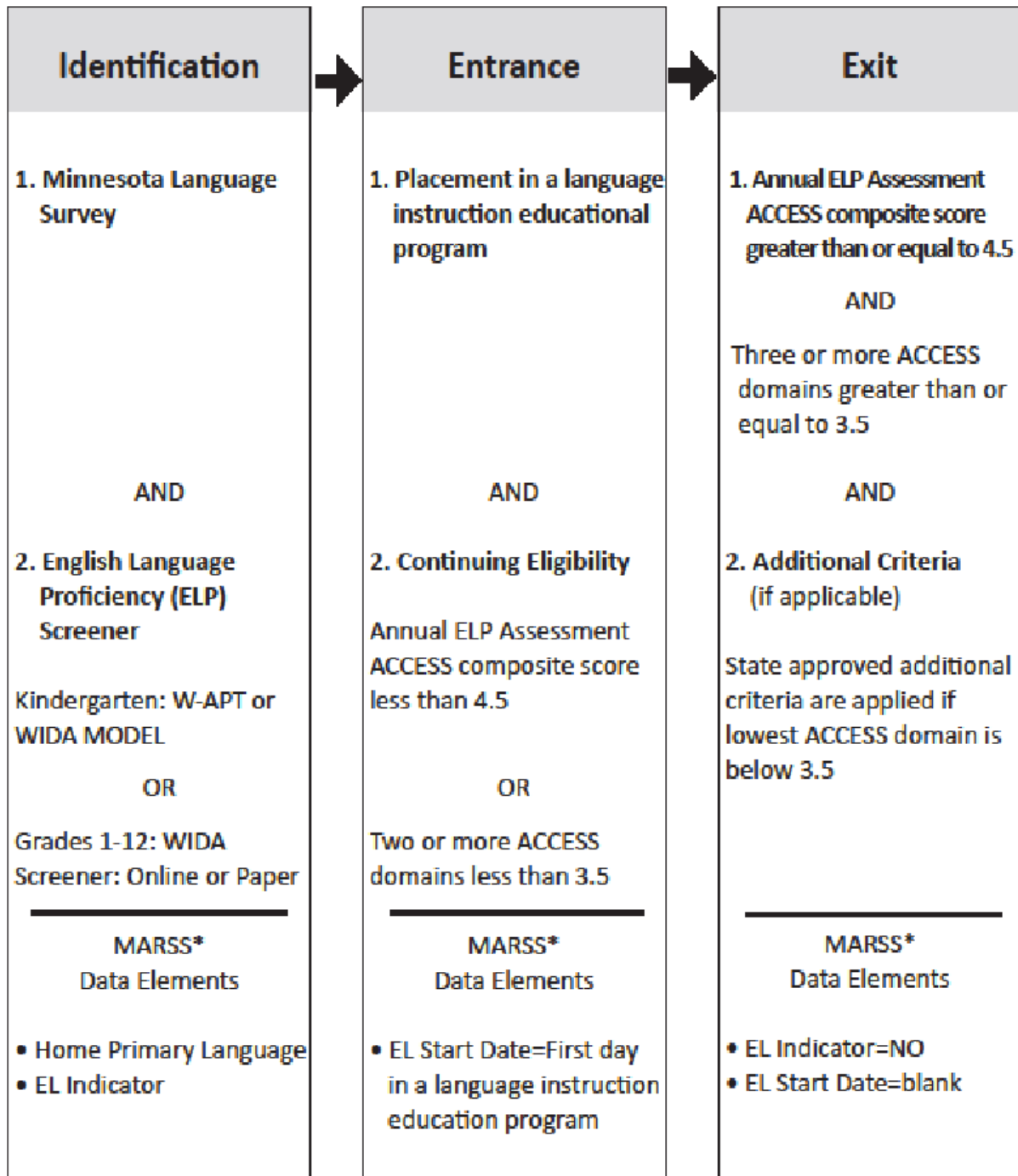
Appendix:

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Minnesota Standardized English Learner Procedures



Identification, Entrance and Exit





Sebteembar 4, 2018

Mas'uulka/Waalidka sharafta leh ee _____

Sharciga Minnesota wuxuu ubaahan yahay inaan ogaano haddii ardayda Degmadeena dugsigu ay yihiin Bartayaasha Ingiriisiga (ELs). Sharciga gobolku wuxuu u baahan yahay barnaamij waxbarasho oo lagu barayo luqadda oo loogu talagalay Bartayaasha Luqadda ee aqoontooda Ingiriisiga ay xaddidan tahay. Intaa waxa dheer, waxaa nalooga baahan yahay inaan ku siino macluumaadka ku saabsan habka aqoonsiga ilmahaaga iyo adeegyada waxbarashada.

Ilmahaaga waxaa loo aqoonsaday inuu yahay Bartaha luqadda (EL). Waxaa la siin doonaa barashada luqadda Ingiriisiga oo dheeraad ku ah barashada fasalka caadiga ah. Annagu degmo ahaan waxaanu rumaysanahay in adeegyadani ay ka caawinayaan buuxinta baahida waxbarasho ee ilmaha iyo in uu sii wanaajiyo guushiisa waxbarashada ee iskuulka.

