



Academy For Integrated Arts
5604 Troost Avenue, Kansas City, MO 64110
phone: (816) 444-1720 fax: (816) 444-1721

English Language Learners Policy

LAU Plan

Academy for Integrated Arts

Grades served at school: K - 4

School mission statement:

The mission of the Academy for Integrated Arts is to use the arts to prepare students for an admissions-based college preparatory secondary school

Identification

Students will be identified using a home language survey found in the school district enrollment forms. If a student indicates that another language is spoken within the home the student will be identified as a potential ELL student. The enrollment coordinator will identify students as potential English Language Learners and identify the ELL coordinator within twenty-four hours. If translation is needed for the enrollment of a student the school district will provide the families with an interpreter. In addition if the school ELL coordinator has reason to suspect a student speaks another language other than English the ELL coordinator will identify the student as a potential English language learner and will give the student the W-APT language assessment. All ELL students will be given the W-APT test within thirty days of the start of the school year, or within two weeks of enrollment thereafter. The test administrator will calculate the W-APT score in a timely fashion. This score will be used to place students for the ACCESS test and to provide students with services to be received. The ACCESS test will be used additionally to identify students who require services. This test will be given in February of each academic year. The test service provider will provide the results from the ACCESS test in May of each school year. The ELL coordinator will be responsible for each step in identifying students for services and the testing process. All testing scores and ELL items will be kept in a file for ELL learners; this will include all students receiving services and those who have been screened and no services are needed.

English Language Assessment:

The W-APT test will be given to all students who have answered yes to at least one of the questions on the home language survey provided on the enrollment forms. Students will be tested on all four of the language modalities (reading, writing, listening, and speaking). The instruments used for the W-APT testing are the test booklets and scoring guides which are provided on the WIDA website or may be purchased through the WIDA website. The ACCESS test will be given to all students identified and in all language modalities. The ACCESS test will be ordered by November through WIDA and delivered to the test administrator. The test administrators must complete training to administer the ACCESS test.

Placement:

Students who score below 6 on the ACCESS or W-APT will receive ELL services. The services will be modified to meet each student's needs. In addition any Kindergarten student who receive a 29 or lower on the W-APT will receive services. The school will implement the pull-out model of instruction. The pullout method of instruction is to periodically remove, or pull out, LEP students from the classroom. During the pullout time, teachers may work one-on-one with students, or group them according to ability or grade level to meet the linguistic needs of the students.

Parental Notification:

Parents will be notified of services students will be receiving within two weeks of the W-APT test being completed and prior to initial start of ELL services. If a student is to receive ELL services, parents will be notified regarding



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the type of services the student will be receiving. Parents will also be notified of the scores received on the ACCESS test. This information will be provided in a format that is comprehensible to the parents.

Parental and Community Involvement:

Interpreters will be provided for school functions. The school will provide translators for parent/teacher conferences and any additional meetings that may arise throughout the school year. School announcements and any additional school notifications that will be delivered on the telephone will be delivered in the language of each particular parent at the school. Additionally the following items will be included in formats comprehensible to parents: school notifications and calendar, parent conferences, school activities, such as field trips or extracurricular activities, and student handbooks. Translation will be provided ideally through bilingual staff members when available. However, if a translator is not available translation tools such as para-link or other online translation tools may be used.

Educational Goals:

Fifty percent of students will show growth on language proficiency each year using the WIDA test as measurement of growth. One percent of all ESL students will attain English proficiency each year. ELL students will be held to the same standards as all students within the district along with working toward attaining English proficiency. In order to ensure ELL students making progress they will be benchmark tested at the start of the year, take the ACCESS in January, and benchmark test again in May. The benchmark test used will be the benchmark available through WIDA.

Instructional Services:

The school will provide the most effective and appropriate instructional models for each student based on the individual needs of the student. The school district will implement the pull-out of ELL instruction. The pullout method of instruction is to periodically remove, or pull out, LEP students from the classroom. During the pullout time, teachers may work one-on-one with students, or group them according to ability or grade level to meet the linguistic needs of the students.

Coordination of Services:

The ELL coordinator will be responsible for timely communication with classroom teachers and school personnel. The ELL coordinator will notify each core classroom teacher of all ELL students on the teachers' roster, and will supply each teacher with the ELL students' individual language assessment scores. The ELL Coordinator will also work with individual teachers in understanding the diverse needs and abilities of students.

Transition of Services:

Students will be automatically reclassified as non-LEP if they achieve a 6.0 overall composite score on the ACCESS test. If however the student is in grades 4-12 and there is adequate documentation from MAP/EOC and NWEA and students have met grade level or content norms for the school, students may be reclassified if they achieve a 5.0 overall composite score. Those students who are reclassified as non-LEP will be monitored for two years after exiting the program to ensure a successful transition. This reclassification of students will happen within one month of receiving student scores for both the ACCESS and EOC assessment. All documentation proving the student has successfully completed the ELL program and is no longer in need of ELL services will be kept in their ELL file until the student graduates from the school.

Additional Services:

ELL students will have access to all programs and services provided to native English speaking students.



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Qualified Personnel

The school will ensure quality personnel at all times. When 20 or more ELLs are enrolled the school will hire an ESOL endorsed teacher who is fluent in English. The school will also plan to hire additional ELL teachers for each additional 35 ELL students enrolled. Para-professionals will only work with a maximum of 5 ELL students at a time. In addition the ELL classes should have the same ratio of teachers to students as the remainder of the classes within the school.

Assessment Within the Classroom:

The ELL teacher will use the Can Do descriptors provided by WIDA to assist classroom teachers in providing appropriate materials for ELL students. ELL students will be monitored throughout the year using the following items; ACCESS test scores, MAP test scores, NWEA, DRA, and content specific scores.

Professional Development:

The school will provide high quality professional development opportunities for all staff to acquire the skills in establishing, implementing, evaluating, and sustaining instructional and English language development programs for English Language Learners. The language acquisition process will be reviewed annually with all teachers of ELL students. These language acquisition skills will be implemented into the classroom. The ELL coordinator will be responsible for assisting classroom teachers in understanding WIDA standards and requirements for ELL learners.

Monitor and Success of Program

The ELL/LEP program will be monitored for success using the ACCESS testing scores provided annually. Upon receipt of the results of the program's success, a parent/guardian notification letter will be sent to parents/guardians of all ELL/LEP students.

Guidelines for Monitoring

Students who meet the exit criteria for ELL will be monitored for two years. The students will be reclassified to a monitoring status based upon previously described exit criteria. The monitoring of the students will be completed by the ELL teacher. The students will be monitored on a quarterly basis. Criteria used for monitoring will include EOC test scores, class progress, NWEA scores, DRA scores, and overall academic scores. ELL students will be held to the same achievement level standards as their non-ELL/LEP peers.