BlueSky Language Instruction Educational (LIEP) Program Plan

BlueSky offers a comprehensive program for English learners (EL), serving students at all proficiency levels. Outlined in this plan are identification criteria, reclassification criteria, services provided across all proficiency levels, and professional development for all staff working with English learners. To the extent possible, BlueSky will avoid isolating multilingual learners for a substantial part of the school day. In particular, lower proficiency level students will have predominantly nonverbal subjects integrated into their schedules so they can participate fully and on an equal basis with their peers. English learners must also have an equal and meaningful opportunity to participate fully with their peers in all extracurricular activities.

Identification Criteria & Procedures

All families are enrolled at BlueSky through an online application. Upon acceptance, families must complete enrollment forms, including the Minnesota Language Survey (MNLS) prior to starting school. Assistance completing the forms, including language assistance such as interpreter or translation services, will be provided by contacting info@blueskyschool.org or calling 651.642.0888.

The student's MNLS indicates:

a. The language(s) the student learned first;
b. The language(s) the student speaks;
c. The language(s) the student understands; and
d. The language(s) the student has consistent interactions in.

NOTE: All parents complete an MNLS during enrollment. This form is kept in each student's cumulative (CUM) file.

If a language other than English is indicated for 1a-d above, the student will be referred to the EL coordinator to be screened for English language proficiency to determine whether or not the student is eligible for English language development instruction.

3. Once the MNLS has been analyzed and indicates a language other than English, the student takes the WIDA Screener to determine their entrance level of English into the EL Program and must have an overall score between 1 and 4.4. If scoring 4.5 or above with all language domains 4.0 or above, the student is not eligible for EL program services. Students who enroll after the initial 30 days of school must complete the screener within 10 days of enrollment. EL identification along with all identification processes must not delay a student's enrollment into classes. If necessary, a temporary schedule can be developed while BlueSky is determining eligibility.

When available by file or in MARSS, the EL coordinator reviews information provided from the previous school/district about EL status or English language proficiency (ELP) assessment. Any information existing regarding past EL identification or services is used to update information gathered through the identification process outlined above. Students previously identified for EL services will continue to receive services until exit criteria are met.

Parent/Guardian Notification

A. BlueSky will notify parents/guardians within 10 calendar days of enrolling a new student into the EL program. The notifications are ESSA approved from the [TRANSACT website](#) and given in the primary Language of the household as well as in English.
B. BlueSky Charter School will also notify parents/guardians annually of students' participation in the EL program within 30 days of the beginning of the school year. Parents/guardians have the right to refuse EL services. Notices used are also from TRANSACT website. [See a sample of TRANSACT EL notification](#).
C. BlueSky's office staff will mail parents their students' ACCESS test scores when available in late summer or fall from the previous year.

ACCESS Testing & Ongoing Identification
The ACCESS test window opens in January and closes at the end of March. BlueSky's testing coordinator or office staff will contact students and families to schedule annual testing. Results from the annual ACCESS test are used to guide program placement and services. Students cannot be exited from English learner services without passing scores on the ACCESS. Parents can decide to opt their child out of testing but they will remain in BlueSky's EL program until exit criteria is met through ACCESS testing. Access test results will be mailed to families by the end of September each year.

Parental Choice
Parents/guardians can refuse EL services in a written statement. Parents can also refuse

the ACCESS test, but students will remain coded as an EL student unless removed in writing by the parent. Students will not have access to EL support services as outlined in this plan if services are refused. Refusal of EL services must be sent to the following:

To: Suzy Bordeau (suzy.bordeau@blueskyschool.org)
Parents/Guardian Name
Student Full Name
Student Date of Birth
Student's Current Grade Level
Refusal Reason (optional)

EXIT CRITERIA
1. If a student has 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. [See the Minnesota Standardized English Learner Procedures](#) for more information.
2. Once exit criteria has been met, students will be reclassified in MARSS at the beginning of the following school year.
3. Students can remain getting El services after passing ACCESS with very specific criteria as identified by the Minnesota Department of Education's [Additional Exit Criteria](#).

Plan of Services by Proficiency Level

WIDA Can Do Philosophy:

BlueSky believes in the can do WIDA philosophy. This means that we believe multilingual learners have critical assets that contribute to their learning contributions and potential. Multilingual learners bring linguistic, cultural, experiential, and social & emotional learning assets to their learning experiences. All levels of EL services incorporate WIDA's Can Do philosophy through implementation of WIDA's academic standards and assessments and assessments that build awareness of multilingual learners' strengths.