I habka aqoonsiga iyo ku meelaynta ilmahaaga ee barnaamijka barashada luqaddu wuxuu ku saleysanyahay isku-dar ah su'aalaha luqadda guriga, aragtida macallinka, natijooyinka imtixaanka Ingiriisiga, iyo cabiraado kale. Dhibcaha imtixaanka aqoonta Ingiriisiga ee ilmahaaga ayaa hoos lagu muujiyey.

Natijooyinka imtixaanka Ingiriisiga ilmahaaga:

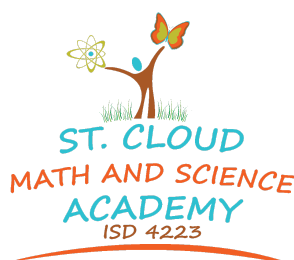
Xirfada la Imtixaanay	Magaca Imtixaanka	Taariikhda Imtixaanka	Dhibcaha Ardayga	Heerka Aqoonta Ingiriisiga
Hadalka	WAPT/ACCESS			
Dhagaysiga	WAPT/ACCESS			
Akhriska	WAPT/ACCESS			
Qorista	WAPT/ACCESS			
Dhibcaha Guud	Dhibcaha Guud			

***Heerka 6 (Level 6) waa marka ilmuhu gaaray aqoon buuxda**

Haddii aad qabto wax su'aalo ah ama welwel ah oo ku saabsan adeegyada uu ilmahaagu helo, fadlan iisoo sheeg. Waxaan rajeynayaa inaan la shaqayno ilmahaaga!

Mahadsanid,

Tammy Bengtson; Maamulaha



September, 8, 2021

Dear Parent/ Guardian of _____,

Minnesota law requires that we identify whether students in our school district are English Learners (ELs). State law requires a language instruction educational program for ELs with limited English proficiency. In addition, we are required to provide you with information regarding your child's identification process and instructional services.

Your child has been identified as an English Learner. He or she will receive English language instruction in addition to the instruction in their mainstream classroom. We as a district believe that these services will help meet your child's educational needs and enhance his or her academic success in school.

A licensed EL teacher will provide services for students who are identified to receive EL instruction. EL curriculum and programming is aligned to the State adopted WIDA English Language Development Standards in conjunction with St. Cloud Math and Science Academy curriculum. The goal of the EL program is to provide differentiated content-based instruction so that students can become fully proficient in the English language and gain the background knowledge necessary to meet the Minnesota Academic Standards.

The identification process and placement of your child in a language instruction educational program is based on the home language questionnaire, and on English Learner test results. Exit criteria is based on achieving an Overall Language Proficiency score of 4.5 on the ACCESS with at least 3 domains above 3.5 (Reading, Writing, Listening, Speaking).

If you as the parent/guardian refuse services, interpretive services will be provided to ensure that the parent/guardian understands your child will not receive EL services. You, as the parents, have the right to withdraw your child from the program at any time by providing written notice of this intent.

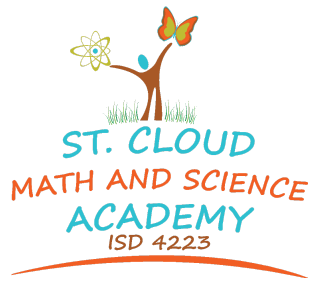
Your child's English proficiency test scores are shown below. ***Level 6 is when a child has reached full proficiency**

Skill Tested	Name of Test	Date of testing	Student's score	English Proficiency Level
Speaking	WAPT/ACCESS			
Listening	WAPT/ACCESS			
Reading	WAPT/ACCESS			
Writing	WAPT/ACCESS			
Overall Score	Overall Score			

If you have any questions or concerns about the services your child is receiving, please let me know. I look forward to working with your child!

Sincerely,

Tammy Bengtson; Principal



Date:

Dear Parent/ Guardian of _____,

Grade: _____ School: _____ Date: _____

Your child has successfully participated in the EL (English Language program) and presently meets the criteria to be exited out of the EL program. Adequate student performance and ongoing progress demonstrate proficiency in the English language. The following data is considered when exiting a student:

- Achieving an Overall Language Proficiency score of 4.5 on the ACCESS with at least 3 domains above 3.5 (Reading, Writing, Listening, Speaking).

Based upon assessment results and demonstrated student proficiency,

will be transitioned out of St. Cloud Math and Science Academy's EL Program. This transition will be effective starting _____. The student will be reclassified as a non-LEP student and receive follow up and periodic review each quarter for 24 months from the effective date noted above. Please refer any questions regarding this notice to your child's EL teacher.

Administrator

Classroom teacher

EL Teacher

Original:
Parent/Guardian

Copy: Cum file

Address: 1025 18th St. N St. Cloud , MN 56303

Phone: 320-774-2201

Website: www.scmsastem.com

Fax: 320-774-2204