



**GIRLS PREPARATORY**  
**ACADEMY**  
KANSAS CITY

**LAU Plan**

**Kansas City Girls Preparatory Academy**  
5000 East 17<sup>th</sup> Street  
Kansas City, MO 64127

**Identification**

Students with English language learning needs will be identified through a Home Language Questionnaire, included in multiple languages during the enrollment process. If the student's home language is not English, KCGPA staff will conduct an interview with the student and parent, with interpreters provided to ensure clear communication. If the student speaks a language other than English, or little to no English, the Director of Student Support (DSS) or designee will administer the WIDA Online Screener. The DSS and teachers will then use those results, teacher input, conversations with parents, and prior academic performance to determine whether the child qualifies as an English Language Learner (ELL). If a child is designated as ELL, the DSS and the teacher team will devise an instructional plan for providing ESL support by a licensed ESOL teacher and/or Sheltered Content Instruction (SCI) in all classes.

During this identification process, KCGPA seeks to afford every opportunity to help students understand the school's policies and become active members of the school community. Translators will be employed to support these efforts. KCGPA recognizes that parents have a right to decline ELL services for their child and will follow all appropriate regulations when this scenario occurs.

**English Language Assessment**

The Online Screener assessment 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 Online Screener testing are the test booklets and scoring guides which are available on the WIDA website. The ACCESS test will be given to all students identified and in all language modalities (reading, writing, listening, and speaking). 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 receiving a score below 5 on the Online Screener will be identified in MOSIS as LEP and will receive EL services.

### **Parental Notification**

Parents will be notified of services students will be receiving within two weeks of the Online Screener test being completed and prior to initial start of EL services. If students are to receive EL services parents are to be notified the type of services the student will be receiving. Parents will also be notified with the scores received on the ACCESS test. This information will be provided using the DESE parent notification form.

### **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 will be delivered by school reach on the telephone in the languages represented 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. The use of the translation will be provided through translators and bilingual staff members. If a translator is not available translation tools such as online translation tools may be used.

### **Instructional Services**

KCGPA believes – and research repeatedly demonstrates<sup>1</sup> – that every classroom should be an environment which is inclusive of the educational needs of all children. KCGPA has structured its foundational approaches to curriculum, instruction, and assessment accordingly. Further, KCGPA believes that a continuum of services must be available through the school so that all students can participate fully in all programming.

ELL students may receive pull-out services to build language foundations while also benefiting from inclusion via a co-teaching model. Within the inclusive classroom, core content teachers and Learning Support Specialists (LSS) will collaborate to deliver instruction together. Co-teaching is designed to maximize the talents of all educators and to present co-teachers as having equal knowledge and authority. Co-teachers have clearly defined roles that clarify how often they meet to collaborate, when materials will be created or modified, to what extent they co-plan, and how to best divide instruction within a lesson. Generally, the core content teacher will be responsible for delivering standards-based content and collaborating with the LSSs and Paras/Aides to design accommodations and modifications. LSSs certified in the appropriate area will be responsible for changing lesson plans and materials to scaffold instruction for ELL students. All teachers will be trained in effective co-teaching strategies and supported to maximize the impact of co-teaching.

Inclusive learning honors the diversity of young women's cultural, intellectual, physical, and

---

<sup>1</sup> Bui, Xuan, Carol Quirk, Selene Almazan, Michele Valenti. *Inclusive Education Research & Practice*. Maryland Coalition for Inclusive Education. 2010. [http://www.mcie.org/usermedia/application/6/inclusion\\_works\\_final.pdf](http://www.mcie.org/usermedia/application/6/inclusion_works_final.pdf)

social and emotional backgrounds, and provides educational supports and opportunities that remove barriers to learning and enables full participation in the school program. Each student feels that she is a valued member of the school community and is provided the resources to realize her full potential. Inclusive Learning practices include Sheltered Content Instruction (SCI), which will be a primary driver for the design of instruction for ELL students. Research shows that SCI leads to increased student performance among ELL students.<sup>2</sup> Sheltered content instruction will include:

