



GIRLS PREPARATORY
ACADEMY
KANSAS CITY

Kansas City Girls Preparatory Academy Lau Plan 2023-2024

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." - Lau v. Nichols (1974)

English Language Learner (ELL)/Lau Plan

It is the policy of Kansas City Girls Preparatory Academy to provide equitable access for Limited English Proficient (“LEP”) students, referred to throughout this document as English Language Learners (ELLs). English as a Second Language instruction, referred to from here on as ELL instruction will be provided for all students of limited English proficiency who qualify according to established District guidelines. The legal basis for the program is the landmark U.S. Supreme Court decision, *Lau vs. Nichols*, 414 U.S. 563 (1974) and the Equal Educational Opportunities Act of 1974. The U.S. Supreme Court stated that school districts must take action to ensure that limited English proficient students are able to benefit from an education conducted in English. More specifically, the Lau decision states that a school district will:

- Identify English Language Learners (“ELLs”);
- Design an effective program reflective of their needs;
- Employ appropriate English as a Second Language or bilingual personnel;
- Align the instruction of ELLs to state and local standards; and
- Provide ongoing assessments to ascertain their growth in English language proficiency and in the comprehension of academic content.

Our Mission

Kansas City Girls Preparatory Academy (KCGPA) exists to prepare young women to use their voices, succeed in college, and lead impactful, meaningful lives.

Our Values

KCGPA believes – and research repeatedly demonstrates¹ – 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

¹ 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

that all students can participate fully in all programming.

Description of the Program

Kansas City Girls Preparatory Academy (KCGPA) serves approximately 20-40 English Language Learner students from various nations and people groups. The school district practice is to enroll new ELL students in the grade level that is appropriate for the student's age and previous school experience.

ELL students will receive grade-level instruction with appropriate research-based supports to increase their English language proficiency and academic content knowledge. Appropriate instruction must be systemically equitable in order to support the achievement of each English Language Learner to the point of post-secondary preparation and success.

Definition of "English Language Learner" (ELL)

As stated in Title IX of the Education Amendments of 1972, an English learner is an individual who is:

A) age 3-21

B) who is enrolled or preparing to enroll in an elementary or secondary school

C) (i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant

D) whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual – (i) the ability to meet the state's proficient level of achievement on the State assessments ...; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

Identification of English Language Learners at KCGPA

During the enrollment process, parents and guardians will complete the Language Use Survey (LUS).

If the answer to any question on the survey notes a language other than English is either spoken or understood by the student, the student will be assessed by the WIDA Online Screener or Newcomer Kit.

Note: Missouri is a member of the WIDA Consortium along with 40 other states. If a potential ELL was previously enrolled in a state belonging to the WIDA consortium, the student should have a WIDA score and educational history in their permanent record. The district will use that score in lieu of administering the Online Screener to determine eligibility.

Initial Screening

If the student qualifies as a potential ELL student, the Online WIDA Screener assessment will be administered by KCGPA within the first 30 calendar days after enrollment. If the student enrolls after October 1, the assessment will take place within 10 days after enrollment. Students will be tested on all four of the language modalities (reading, writing, listening, and speaking). The instruments used for the Online WIDA Screener testing are the test booklets and scoring guides which are available on the WIDA website.

Determining the Assessment

The chart below outlines which assessment the potential ELL student would take after enrollment:

First Semester Student	Second Semester Student	Take This Screener
Grades 5-6	Grades 4-5	Online Screener Grades 4-5

Grades 7-8	Grades 6-8	Online Screener Grades 6-8
Grades 1 through 12 newcomer students in the US for less than four months with no English exposure		Newcomer Kit

Placement

Students receiving a score of 4.5 or lower on the Online WIDA Screener will be identified in MOSIS as LEP and will receive ELL services after notifying parents/guardians. Likewise, if a student transferring from a WIDA state/district has a score of 4.7 or lower, she also will be identified in MOSIS as LEP and will receive ELL services after notifying parents/guardians. The ELL coordinator, with the help of ELL teachers, will determine class schedules and placement and will communicate with the ELL team and Operations Team.

Parental Notification

Parents and legal guardians will be notified by the ELL coordinator about the Online WIDA Screener test results and placement decisions no later than 14 calendar days after the assessment was completed or records are received and prior to the student receiving EL services. Such notifications shall be provided in English or an interpreter will be available if needed. A letter will also be sent home in native language.