WIDA Believes in Language Learners' Assets, Contributions, and Potential		
Assets	**Contributions**	**Potential**
Linguistic	Knowledge of multiple languages, varying representation of ideas, metalinguistic and metacognitive awareness, diverse strategies for language learning	Bi- or multilingual practices, abilities which learners utilize to communicate effectively across multiple contexts, multiple ways of expressing their thinking
Cultural	Different perspectives, practices, beliefs, social norms, ways of thinking	Bi- or multicultural practices as well as unique and varied perspectives, ability to develop relationships in a global society, ability to navigate a variety of sociocultural contexts
Experiential	Varied life and educational experiences, exposure to unique topics, diverse approaches to learning and expressing content knowledge	Enrichment of the school curriculum, extracurricular, and community opportunities, success in school and beyond
Social and Emotional	Personal interests and needs, awareness of/ empathy for diverse experiences, knowledge and enrichment of community resources	Ability to form and sustain positive relationships, and broker meaningful interactions among peers and others within and beyond school

WIDA is housed within the Wisconsin Center for Education Research at the University of Wisconsin-Madison.
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Breakdown of EL Services and Placement by Access Level

English Language services are provided to students based on their assessed proficiency levels using the ACCESS assessment. Services outlined below provide a general outline of how students are supported in the areas of speaking, listening, reading and writing. A student's specific plan of service may be adjusted based on their specific assessment scores and needs.

	Newcomer (SLIFE/RAEL) & ACCESS Levels 1 and 2	ACCESS Level 3 and 4	ACCESS Levels 5 and 6 LTELs (long-term multilingual learners of 5+ service years)
General Strategies & Supports	**Academic Supports:** Schedule in Group Pace classes as possible Middle schools may be placed "back on track" to offer extra support. Check in with student at least weekly or more as necessary, especially for newcomers through level 2 Newcomers may be scheduled in predominantly nonverbal subjects, such as art, music, and physical education in order to permit ELs to participate fully and on an equal basis with their peers **Instructional Strategies:** Clearly defined content learning targets displayed and reviewed with students Clearly defined language objectives displayed and reviewed with students Leverage student's skills and experiences Provide opportunities that encourage peer to peer collaboration Use visual aids to support main ideas and concepts Link past learning to new learning Pair student with another student of their choice Model academic tasks Provide lesson preview videos that summarizes major concepts, skills, and content Pre-teach academic vocab before starting new content		**Academic Supports:** Check in with student on a regular basis **Instructional Strategies:** Clearly defined content learning targets displayed and reviewed with students Clearly defined language objectives displayed and reviewed with students Leverage student's skills and experiences Provide opportunities that encourage peer to peer collaboration Use visual aids to support main ideas and concepts

Classroom: Speaking & Listening	**Academic Supports:** Co-teaching with the EL Coordinator for core curriculum Alternate leveled curriculum will be utilized for speaking and listening needs as determined by the ML teacher (ex. Vizzle, Lexia, Read 180, etc.) To the extent possible, avoid isolating English learners within the classroom Frequent checks for learning & understanding Frequent specific feedback Adjust speech rate and word choice to student's ability level Allow students to record responses or utilize speech to text Utilize closed captioning **Instructional Strategies:** Leverage lesson activities to provide speaking and listening opportunities Provide opportunities for small group discussions to allow for natural peer to peer interactions Use songs and movement when possible to teach academic concepts Listen to a reading, choral reading and practice reading Orally review and emphasize key vocabulary Support learning with multiple modalities Consistently use scaffolds (gestures, mirroring, visuals, graphic organizers, modeling)	**Academic Supports:** Frequent checks for learning & understanding Allow students to record responses or utilize speech to text Utilize closed captioning **Instructional Strategies:** Leverage lesson activities to provide speaking and listening opportunities Provide opportunities for small group discussions to allow for natural peer to peer interactions Use songs and movement when possible to teach academic concepts Listen to a reading, choral reading and practice reading	**Academic Supports:** Provide lecture/discussion notes or outlines Allow students to record responses or utilize speech to text Utilize closed captioning **Instructional Strategies:** Provide opportunities for small group discussions Listen to a reading, choral reading and practice reading