- *Design and Plan.* Content and language objectives are accessible and supplementary materials are available to support student learning
- *Build background knowledge.* Academic concepts are explicitly linked to students' backgrounds and previous learning, and key vocabulary is emphasized using multi-modal approaches such as visual and auditory cues
- *Build comprehension.* Teacher uses language structures (simple sentences, clearly enunciated words, simple directions) and body language/gestures to ensure comprehension and uses concept-building strategies (visual cues, modeled/shared/guided/ independent practice)
- *Interactions.* Students can discuss concepts with peers and wait-time is consistently built into classroom routines
- *Practice and Application*—students have opportunities to consistently apply concepts and language using reading, writing, and listening strategies (see *Reading and Writing Workshop* below)
- *Lesson delivery*—learning is appropriately paced, active, and student-centered
- *Review and Assessment*—teachers consistently use a variety of ways to assess student comprehension and mastery of learning (conferring, check-ins, competency-based assessments).

### **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.

### **Coordination of Services**

In addition to hiring a proportionate number of ESL-certified teachers to serve our students effectively, KCGPA will ensure that ELL students are instructed by teachers who are qualified to shelter instruction and who receive ongoing development in ELL strategies and supports.

---

<sup>2</sup> Jana Echevarria, MaryEllen Vogt, and Deborah J. Short. *Making Content Comprehensible for English Learners: The SIOP Model*. Pearson. 2016.

KCGPA's goal is to have all content teachers and other appropriate staff complete ESL training and certifications as appropriate for their role and the proportion of ESL students that KCGPA serves. KCGPA anticipates at least one Learning Support Specialist (LSS) per grade level, who would report to the Director of Student Supports (DSS), who coordinates all services. The DSS will be responsible for timely communication with classroom teachers and school personnel, including notifying core classroom teachers of all ELL students within their course, the students' individual language assessment scores, and working 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 5-12 and there is adequate documentation from MAP or EOC assessments 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 and a portfolio of work samples of reading, writing, listening, and speaking. Those students who are reclassified as non-LEP will be monitored for four 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 MAP 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 or transfers from the school. An ELL Advisory committee will be formed, should a question arise about transitioning a student. The committee will include the parent, teacher, LSS, and DSS.

### **Additional Services:**

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

### **Qualified Personnel**

The school will ensure quality personnel at all times. When 20 or more ELs are enrolled the district will hire an ESOL endorsed teacher. The district will also plan to hire additional ESOL teachers for each additional 35 ELL students enrolled. ELL support services that do not supplant the standard curriculum may be provided by an education aide who is supervised by an ELL teacher in collaboration with the student's regular classroom teacher. Para-professionals can only be working with 5 EL students at a time. In addition, the ELL teachers should have the same ratio of students as the remainder of the classes within the school or district.

### **Assessment Within the Classroom**

The EL teacher will use the CAN DO Descriptors provided by WIDA to assist classroom teachers in providing appropriate materials instruction for EL students. EL students will be monitored throughout the year using the following items; ACCESS test scores, MAP, EOC, STEP scores, and content specific scores.

### **Professional Development**

The district 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 gone through each year with all teachers. These language acquisition skills will be implemented into the classroom. The ELL teacher will be responsible for assisting classroom teachers in understanding WIDA standards and requirements for EL learners.

### **Monitor and Success of Program**

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

### **Guidelines for Monitoring**

Students who meet the exit criteria for EL will be monitored for four years. The students are exited to a monitoring status based upon previously described exit criteria. The monitoring of the students will be completed by the EL teacher. The students will be monitored on a quarterly basis. Criteria used for monitoring will include MAP/EOC scores, class progress, and overall academic scores. Students will be expected to be achieving at the same rate as their non-EL/LEP peers. Documentation will be provided quarterly and will be kept, by the EL teacher, in the students' EL file. If at any time, a student with the status of monitoring begins to digress, he/she should be considered for re-entry into the EL program.