Parents will also receive annual information from the ELL coordinator concerning their student's ACCESS test scores and their eligibility for services.

Declining Services

Parents and legal guardians have the right to decline ELL services for their student. In this case, no ELL services will be provided for the student, despite assessment data.

Student Cumulative File

Once a student has been identified as an ELL, the ELL coordinator will create a cumulative file for the student, kept electronically on Google Drive. It will consist of:

- Language Use Survey from enrollment to identify student as language minority
- Family Questionnaire
- Notification of Services Letter
- All test score reports pertaining to placement decisions

Instruction

ELL students will be identified as a newcomer, beginner, or intermediate by the ELL coordinator. They will receive services based on this placement. Programs to be used by Kansas City Girls Preparatory Academy may include:

- Content-Based Integrated:** To the extent possible, the student will participate in the grade-level content classroom. The content area teacher(s) will share the responsibility of programming with a qualified ELL teacher(s). Instruction will include scaffolding and support and the general education curriculum will be supported by mainstream classroom teachers trained in ELL strategies and appropriate instructional materials. Students in this program score at a high level on the English proficiency tests, and may even be monitored students. This program is recommended for students who have scored overall ACCESS levels of 3.5 and higher.
- Push-In/Pull Out:** The ELL teacher participates in the mainstream classroom for a particular subject by assisting the teacher and students in the classroom. Teachers and students focus on encouraging ELL student participation in class discussions and activities, and helping ELLs organize and review information. ELL teachers may also work with small groups within a class to provide tutoring, extra modeling or assistance. If needed, students are pulled out of the classroom for a portion of the day to receive direct instruction so they may be successful when they re-enter the classroom. This program is also recommended for students who have scored overall ACCESS levels of 3.5 and higher.

- c. **Sheltered English Language Arts-Beginner:** Students spend a period of the day receiving direct language instruction from an ELL teacher. The reading and writing courses focus on all five WIDA English Language Proficiency standards and are designed to develop vocabulary and language skills for integration into the social and academic environment of the school. These classes are recommended for students who have transitioned out of the Newcomer Program and/or who have arrived in the US within the last 3 years. Beginners typically have WIDA Screener or ACCESS Scores between 2.0-3.5. These students are in the Speech Emergence and low Intermediate Fluency stages of language acquisition.
- d. **Newcomers Class:** Newcomers are students who have arrived in the US in the last 2 years with little or no English skills. They may have had limited or interrupted formal schooling and limited literacy in their native language. These students are in the pre-production and early production stages of language acquisition and are developing receptive skills in their new language. They will be in a self-contained classroom with a single ELL teacher for core content instruction and will be in mainstream classes for enrichment. This program is recommended for ELL students who took the newcomer kit or have an overall ACCESS score of 2.0 or lower.
- e. **What I Need (WIN) Literacy Class:** These courses are taught by ELL specialists and focus on filling in the academic gaps a student may have from daily instruction. The emphasis is on academic vocabulary and comprehension strategies to develop strong independent readers. These courses are provided by level (beginner and intermediate) so as to meet students in their language level needs. This course is supplemental to mainstream ELA or Sheltered Reading and Writing classes.

Additional Services

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

Educational Goals

- 75% of ELL students at KCGPA will show any growth in language proficiency each year using the ACCESS test as the measurement of growth
- 10% of ELL students at KCGPA will become proficient in English by achieving an overall composite score of at least 4.7 on the ACCESS for ELLs

Retention

Under no circumstances should the ELL student be placed in a grade level that is more than one year below his/her chronological age. KCGPA will provide a structured language support program that meets the ELL as well as content area and equal access needs of the student. The ELL coordinator will ensure that ELL students will not be retained solely based on limited English proficiency. If a student's academic difficulties are due to limited English proficiency, retention should not be considered.

Assessment

At KCGPA, all students are required to take state and district standardized assessments. If allowable by the test administration guidelines, the ELL coordinator may set up accommodations for students who have difficulty taking standardized achievement tests, or if the student has difficulty competing with monolingual English-speaking peers. However, this only applies to students who are still considered ELL, not students who are being monitored or who have been fully transitioned to Fluent English Proficient status.