	Newcomer (SLIFE/RAEL) & ACCESS Levels 1 and 2	ACCESS Level 3 and 4	ACCESS Levels 5 and 6 LTELs (long-term multilingual learners of 5+ service years)
	Provide response choices during class discussions		
Classroom: Reading & Writing	**Academic Supports:** Co-teaching with the EL Coordinator for core curriculum Alternate leveled curriculum will be utilized for reading and writing needs as determined by the ML teacher (ex. Vizzle, Lexia, Read 180, etc.) To the extent possible, avoid isolating English learners within the classroom Frequent checks for learning and understanding Frequent specific feedback Allow students to record responses or utilize speech to text **Instructional Strategies:** Leverage lesson activities to provide reading and writing opportunities Provide opportunities for small group reading or collaborative writing Listen to a reading, choral reading and practice reading Support learning with multiple modalities Consistently use scaffolds (gestures, mirroring, visuals, graphic organizers,	**Academic Supports:** Frequent checks for learning and understanding Frequent specific feedback Allow students to record responses or utilize speech to text **Instructional Strategies:** Leverage lesson activities to provide reading and writing opportunities Provide opportunities for small group reading or collaborative writing Model academic tasks Use scaffolds (gestures, mirroring, visuals, graphic organizers, modeling) Pair student with another student of their choice Incorporate reading and note taking strategies such as SQ3R and Cornell Notes	**Academic Supports:** Provide lesson previews that summarizes major concepts, skills, and content Pre-teach academic vocab before starting new content Frequent checks for learning and understanding Frequent specific feedback Allow students to record responses or utilize speech to text **Instructional Strategies:** Leverage lesson activities to provide reading and writing opportunities Provide opportunities for small group reading or collaborative writing Model academic tasks Use scaffolds (gestures, mirroring, visuals, graphic organizers, modeling) Pair student with another student of their choice Incorporate reading and note taking strategies such as SQ3R and Cornell Notes

	Newcomer (SLIFE/RAEL) & ACCESS Levels 1 and 2	ACCESS Level 3 and 4	ACCESS Levels 5 and 6 LTELs (long-term multilingual learners of 5+ service years)
	modeling)		
Speaking & Listening: English Learner Teacher	When available, students may be assigned to an ELL class that is part of the school schedule. When there is no daily ESL class, students meet individually or in a small group 2-3 times per week for 30-40 minutes focusing on speaking and listening skills. Provide leveled independent speaking and listening practice throughout the week Access to the EL teacher through the school week	Provide Individual or small group speaking and listening instruction 1-2 times per week (30-40 minutes per session) or receive approximately the same amount of time through content class push-in services Access to the EL teacher through the school week	Content class push-in services as needed Sustained grade-level performance is monitored A long-term EL still Assessed at level 1-4 should be considered for intervention referral
Reading & Writing: English Learner Teacher	When available, students may be assigned to an EL class that is part of the school schedule. When there is no EL class, individual or small group reading and writing instructions 2-3 times per week (30-40 minutes per session) will be provided. Provide leveled independent reading and writing practice throughout the week Access to the EL teacher through the school week	Provide Individual or small group reading and writing instructions 1-2 times per week (30-40 minutes per session) or receive approximately the same amount of time through content class push-in services Access to the EL teacher through the school week	Content class push-in services as needed Sustained grade-level performance is monitored A long-term EL still Assessed at level 1-4 should be considered for intervention referral.
Educational Assistant Support	Newcomers and level 1 receive 1-2 hours of class support (for core non-EL courses) or resource room support	Resource Room Access 9th and 10th grade study hall as needed	Resource Room Access 9th and 10th grade study hall as needed

	Newcomer (SLIFE/RAEL) & ACCESS Levels 1 and 2	ACCESS Level 3 and 4	ACCESS Levels 5 and 6 LTELs (long-term multilingual learners of 5+ service years)
All Areas: Intervention	Targeted intervention as needed.	Targeted intervention as needed.	Targeted intervention as needed. LTELs will be referred to intervention services for review.

Students Not Making Progress

Long term identified students

Students that continue to meet EL service criteria after receiving services for 6 or more years will be referred to intervention services to identify if additional support services are required. Students meeting this criteria will receive weekly check-ins from the EL teacher and have access to EL resources as requested.

Professional Development

BlueSky's Professional Development Committee is responsible for providing professional development opportunities for all staff working with EL students. This includes but is not limited to teachers, licensed support staff, administrators, and educational assistants. The committee is responsible for coordinating ongoing training aligned with the district's professional development activities related to the needs of English learners.

Online Learning

BlueSky is a state approved online learning provider. As such, all programming is developed and delivered with online learning in mind. Students transitioning to BlueSky's online program are ensured to have continuity of English language instruction through the enactment of this plan. Direct services are provided through live, synchronous, learning platforms. All other elements of English language instruction are delivered through developmentally appropriate use of synchronous and asynchronous instruction based on a student's language skills and needs.

Appendices

Minnesota Language Survey

Minnesota Standardized English Learner Procedures

Additional Exit Criteria

Sample of TRANSACT EL Notification

WIDA