

Sejong Academy's EL Program and LIEP Manual

Sejong Academy's Mission and Vision:

Vision: Sejong Academy students will become scholars in Korean and English as well as socially responsible global citizens.

Mission: Sejong Academy is committed to providing an academically rigorous education to K-8 students through immersion experience in Korean language and experience by using research based curriculum, high standards for accountability and promoting an appreciation for diversity and international cultures.

School Demographic Overview:

Sejong Academy opened in 2014 near the St. Paul Midway area with an opening day enrollment of 69 students. During the course of our recruiting, we received significant interest and enrollees from the Karen community. As Sejong was initially chartered to be full immersion for K-2 and then partial immersion for the upper grades, we realized we needed to alter the model somewhat to ensure all students were fluent in English and eventually Korean as is our mission. We discussed this demographic shift with English Learner researchers who commented that we needed to significantly address our EL student needs in English which may not be met in a traditional immersion setting. To address this need, we increased our EL services, increased our EL staff, added Karen literacy support and hired Karen speaking staff including a teacher and an office manager and a cultural liaison. Furthermore, EL services were incorporated into the mainstream classroom through the SIOP (Sheltered Instruction Observation Protocol) model. Additionally, the classroom teachers applied their knowledge as second language learners (almost all of our staff have learned English as a second language) to facilitate language learning in the mainstream classrooms. We have also worked closely with a dedicated group of volunteers who provide hundreds of hours of assistance every month. Since our inception in 2014, we have followed best practices for EL's, while evaluating, modifying, and updating our services for the specific needs and challenges of our core demographic. Our enrollment has swelled to 270 students (with 179 ELL's). As a result of all of these efforts and changes, Sejong Academy was recognized for outstanding achievement in EL growth for the 2018-2019 school year.

Program Overview:

Sejong Academy currently has 270 students and 179 of our students are designated as English Learners. Most of our EL students come from the Karen language community, four students speak Somali, two speak Cambodian, one speaks Korean as a first language. Compared to other schools Sejong has significantly more low-level ELs. Approximately 50% of our students are WIDA level 1-2 EL compared to a statewide average of 30%. In middle school we have about 10 students who are in the WIDA levels 1-2 and receive provide at least 60 minutes of direct language service daily to our lowest level learners. Our full-immersion students (grades K-1) receive 75 minutes of instruction per week. 2nd graders and 3rd graders receive 4th graders receive at least 60 minutes daily. The rest of our EL students are higher levels and can mostly access class content with sheltered instruction. To the extent possible, we want to avoid isolating our EL students and provide push-in services when grade level content is accessible with that support. We also ensure that EL students do not miss out of special subjects such as Art, Tae Kwon Do and soccer. For the higher grade level students, grades 3-6, we will use content-based EL instruction and work with grade level content to provide content-embedded EL instruction.

Staffing:

The ED of Sejong Academy has a Master's in TESOL. Update information to include all EL certified teachers. We currently have four licensed EL instructors, and our Director, has a Master's in TESOL and a Minnesota licensed in K-12 ESL. Additionally, as mentioned, all our teachers and staff members are second language learners who draw on our language learning experiences to help our English Learners.

Professional Development:

Sejong Academy meets weekly for our professional learning community as staff development. A major focus of our PLC meetings is sheltered English instruction and language immersion instruction. We go through the 8 major components of SIOP and also the major components of SLIFE (students with limited or interrupted formal education). We also have a two-week pre-service training that includes EL program delivery and immersion instruction. A significant portion of PLC development time is devoted to improving ELL services in the mainstream classroom.

Additionally, some of our instructors regularly attend the Korean Educators conference in Los Angeles which helps to provide training on Korean language instruction to learners from all backgrounds, including EL students. Our EL department has a strong presence at the MN TESOL conference since our school began, and we have received other professional development training as well, such as with the Read Naturally Program, Great Leaps, Easy CBM, and Heggerty Phonemic Awareness.

Seven Basic Steps of EL Program Administration and Delivery:

1) Identification (See Appendix A):

A. Home Language Questionnaire-any language other than English will be investigated

Steps Involved:

1). The Office Manager will contact the EL Teacher to inform him/her that we have a home language questionnaire that states a language other than English as the home language.

This is done immediately upon registering.

