

English Learner Language Instruction Educational Program Plan
Cornerstone Montessori Elementary School

I. LIEP Placement Procedures

a. Incoming Transfer Students

Qualified staff members will review a new child's files (including MARSS data) to determine if the child has been screened for ELL services, previously received ELL services, or has exited ELL services. Cornerstone will follow the determination of the previous district unless there is reason to believe the child should be reassessed.

b. Incoming Students with No Prior Files

All families new to Cornerstone complete a Home Language Questionnaire to identify themselves as speaking a language other than English at home. All new children, whether identified as an EL Learner or not, are informally evaluated by the classroom teacher and ELL teacher with regard to their ability to participate in class on a similar level as their peers, in terms of spoken and receptive language, and writing and reading (when age appropriate).

c. Criteria for Continued Placement/Exiting Procedures

Children are exited from ELL services in accordance with the Minnesota Standardized English Learner Procedures. Children who score a composite of 4.5 on the ACCESS and 3.5 in each domain are exited; children whose composite score is less than 4.5 or have scores less than 3.5 on two or more domains continue to receive services.

II. LIEP Description

a. Goal

The goal of EL instruction at Cornerstone is to support all children in acquiring the oral and written language skills to thrive in the Montessori environment and in social-emotional interactions in and out of school.

b. Collaboration

The ELL teacher works in close partnership with the Montessori classroom teacher to assess the child's need for additional instruction, to support the child's work within the classroom, and to provide instruction that is in keeping with the Montessori pedagogy. The ELL teacher also works with the Literacy Specialist, Special Education teachers, and Director of Elementary Pedagogy to ensure each child receives specialized support services in a manner appropriate to his/her development and age.

c. Services

ELL instruction may take place in a number of ways:

- Push-in small group or individual instruction
- Pull-out small group or individual instruction
- Vocabulary enrichment and oral language development
- Phonemic awareness
- Guided reading or writing instruction
- Content instruction following Montessori lessons from the classroom teacher

III. Amount and Scope of Instruction

a. Amount of Instruction

The amount of instruction each child receives is dependent on their needs and increases as the child's need increases.

Need will be defined by the child's ACCESS scores, teacher observation, and internal reading assessments (Dynamic Indicators of Basic Literary Skills). EL levels will be assigned in the fall, using criteria from the *Can Do Descriptors* and assigned for each of the four language modalities (reading, writing, spoken language, receptive language).

Children in Levels 1 and 2 will receive daily service, from 20-50 minutes depending on need.

Children in Levels 3 and higher will receive service multiple times per week, from 15-30 minutes depending on need.

b. Scope of Instruction

The scope of instruction will vary for each child, based on their needs and development, as well as on their EL level.

Young children will receive services focusing on pronunciation and phonemic awareness, vocabulary enrichment, and direct instruction of abstract concepts that may require concrete experiences.

Older children will receive services that enable their academic success within the classroom, ranging from reading comprehension to mathematics vocabulary.

All instruction will center on conversation to support children in vocabulary enrichment and abstract conceptual development, and to ensure children are comfortable both listening and speaking in English. Instruction may also involve supporting children in follow-on work from Montessori lessons or in reading and writing skills to accomplish interest-driven research.

IV. Communication of LIEP Information

a. Notification of Placement

Families are notified of a child's placement into ELL services within 30 days of placement. Notification is provided in writing using the Cornerstone Montessori Elementary School English Learner Program Placement letter.

b. Parent Teacher Conferences

The ELL teacher is present at all parent-teacher conferences, as well as Parent Partnership events, to discuss individual children's services with families.

Progress reports are sent home for all children receiving ELL services three times a year: during fall and spring conferences, and with report cards at the end of the school year.

c. Translation

All written communication to parents will be offered in the family's home language. Spanish-language interpretation is available for all conferences and Parent Partnership events.

V. Distance Learning Addendum

a. ELL Services

Children will receive 1:1 ELL services from their ELL teacher via Zoom or phone during any required distance learning. Equal minutes will be provided as during on-site instruction, unless parents request shorter service times.

Materials will be provided for children to practice skills independently, including access to reading materials and technology needed for distance learning.

b. Communication

Distance learning information will be provided to all parents by email, in Spanish and English.