All new ELL students, grades K-12, will be screened with the WIDA W-APT to determine eligibility for EL services during the first 30 days of school in the fall, or within 10 days mid- year.

All ELL students will be administered the MAP test during the testing window in the spring. ELL students may be exempt from the Communication Arts section of the MAP if they have been in the United States less than one year. MAP administration instructions and accommodations must be checked annually for changes by the ELL coordinator.

All ELL students will be evaluated with WIDA ACCESS 2.0 assessment to measure progress in language proficiency during the statewide testing window in January or February.

Results of WIDA assessments will be placed in the student's cumulative file. Annual results will be shared with the parents in the annual notification letter. Translated parental notification letters are available in other languages and provided by WIDA.

Exit and Reclassification Criteria

The ELL coordinator, along with ELL teachers, should gather data and review student records in order to make recommendations for students to be reclassified or continue progression on monitor status, or be removed from monitor status. This information should be collected by June 1 of each year and compiled on the recommended forms and placed in the student's ELL file.

A. Reclassification/exit: A student may be reclassified or exited according to these guidelines presented by the Missouri Department of Elementary and Secondary Education (DESE):

- Students with an overall ACCESS score between 4.7 and 6.0 will be reclassified as Exited LEP immediately unless compelling evidence exists suggesting that the student should remain LEP.
- Students with an overall ACCESS 2.0 score below 4.7 will remain LEP unless compelling evidence suggests the student is capable of fully participating in a classroom where English is the language of instruction. This evidence will be reviewed by the ELL Coordinator prior to the conclusion of the academic year. Guidance for collecting and reviewing evidence is provided on the Missouri Department of Elementary and Secondary Education website.

Note: Students with disabilities under the Individuals with Disabilities Education Act (IDEA) should meet the above standards or have Individual Education Plans (IEPs) that specify parallel, alternate standards-related criteria.

B. Students that meet the criteria of reclassification should be moved from Limited English Proficient (LEP) to Monitored Year 1 (MY1) in the student information system.

- KCGPA ELL student monitoring data includes: course grades, writing competency, teacher observation of comparison to peers in classroom performance, reading level, level of accommodations/modifications needed or used in the classroom and teacher recommendations for need of ELL services.
- The monitoring for the two-year period may be done via email, conferencing with appropriate teacher(s), and other viable methods of communication. The ELL coordinator and ELL teachers will review data at the end of the two-year period to determine if the student can be fully removed from Monitor status and classified as Fluent English Proficient. The ELL coordinator may decide that the lack of academic progress is due to a need for language support and return the student to the language support program/reclassify as ELL.

Parental/Family Involvement

At KCGPA, we recognize that a student's success is frequently marked by family involvement. We also recognize that there are unique linguistic, cultural, and societal barriers to ELL families being involved in their children's education.

Parents are notified of language proficiency screening and ELL eligibility of services and are encouraged to participate in the ongoing educational process. All parents of ELL students will be given equal opportunity and encouragement to participate in the education of their children by providing, to the extent practicable, information in a language they can understand.

Parents will be provided timely notification when family involvement activities are planned. These notifications may be in the form of notes in a language they can understand, by phone calls also in a language they can understand (using interpreter services), or by other practical methods to the extent possible.

Qualified Personnel

All ELL students will be provided instruction from an ESOL-certified teacher or under the guidance and supervision of ESOL-certified personnel. It is the goal of KCGPA that all teachers working with ELL students would be ESOL- certified through the state of Missouri. Determination of the number of teachers will be determined by the number of students in need of services.

Coordination of ELL Services

KCGPA has appointed a Director of Student Supports to be the coordinator of ELL services for the 2023-2024 school year. The team of qualified ELL personnel reports to the aforementioned Director, who coordinates all services. The Director of Student Supports will be responsible for enrollment of new ELL students, record keeping of ELL students, language proficiency assessments, timely communication with classroom teachers and school personnel, and ensuring compliance requirements and program supervision.

Staff Professional Development

ELL teachers will be provided with collaboration opportunities with KCGPA mainstream teachers. KCGPA will provide high quality professional development opportunities for all staff to acquire the skills in establishing, implementing, evaluating, and sustaining instructional strategies for English Language Learners. ELL teachers will also be responsible for assisting classroom teachers in understanding WIDA standards and requirements for ELLs.