2) The Office Manager requests records from the child's previous district. If the child is listed as EL and receiving services at WIDA Level 1-3, the student will be deemed automatically eligible. If the student's WIDA Level is 4-6, the WIDA AMS may be administered to determine eligibility. Eligibility will be any level under WIDA level 6. **Previous records are checked within two weeks of enrollment.**

B. Use prior school records – identifies student as receiving EL services in previous districts.

C. New to Country or Kindergarten students will be assessed using the WIDA AMS.

2) Program Entrance:

A. Assess for English Language Proficiency – No matter what percentage of other language at home (if exited from another school, request documentation)

1. ACCESS for ELLs assessment will be used and if there is no ACCESS, the WIDA Screener will be administered.

2. Teacher subjective observation or referral for EL will also be considered.

3. MDE English Language Learner Guidelines:

<http://education.state.mn.us/MDE/SchSup/EngLearnSup/EngLearnEducGuide/index.html>

4. The MARSS Coordinator will note EL once the EL teacher confirms this.

3) Parental Notification:

A. Parents will be notified via a letter sent in the mail stating that their children qualify for EL services, providing a description of the types of services and giving parents and students the option to opt out of EL Programming. We use the sample letter found on the MDE website which we translate into Karen and add the school logo:

<http://education.state.mn.us/MDE/SchSup/EngLearnSup/DistCommParents/index.html>

B. We will engage EL parents through EL family nights and workshops, to encourage the parents to support the EL program.

4) Service:

A. Develop team-based approach (the classroom teacher, teacher assistant and EL teacher).

PLCs will focus on implementing SIOP or Sheltered English strategies for higher level students in the mainstream classes.

B. Based on the level of the student, the team will create a plan for either an integrated model or pull-out model or a combination of both. A combination model is preferred to be sure that students are not missing the mainstream education and not delayed in catching up with their peers. WIDA Level 1-2 students will receive at least 45 minutes of direct, small group instruction per day. WIDA Levels 3-5 will receive 45 minutes a day of push-in or pull-out support.

C. The EL teacher will use the WIDA Can Do descriptors and ELD standards for direct instruction and classroom content for content-based instruction.

D. The EL curriculum will be the Content and grade level standards of the school and will have with customization to the student's level. Our Science curriculum has a leveled reader series for EL students. For online curricula, we use Reading Eggs, IXL and Study Island. Reading Eggs and Study Island are both multimodal (listening, speaking, reading, writing) programs that students can use wherever they are able to get online.

E. The school will use multiple measures of assessments including classroom assessments, classroom and EL teacher observations and assessments, Study Island, IXL, NWEA MAP, Minnesota Comprehensive Assessment (MCA), and the WIDA ACCESS assessments.

F. During our first year, we provided 35 minutes of Karen literacy instruction daily. We plan to expand and continue to research our heritage language programming to ensure our EL students get the same high quality standards and challenging content as our non-EL students.

G. We are partnering with the U of M Community Service program to bring volunteers to our school. We will utilize these volunteers to help EL students as needed – e.g., Reading Buddies. We currently have 12 active volunteers.

H. Instruction will be based on the WIDA ELD State Standards and the WIDA CanDo Descriptors. The EL teacher may use a portfolio of Can Do descriptors to assess student's mastery of the descriptors. (Can-do descriptors as goals for student progress. Quarterly goal-setting, meetings with EL team. Grade-level standards.) Easy CBM other assessments.

I. Home visits are conducted by the EL teacher and the office manager to take families to the local library. Our Karen language office manager scheduled these visits during MEA break to ensure all families understand the resources provided at the local library.

5) Annual Progress Evaluation:

A. For our initial academic year, we will primarily be using teacher observations, EL class and mainstream classroom formative assessments to judge program effectiveness.

B. We will compare WIDA AMS scores to WIDA-ACCESS scores in the fall to see how these comparisons may affect instruction. We will also monitor progress on the WIDA descriptors during the academic year.

C. Additionally, we will use WIDAACCESS results and set a goal of one proficiency level per year for all EL students.

D. If we are able to access Title III grants in the future, we will use AMAO results to judge program effectiveness as one measure.

E. We will also use MAP, and MCA assessments as another measure of program effectiveness as appropriate.

F. Parent survey feedback will also be used as a measure of program effectiveness.

6) Program Exit:

A. If students reach fluency as determined by the WIDA ACCESS test, they are automatically exited and will be monitored for a year. The results of the MCA (for grades 3-6) will also be monitored for a year. Students may also be exited during the year based on a triangulation of data from NWEA, Study Island and the WIDA AMS.

7) Reclassification as no longer EL:

A. Students who have successfully tested out at WIDA Level 4.5, and no longer have barriers to the same challenging grade level content as native English speaking students and are at a 3 or 4 in the school’s grading system (above a 3, or a B average) will be reclassified as no longer EL in both MARSS and student records.

Amount and Scope of EL Service

Recommended Minutes of Direct Service	WIDA Level 1	WIDA Level 2	WIDA Level 3	WIDA Level 4	WIDA Level 5
K-2	At least 30 minutes per day of direct service a day.	30 minutes per day of direct service a day.	30 minutes at least three times per week of direct/indirect service.	30 minutes at least two times per week of indirect service.	30 minutes once per week of indirect service.

<p>3-5</p>	<p>45 minutes per day direct instruction. 35 Minutes of Karen literacy instruction daily</p>	<p>4 5 minutes per day direct instruction. 35 Minutes of Karen literacy instruction daily</p>	<p>45 minutes per day direct instruction and push-in content-based support</p>	<p>45 per day direct instruction and pushin content-based Support</p>	<p>30 minutes once per week and pushin content-based support</p>
<p>6-9</p>	<p>45 minutes per day of direct instruction. 35 Minutes of Karen literacy instruction daily</p>	<p>45 Minutes per day of direct service and all sheltered content classes. 35 Minutes of Karen literacy instruction daily</p>	<p>45 Minutes per day of direct service and push-in content-based support and all sheltered content classes</p>	<p>45 minutes at least three times per week of direct support and pushin content-based support</p>	<p>45 minutes at least three times per week direct instruction and pushin content-based support</p>

Educational Goals for the EL Program

- All students need to access grade level content – EL teacher supports sheltered instruction
 - Beginning students (Level 1s) are focusing on Reading, Phonics and Classroom Language to build academic foundations needed for academic success across the curriculum
 - Intermediate students (Level 2-4), our goal is to help them become active participants in the mainstream class
 - Increase oral fluency and pronunciation to ensure clear communication in English
- Beginning a Korean language immersion program at the same time as non-EL students, helps our EL students develop confidence, cultural competence, mental flexibility, and an ability to express themselves in a variety of ways.

- Our goal is to accelerate EL student’s learning on grade level content as soon as possible. We will use classroom content for content-based EL instruction whenever feasible within a reasonable ability level (Krashen’s I+1)
- We have high expectations for all our students. We believe that students below grade level can and will make one and a half grade level’s worth of growth per academic year with great teaching and supportive environment.
- The EL Department will meet once a quarter to discuss all aspects of the program and review this plan for accuracy and whether it needs to be updated according to student needs, staffing changes or demographic shifts.

Appendix A-Initial Identification and Ongoing Identification

Step in the Administrative Procedure	Person Responsible	Timeframe
1. Family completes the home language survey. Student records are requested.	Office Manager	Upon enrollment/Before the student begins school.
2. The EL Department is notified that there is a potential EL Student	Office Manager	Upon enrollment
3. The EL Department verifies home language survey	EL Department	Within two days
4. The EL Department checks the prior school data to determine automatic eligibility.	EL Department	If no records within one week, request them again. If no records with ten days, we will assess directly using WIDA AMS.

<p>5. Use records for WIDA-ACCESS or EL Program placement or assess using WIDA AMS WIDA-APT/ACCESS 1-3 – Automatically qualifies. If WIDA Level 4-5, MAP test results will be used, if a student is on grade level according the MAP RIT scale, they will receive push-in EL service and be monitored for grade level success for one year.</p>	<p>EL Department</p>	<p>Within Two Weeks</p>
<p>6. Notify parents if students qualify.</p>	<p>EL Department</p>	<p>Within Two Weeks</p>
<p>7. Begin Service</p>	<p>EL Department</p>	<p>Within Two Weeks</p>
<p>8. Measures used to provide ongoing identification -Teacher recommendation and classroom grades -MAP assessment growth or stagnation -Study Island Completion % Looking for grade level completion by MCA date -WIDA ACCESS scores</p>	<p>EL Department</p>	<p>Quarterly</p>
<p>9. Ongoing Parent Notifications -These will coincide with the traditional grade reports -Parent teacher conferences</p>	<p>EL Department</p>	<p>Quarterly</p>

10. Yearly WIDA ACCESS Analysis	EL Department	
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Exit Criteria and Reclassification for our EL Program

Criteria	Person Responsible	Timeframe
1. WIDA ACCESS Scores	District Assessment Coordinator and EL Department	Upon receiving results of a composite of Level 5 and consistent with in-class observations.
2. Classroom observations from the classroom teacher	Classroom Teacher and EL Teacher	Continuous. We will be aware of student's growth and their ability to access grade level content. This observational data will potentially enact in change in the type of service a student receives.
3. Parents Opt-Out	EL Department	Immediate upon receiving the letter which describes the child's level and services we could offer